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The University of Edinburgh
Senatus Learning and Teaching Committee

**Meeting to be held on Monday 28 September 2015 at 9am in the
Board Room, Evolution House**

AGENDA

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1.	Welcome and Apologies	
2.	Minutes of the meeting held on 27 May 2015	LTC 15/16 1 A

3. Matters Arising

3.1	Matters arising from the meeting held on 27 May 2015	

4. Convener's Communications

5. For Discussion

5.1	Developing the Strategic Plan 2016-21	LTC 15/16 1 B
5.2	Student Experience, Teaching and Learning at the University of Edinburgh	LTC 15/16 1 C
5.3	National Student Survey 2015	LTC 15/16 1 D
5.4	Postgraduate Taught Experience Survey 2015	LTC 15/16 1 E
5.5	Use of Student Data to Help Enhance Learning and Teaching, the Student Experience and Operational Effectiveness	LTC 15/16 1 F Presentation
5.6	Feedback on Assessment: Measures of Quality and Turnaround Times	LTC 15/16 1 G
5.7	Grade Point Average (GPA) Briefing Paper	LTC 15/16 1 H
5.8	Innovative Learning Week	LTC 15/16 1 I
5.9	Annual Planning Round Guidance	LTC 15/16 1 J

6. For Approval

6.1	Higher Education Achievement Record – Procedures for Making Changes to Section 6 Categories of Achievement	LTC 15/16 1 K

7. For Noting / Information

7.1	EUSA Priorities 2015/16	LTC 15/16 1 L
7.2	Report from LTC Distance Education Task Group	LTC 15/16 1 M
7.3	Leading Enhancement in Assessment and Feedback (LEAF) Project Stage Review Report	LTC 15/16 1 N
7.4	Enhancing Student Support Post Project Review Report	LTC 15/16 1 O
7.5	Enhancement Themes – Update	Oral
7.6	Teaching Excellence Framework	LTC 15/16 1 P
7.7	Student Recruitment Strategy	Oral
7.8	Annual Report of the Senate Committees	LTC 15/16 1 Q
7.9	Guidance for Senate Committee Members on Authoring Papers and Other Aspects of Committee Business	LTC 15/16 1 R
7.10	Committee Membership and Terms of Reference 2015/16: http://www.ed.ac.uk/academic-services/committees/learning-teaching	

8. Date of Next Meeting

2.00pm on Wednesday 18 November 2015 in the Cuillin Room, Charles Stewart House

Philippa Ward, Secretary to the Senatus Learning and Teaching Committee
21 September 2015

LTC 15/16 1 A

Minutes of the Meeting of the Senatus Learning and Teaching Committee (LTC) held at 2pm on Wednesday 27 May 2015 in Room 235, Joseph Black Building, Kings Buildings

Present:

Dr Nicholas Adams	Senior Lecturer, School of Divinity, CHSS
Ms Shelagh Green	Director, Careers Service
Professor Peter Higgins	Representative of SEAG (co-opted member)
Ms Erin Jackson	Distance Learning Manager, School of Law, CHSS (co-opted member)
Ms Tanya Lubicz-Nawrocka	EUSA Academic Engagement Co-ordinator (co-opted member)
Dr Antony Maciocia	Senior Lecturer, School of Mathematics, CSE (co-opted member)
Dr Gale Macleod	Dean of Postgraduate Studies (Taught), CHSS
Dr Velda McCune	Deputy Director, Institute for Academic Development (Director's Nominee, ex officio)
Professor Ian Pirie	Assistant Principal Learning and Development (ex officio)
Professor Graeme Reid	Dean of Learning and Teaching, CSE
Professor Sue Rigby (Convener)	Vice Principal Learning and Teaching
Mrs Philippa Ward (Secretary)	Academic Policy Officer, Academic Services
Mr Tom Ward	University Secretary's Nominee, Director of Academic Services
Mr Mark Wetton	Head of Learning Services, Information Services (co-opted member)

In Attendance:

Ms Imogen Wilson	Vice President Elect (Academic Affairs), EUSA

Apologies:

Mr Gavin Douglas	Deputy Secretary – Student Experience
Ms Rebecca Gaukroger	Director of Student Recruitment and Admissions (ex officio)
Dr Tina Harrison	Assistant Principal Academic Standards and Quality Assurance
Ms Nichola Kett	Academic Governance Representative, Academic Services
Mr John Lowrey	Director of Undergraduate Studies, CHSS
Mr Dash Sekhar	Vice President (Academic Affairs), EUSA (ex officio)
Professor Neil Turner	Director of Undergraduate Teaching and Learning, CMVM
Professor Wyn Williams	Director of Teaching, School of GeoSciences, CSE

1. Minutes of the previous meeting

The minutes of the meeting held on 18 March 2015 were approved.

2. Matters Arising

2.1 Employability Strategy Group Annual Report 2013/14 (Item 5.1)

Members noted that good practice examples from the College of Humanities and Social Science had now been included:

http://www.employability.ed.ac.uk/documents/AnnualReports/2013-14_ESG.pdf

3. Convener's Communications

3.1 Annual Report to Senate (Symposium Feedback)

The Convener reported that the annual Senate Committees' Symposium had taken place on 8 May 2015. Learning and Teaching Committee had developed an ambitious set of proposals for work going forward.

4. For Discussion

4.1   A Vision for Learning and Teaching

Members noted that all members of staff and students had been invited to comment on the Vision. The quality of the responses had been high, and the paper provided a synthesis of these. There was strong and positive engagement with the Vision overall, but limited support for the idea of offering students an automatic PhD place on the basis of good grades at undergraduate level.

The Committee discussed use of the term 'learning styles' and agreed alternative wording. It also agreed that the paper should be more explicit about the value of online learning. Additional wording relating to the Vision's aim to promote deep and not surface or strategic approaches to learning would be provided.

Action: Deputy Director Institute for Academic Development and Dean of Postgraduate Studies (Taught) CHSS to provide additional wording on promoting deep approaches to learning.

It was recognised that in order to implement the Vision, the existing curriculum structure and current assessment practice would need to be re-examined.

The emerging Vision would be discussed by Senate on 3 June 2015 and subsequently finalised.

4.2   Measures of Quality of Feedback on Assessment

Recognising the importance of providing both prompt and high quality feedback, the paper proposed an approach to measuring the quality of feedback on assessment.

The Committee agreed that the paper should be more specific about the type of feedback to which the measures of quality applied, namely written feedback. It was also agreed that some benchmarking, both within and outwith the University should be carried out to identify best practice in this area. The potential to assess the quality of feedback through peer observation and the moderation process was considered. Members noted that the University was to be involved in a JISC-funded project on the electronic management of assessment.

It was agreed that the document would be developed, and a final version brought back to Learning and Teaching Committee and Curriculum and Student Progression Committee after the summer.

Action: Director of Academic Services to undertake benchmarking and develop the document.

4.3 Dashboard to Assist School to Enhance Learning and Teaching – Progress and Future Plans

The paper described progress being made against plans to design and develop dashboards of student data to assist Schools to enhance learning and teaching. Members were positive about the mock-up dashboards provided. The issue of whether access to the data should be restricted would be considered at a later stage.

The importance of linking dashboard data with management information already being used by Schools was discussed. The Director of Student Systems and Head of Learning Services would give further consideration to this matter.

Action: Director of Student Systems and Head of Learning Services to consider linkages between dashboard data and School management information data.

It was agreed that it would be necessary to provide guidance alongside the dashboard to assist with the interpretation of the data. Any data should be accurate (to the level of precision defined by the document) and act as a traffic-light system, providing longitudinal data to demonstrate direction of travel.

4.4 Innovative Learning Week Impact and Recommendations

Members considered the report which outlined the impact of Innovative Learning Week (ILW) 2014/2015 and made recommendations for the Week's future. Three potential future models were described in the paper: 'ILW Plus', 'ILW + Pop Up' and 'Pop Up Only'. Learning and Teaching Committee considered 'ILW + Pop Up' to be the preferred model on the basis that it better reflected the concept on an innovation pipeline, with innovation taking place throughout the year.

Members discussed:

- the importance of revisiting and finessing the rationale for ILW;
- the resourcing of ILW;
- the implications for Support Services of engaging with ILW;
- the desire for more student-led events;
- the importance of promoting cross-disciplinary, collaborative activity;
- current lack of staff engagement with ILW;
- the value, in the future, of revisiting the current pattern of teaching, including ILW.

It was agreed that Innovative Learning Week would continue for 2015/16. The 'ILW + Pop Up' model would be used to explore alternative formats that could potentially be used in future years.

4.5 Learning and Teaching-Related Content of School Annual Plans

The overall quality of the School Annual Plans was high, and they were well-received by Learning and Teaching Committee. The following general observations were made:

- There would be benefit in Schools prioritising goals within the Plans, and noting whether these were short, medium or long-term.
- It would be useful for Schools to include a reflection on progress with existing projects.
- Concerns were raised, particularly in relation to Science and Engineering, about the ability of the estate to cope with planned growth in student numbers.
- There was potentially a role for Learning and Teaching Committee in taking an overall view of the Plans, and highlighting areas of overlap between Schools.

Members noted that discussions with Governance and Strategic Planning about the Learning and Teaching-related content of its planning guidance would take place. It was hoped that this would remove the need for separate guidance produced by Learning and Teaching Committee, and further improve the quality of the Plans.

Action: Academic Services to discuss the Learning and Teaching-related content of planning guidance with GASP.

4.6 Continuing Professional Development for Learning and Teaching: Progress Report

It was reported that steady progress was being made in this area. The numbers participating were increasing, and feedback was generally positive. It was hoped that greater engagement could be achieved through scalable, discipline-specific activity. The Committee thanked the Deputy Director Institute for Academic Development for her valuable work in this area.

4.7 Edinburgh Student Experience Survey Results

Members agreed that this was a useful survey that provided helpful, local information, and, unlike the National Student Survey, facilitated planning for the next academic year. However, while the Student Survey Unit had made progress in increasing completion rates, they were still low, and there was potential to make better use of the ESES data. Members were asked to contact the Convener with suggestions of how this might be achieved.

> **Action:** Members to contact Convener with suggestions of how better use might be made of the ESES data.

4.8 Learning Analytics – Future Plans

It was reported that a group had been established to consider how Learning Analytics might best be taken forward.

5. For Endorsement

5.1 Induction Framework

Learning and Teaching Committee endorsed the Framework, and asked that further consideration be given to the wording of point 1 of the rationale section.

> **Action:** Academic Services to report back to Student Experience Project.

6. For Noting / Information

6.1 Code of Practice for Taught Postgraduate Programmes

This was approved, subject to minor corrections, and the addition of information on Careers and Employability.

> **Action:** Director of Careers Service to provide information on Careers and Employability.

The Committee recorded its thanks to the Secretary to the Researcher Experience Committee.

6.2 CHSS Programme Pathways Project Update

Members noted the paper.

6.3 Meeting Dates for 2015/16

These were noted.

7. Standing Items

7.1 Distance Education – LTC Task Group: Project Update

The Committee welcomed the useful and informative update. It was noted that (subject to final approval from Court) a significant sum had been designated in the Planning Round for early life support for ODL programmes funded relatively recently under the Distance Education Initiative. Learning and Teaching Committee agreed that the Distance Education Task Group should take responsibility for advising Information Services on how this money should be spent.

7.2 Report from Knowledge Strategy Committee

The report was noted.

7.3 MOOCs Update

It was reported that a Strategy Group had been established to explore policy making around the financial implications of MOOCs. Members were also advised that MOOCs were helping with indirect recruitment.

7.4 GPA Update

Dr Maciocia and the Convener would be attending a meeting the following day to discuss the outcome of the Higher Education Academy GPA Pilot Project.

7.5 Enhancing Student Support (ESS) Project: Academic and Pastoral Support Policy

The Policy was approved.

7.6 Enhancement Themes – Update

The Committee noted the update.

7.7 Update from EUSA

The Committee welcomed the EUSA Vice President Elect (Academic Affairs) and thanked the outgoing Vice President. The Vice President Elect reported that her priorities for the coming year would include:

- ongoing work relating to Gender Studies
- using MOOCs to assist with induction and widening participation
- Student-Led Individually Created Courses

8. Any Other Business

Members thanked the Convener for setting an ambitious agenda for Learning and Teaching Committee in recent years and for her significant achievements.

9. Date of Next Meeting

Wednesday 23 September 2015 at 2.00pm in Room 1.09, Main Library.

Philippa Ward
Academic Services
10 June 2015

LTC 15/16 1 B

<u>The University of Edinburgh</u>
Learning and Teaching Committee
28 September 2015
Developing the Strategic Plan 2016-21

Executive Summary

The current University of Edinburgh Strategic Plan runs to the end of academic year 2016. Governance and Strategic Planning are developing the next strategic plan. This paper invites discussion on the plan's content and structure, especially as it relates to learning, teaching and the student experience.

How does this align with the University / Committee's strategic plans and priorities?
This paper discusses the new plans and priorities. The development of the plan seeks to align with other university plans and this discussion will help us to arrive at this point.

Action requested
For discussion.

How will any action agreed be implemented and communicated?
Feedback from the discussion will be incorporated into the draft plan which will be discussed at the 7 December 2015 meeting of Court. The draft plan will then be available for consultation from January to March and final sign off will take place in June 2016 before publication in September 2016.

Resource / 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**
   The current strategic plan was developed with Equality and Diversity issues in mind, and specific elements of the current plan (including Strategic Theme 12, Equality and Widening Participation, and Enabler 4, People) explicitly link the University's measures of success to KPIs and targets relating to Equality and Diversity. We will continue to be mindful of these and seek to embed these further. We will also ensure that staff and students from different backgrounds and communities can contribute to the planning process.
4. **Freedom of information**
   This paper is open.

Key words
Strategic plan, planning

Originator of the paper
Pauline Jones, Head of Strategic Performance and Research Policy, 16 September 2015

Learning and Teaching Committee
28 September 2015
Strategic Plan 2016-2021

Background and context

1. The current University of Edinburgh Strategic Plan has been successful as a unifying document for the University and as an articulation of our ambitions with political stakeholders. We are, however, approaching the end of the current strategic plan period and this paper aims to outline our initial thoughts developing the new strategic plan.

2. The context for the new strategic plan is both challenging, with evolving UK and Scottish funding and policy environments, and likely to be characterised by a polarisation between those universities willing to respond strategically to increased demand, technological innovation and collaborative opportunities and those constrained by stretched resources. We hope to use the development process, as well as the strategic plan itself, as a way to engage the university and wider stakeholder community around our shared objectives. The Strategic Vision for 2025 provides a horizon point for the new strategic plan and should allow explicit debate on the pace with which we pursue our different priorities and aspiration. The Vision can be found at:

   http://www.ed.ac.uk/schools-departments/governance-strategic-planning/strategic-planning/strategic-vision-2025

3. We want to take this opportunity to think carefully about the structure and content of the plan – it has been quite stable for about ten years, and this has served us well, but as our external and internal environments evolve, we should look at whether the content and framing of the plan should develop with this. The current plan can be found online at

   http://www.ed.ac.uk/schools-departments/governance-strategic-planning/strategic-planning/strategic-plan-2012-16

Timescale, structure and content of the plan

4. University of Edinburgh Strategic Plans have typically covered a four year time period. However, we believe that there is merit in developing a plan that covers at least a five year period (2016-2021) during this cycle. This is largely driven by the anticipation of several major internal and external events over the upcoming five years, as well as recognising the longer planning horizon that this gives us.

5. The 2012-16 plan demonstrates significant continuity with previous plans. This has provided a strong sense of coherence and stability in shared aspirations which have enabled significant change to be embraced. The themes agreed to in the Strategic Vision 2025 sustain that continuity with the University's mission but also emphasise the transformational outcomes to be delivered. We would expect this "transformational" emphasis to be a key characteristic of the new strategic plan.

Goals

6. There are currently three strategic goals in the 2012-16 plan:

    • Excellence in Education

    • Excellence in Research

    • Excellence in Innovation

7. Discussions to date indicate broad support for the retention of these three goals – it is difficult to imagine a world in which excellence in education, research and innovation are not crucial to the University's success. However, there has been feedback that the 'innovation' goal needs to be reshaped.

Enablers

8. The current plan includes three enablers – elements that underpin our ability deliver against our goals.

    • People

    • Infrastructure

    • Finance

9. Discussions on this element have been varied. Among areas raised for consideration to date are the inclusion of students within the people element (which currently only includes staff) and the role of estates and place.

10. One suggestion for the enablers to date has been 'People and Place'.

Themes

11. The themes as currently articulated are intended to shape how we approach the achievement of our goals:

    • Outstanding student experience

    • Global impact

    • Lifelong Community

    • Social Responsibility

    • Partnerships

    • Equality and Widening Participation

12. Conversations to date suggest a degree of overlap between these themes (for example between global impact and partnerships), and a need for a re-imagining of the themes to take into account areas of activity with increasing prominence.

13. Some 'headlines' for the themes which have been discussed to date are outlined below.

Emerging themes for strategic plan
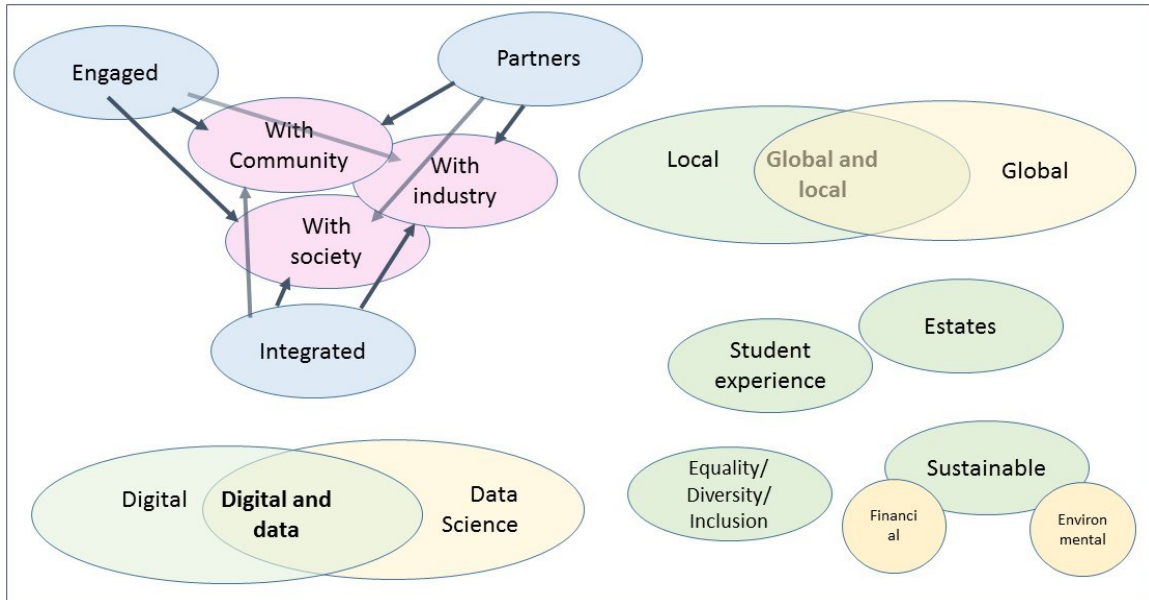
Measuring success

14. As part of the development of the new plan, we will review the measures of success. The current Strategic Plan is monitored through an annual evaluation against the KPIs and targets summarised at the end of the plan, presented successively to Central Management Group, Policy and Resources Committee and Court. Current performance against a number of the KPIs and targets are also cascaded to Colleges as part of the annual planning round. Reports on AY2012-13 and 2013-14 can be found on the Governance and Strategic Planning website at

http://www.ed.ac.uk/schools-departments/governance-strategic-planning/strategic-planning/monitoring-and-reporting

15. Continuity of measurement, allowing a longer timescale over which trends can be monitored and improvements, has benefits and we would not wish to revise all the measures currently used. However, with advances in support for dashboards, and developing understanding of Business Intelligence and Management Information across the University, this seems an excellent opportunity to review the approach to how our monitoring of progress, success and business as usual is carried out. We will work closely with groups developing dashboards – including Student Systems – to ensure that we make use of the information that is already available and that where targets are set these are against appropriate measures.

16. We also consider that the contribution of each of the University's component parts could be better addressed through consideration at the outset of how each

School, College and Support Group contributes to the overall plan for the University – in terms of their activities and drivers for actions. This would allow ensure that we have tested the achievability of our University aspirations but also have a much more transparent set of measures for judging whether progress being achieved in each part of the University.

Discussion

17. We would particularly welcome your views on those areas of the plan relating to learning, teaching and the student experience. A sense of what is useful – and what is less so – in the current articulation of the plan would be helpful.

18. It will be important to recognise that these areas will continue to develop and that the strategic plan will not be the only articulation of the student experience or of the University's commitment to learning and teaching. We would also like your feedback on how we can best integrate different plans and strategies into the institutional Strategic Plan.

19. Some specific prompts for discussion are given below but we welcome views on other areas of relevance to the committee.

   - What would we need to do to genuinely deliver excellence in education?
   - What are the priorities for learning and teaching?
   - How should we recognise the importance of the student experience in the plan? Is it really right to think about education as separate from the overall student experience? Some options are: the status quo (a separate theme); stronger recognition within the 'Excellence in Education' goal; recognising that student experience is an important component running throughout the diverse themes and elements of the plan; recognition within the 'People' enabler.
   - More generally, should students be an integral part of the 'people' enabler?
   - How should we integrate the learning and teaching vision into the plan?

20. Mindful of the developments in relation to the learning and teaching vision, we will continue this dialogue as the core elements of this vision are agreed.

21. We also welcome views on the Strategic Vision 2025, and how the plan can support the university's ambitions to deliver against this vision.

22. We intend to devote time to the issue of measuring progress against the strategic plan in the early part of 2016, but early views from the Committee on key success measures are welcomed.

Next steps

23. We have a broad range of engagements planned to enable as many people as possible to feed into the plan's development. This includes:

   - Discussions with senior managers (throughout September/October)
   - Presentation and discussion at Senate, 30 September
   - Focus groups on student experience, learning and teaching, and other topics (October)

- Discussion at Academic Strategy Group (11 November)

24. Following the draft plan's discussion at Court we will be making the plan available for consultation across the university in January. We will also be discussing the measures of success much more broadly in Spring 2016. The final plan will be signed off at Court in June 2016 and published in September 2016.

The University of Edinburgh
Learning and Teaching Committee
28 September 2015

Student Experience, Teaching and Learning at the University of Edinburgh

Executive Summary

This is a discussion paper designed to prompt reflection on how we can strengthen our culture and expectations of high performance in learning and teaching at the University of Edinburgh.

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

This aligns with the University's strategic goal of 'Excellence in Education' and strategic theme of 'Outstanding Student Experience'.

Action requested

For discussion.

How will any action agreed be implemented and communicated?

The Senior Vice-Principal plans to discuss the themes raised in this paper in meetings with Schools and at Senate. It is not necessary for the Committee to undertake any separate communication or implementation activities.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   The paper highlights themes that are likely to have resource implications. However, since the paper is for discussion only and does not seek approval for specific proposals, it does not have any direct resource implications.

2. **Risk assessment**
   Not applicable – see comments on resource implications.

3. **Equality and Diversity**
   Not applicable since the paper does not seek approval for any changes to policy or practice.

   Freedom of information
   The paper is **open**

Originator of the paper

Professor Charlie Jeffery, Senior Vice Principal

Student Experience, Teaching and Learning at the University of Edinburgh

This discussion paper is designed to prompt reflection on how we can strengthen our culture and expectations of high performance in learning and teaching at the University of Edinburgh. It presents an analysis of challenges around student experience, teaching and learning at the University drawn from consultation over the last weeks with Heads of College, College Deans of Learning and Teaching, Heads of School, senior professional services staff and EUSA sabbaticals.

NSS and the External Context

The NSS is a key part of an external context around student experience, teaching and learning which is increasingly challenging for the University. NSS provides an indicator on which we score poorly in comparison not just to our standard peer group, but the sector as a whole. An obvious effect has been to limit our performance in UK league tables. There has been no apparent effect on undergraduate recruitment, though a Teaching Excellence Framework which drew on NSS scores as a metric (as would very likely be the case) could ratchet up the level of risk to our healthy pattern of undergraduate recruitment. As discussion on TEF takes shape, we need all the more urgently to improve NSS performance substantially and address wider challenges to which NSS calls attention (we should note also that these shortcomings are also reflected in other external surveys like PTES for postgraduate taught students and our own internal surveys fielded at earlier stages of undergraduate study).

Internal Responses

Addressing these shortcomings has been a major priority for the University in the last years. NSS improvement this year is a welcome reflection of this work. However improvement has been slow. Recent consultations suggest four limitations on progress.

First, we have **fragmented our responses** to NSS into discrete and largely uncoordinated School-level action and our wider response to the need to improve student experience into a large number of discrete initiatives radiating out from the Senate Committees and the Student Enhancement Programme. While each plan and initiative has had a considered rationale, it is not clear they have cohered into an integrated strategy. In addition some see a dislocation between College and School structures through which formal line management responsibilities flow, and L&T structures linking Senate Committees with College and School L&T Deans/Directors, with L&T structures often felt to lack traction on line management structures.

Second, and relatedly, it is not yet clear that individual academics perceive that there is the same status attached to teaching as they feel is attached to research, nor is it clear that line managers feel they have all the tools necessary to enhance performance in L&T. This does not reflect any purposeful decision to give L&T lower priority than research. Much appears to flow from the existence of meaningful macro-level research metrics like REF that have clear significance for reputation and funding, along with well-understood subject-level metrics around levels of research funding and types of publication outlet which can inform individuals' line management and career development. It is simply easier for individuals and for the University to know what excellence is in research than it is in L&T and we may have drifted to where the metrics have led us, **inadvertently downgrading the institutional priority attached to L&T** as a result.

Third, there appears to be a strong sense that our approach to assessment, our regulations and QA processes, and in some cases curriculum structure are **over-complicated and cumbersome**. On regulations and QA this may be more perception than reality, and based in misunderstandings of School/College roles on the one hand and Senate Committee roles on the other. On assessment and curriculum this appears to be custom and practice which is hard to shift. But the effect is to produce a widely held feeling of 'wading through treacle' in L&T matters.

Fourth, amid these complexities, and given the absence of robust performance metrics, it can be **difficult to give due recognition to the many examples of high quality teaching** and learning practice, pedagogical innovation and excellent student experience we have in particular schools or around particular individuals. It can be difficult too to give due recognition to the focus we have given in the last few years to L&T in promotion processes and in other initiatives designed to recognise and celebrate outstanding teaching.

Restoring L&T as an unambiguous priority

In these circumstances it has been very difficult to set out a 'big picture' and develop from it clearly stated university-wide priorities around which all the relevant structures in the University are mobilised in a focused way. So we need to restore L&T as an unambiguous priority of the University, equivalent to that we attach to research. Though doing so will be a challenge of considerable complexity in detail, we need to convey a clear and straightforward big picture which gives meaning to that priority. I propose the following components:

1. A very clear message conveyed by the University's **leadership at all levels** that L&T and the student experience is an unambiguous priority for the University of Edinburgh
2. Well-understood policies that **recognise and reward outstanding teaching** and student experience, but also **hold poor standards to account** in appropriate ways

3. Linked to this, identification, diffusion and **celebration of the best L&T practice** and of wider measures to enhance students' experience
4. **Simplification** of how we regulate and organise teaching and assess learning.

Each of these components will require a range of implementing measures, many building on what is already in place, some new, including the following (which is not intended to be definitive):

- Our unambiguous priority can be conveyed by giving clear focus to L&T leadership and ensuring an integrated approach across the different levels and structures of the University. A regular meeting of Principal, Senior Vice Principal, Heads of College and University Secretary dedicated to L&T will give overall direction. A Learning and Teaching Policy Group, building on the Senate Committee Convenors' Forum and equivalent to Research Policy Group, will be established to give clear strategic leadership across the university on L&T issues. Convened by the Senior Vice Principal it will include the Senate Committee Convenors, an enhanced team of Vice and Assistant Principals, College Deans of L&T and senior professional staff. The pivotal leadership role of Heads of School will be recognised in a periodic programme of School-level discussions led by the Senior Vice Principal and including Head of College, College Deans of L&T, Head of School and School Directors of L&T, linked with clearly articulated plans for enhancement and addressing School-level NSS issues. Heads of School will also contribute to the development of University-wide strategy through additional Academic Strategy Group meetings dedicated to L&T.

- We need to ensure we recognise teaching performance as routinely and with as strong a sense of priority as we do research performance. We need to do this in recruitment processes, in annual recognition and reward processes; in focused Annual Review/PDR discussions; in offering effective CPD opportunities; and, where necessary in performance improvement and disciplinary processes that hold poor teaching to account. To do this systematically we will need to project strong expectations of high performance in L&T and to have a better capacity to assess performance in credible ways, including means of evaluating individual-level performance around teaching quality, assessment (both timeliness and quality) and personal tutoring. Vice Principal People and Culture, Professor Jane Norman, will join the Learning and Teaching Policy Group in recognition of the concern to strengthen our culture and expectations of high performance in L&T.

- At University level and in some School settings we have highlighted problems, especially around NSS. There has been good reason for this, but also a danger that if we do not provide counterbalance we produce a self-fulfilling prophecy. So we need to learn better and more quickly from those Schools and/or curriculum innovations which deliver L&T and an associated student experience of especially high quality. We need to find ways of surfacing our stories of success in L&T –as we do very effectively around research – to

raise awareness of them, and to celebrate good practice through more creative and effective internal communications. We can aim in this way to raise the sense of esteem around teaching excellence which can underpin a high performance culture. We should mount 'roadshow' meetings in the different locations of the University to communicate priorities more directly to academic and support staff and also look for opportunities to work with EUSA in highlighting our many positives (just as we have worked with EUSA in addressing problem areas).

- Giving teaching unambiguous priority and taking measures to enhance esteem and reward strong performance should not be seen as a trade-off with the priority we give to research. But giving it that priority may require many academics to give more time to teaching than they do now, and line managers to ensure such time is available and used. If we do not want that to reduce time available for research, something else must give. Simplifying what we do can help square that circle: by clarifying regulations, standardising where decentralised practices add unnecessary requirements, stripping out unnecessary scrutiny and approval processes, tackling over-assessment, and simplifying curriculum structure.

I am keen to involve EUSA sabbaticals in discussion around these themes and to have regular engagement with them and other EUSA forums. EUSA will be an important partner in conveying our 'unambiguous priority' to student audiences.

I am keen also to provide some breathing space for a wider reflection on learning and teaching to take place as progress is made on the themes set out above. The different forums outlined above – the Learning and Teaching Policy Group, Academic Strategy Group sessions focused on L&T, roadshow meetings around the University and engagement with EUSA – can become venues for a university-wide conversation about our values around teaching. This conversation could be shaped with view to producing a formal statement/declaration in the new year. The aim would be to give unmissable profile and visibility to our unambiguous commitment to L&T by spring 2016. A University-wide meeting of Heads of College and Heads of School at the end of August generated a number of themes that could figure in such a declaration, including our capacity to offer teaching informed in all parts of the University by cutting edge research, ideas on the co-production of learning and knowledge by staff and students, and a strengthened commitment to personalised academic support for students. There are no doubt many other ideas to add in the coming months. All contributions are welcome.

Charlie Jeffery
Senior Vice Principal
September 2015

The University of Edinburgh
Learning and Teaching Committee
28 September 2015

National Student Survey 2015

Executive Summary

This paper sets out initial findings from the 2015 NSS, as discussed at Principal's Strategy Group in August 2015.

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

This aligns with the University's strategic goal of 'Excellence in Education' and strategic theme of 'Outstanding Student Experience'.

Action requested

For discussion.

How will any action agreed be implemented and communicated?

Not applicable - the paper does not invite the Committee to approve any actions.

Resource / Risk / Compliance

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

Not applicable, since the paper does not propose any actions.

2. **Risk assessment**

Not applicable.

3. **Equality and Diversity**

Not applicable – the paper does not propose any changes to policies or practices.

4. **Freedom of information**

The paper is **open**

Originator of the paper

Professor Charlie Jeffery, Senior Vice Principal

National Student Survey 2015

This paper sets out initial findings from this year's NSS, as initially discussed at Principal's Strategy Group in August.

Detailed University, School, Subject and Course-level data on NSS is now available. The Appendix to this paper sets out a number of key findings.

First (Table One in the Appendix), there is the very **good news of overall improvement** compared to 2014 on the key metrics of Overall Satisfaction (up 2% to 84%, though our performance is flat across the four year period 2012-15) and Assessment and Feedback (up 4% to 59%, showing steady improvement from 2012-15, but still at an unacceptably low level). The response rate also increased by a further 3% to 76% (again with steady improvement). None of the primary theme metrics saw a fall this year and all but one an improvement. These are important achievements and it is important that we communicate this to academic and professional staff.

Second, our **relative performance remains concerning** (Table Two). We lag significantly behind the upper quartile standards for both UUK and Russell Group institutions and are at best closing only slowly on those benchmarks and in some cases falling further back. We rank 84/123 on Overall Satisfaction and equal 123rd with Trinity Laban Conservatoire of Music and Dance on Assessment and Feedback. Clearly this is not good enough and we need to keep pressing to continue the improvements seen this year.

Third, our overall scores conceal **significant variation by School**, comparing 2015 with 2014 scores, relative to university-wide averages, as shown in Tables Three to Nine. There is a fairly consistent pattern of Schools that perform relatively well year-on-year (SBS, Divinity, BMS, Chemistry, Vets, Law). Maths (in particular), Health in Social Science and Geosciences have improved significantly across the board from 2014-15. A second group - the largest - consists of those Schools who have been making progress since 2012 but still have work to do to achieve and sustain consistently high levels of performance (HCA, Informatics, LLC, Economics, Education, Engineering, SPS and ECA, the latter bouncing down after a significant improvement last year). A third group consists of Schools which have seen significant falls or continuing low performance on some (Business, PPLS) or several (MVM and Physics) measures. These variations will need to be explored in depth in School-level meetings with view to addressing problems and identifying (and sharing) reasons for improvements.

Fourth, Table Ten explores the statistical relationships of scores on primary themes to one another and to Overall Satisfaction. Perhaps the most useful inferences can be drawn from correlations with Overall Satisfaction, not least because this is the most widely used metric for comparison in the sector. Our highest performing measure, Learning Resources has the weakest correlation with Overall Satisfaction.

Our **two weakest performing measures** – Assessment and Feedback and Academic Support – **number among the strongest correlations with Overall Satisfaction** (alongside a better performing measure, Teaching on my Course). A number of questions follow. While we have made progress on timeliness of feedback (but still score too low on that measure) in many cases the School-level data suggests student concerns over quality of feedback, which should be a focus of attention. And we need to review how well we provide academic support as the Personal Tutor system becomes more fully embedded. Further improvement on both measures needs to remain a top priority, and Assistant Principals with specific responsibilities in these fields have now been appointed.

THE UNIVERSITY of EDINBURGH

The National Student Survey (NSS) 2015

Principal's Strategy Group Meeting

Student Surveys Unit
19th August 2015

University of Edinburgh - 2012 – 2015

Primary Theme (% Agree)	2012	2013	2014	2015	Change (%) 2012 - 2015
Overall Satisfaction	83%	82%	82%	84%	+1%
The teaching on my course	87%	85%	86%	87%	0
Assessment and feedback	52%	54%	55%	59%	+7%
Academic support	73%	72%	76%	77%	+4%
Organisation and management	80%	78%	77%	78%	-2%
Learning resources	83%	87%	89%	89%	+6%
Personal development	77%	76%	78%	79%	+2%
Response Rate	*68%*	*69%*	*73%*	*76%*	*+8%*

Table 1

- The table to the left of this page show the **University level Agree % for each Primary Theme from 2012 to 2015**, as well as each years corresponding response rate.

- The table below shows the University of Edinburgh's Primary Theme Agree % and response rate in relation to the UUK and RG upper quartiles in 2012 and 2015, as well as the change in these relationships over time.
- The table also shows the University of Edinburgh's ranking position compared to the Russell Group and UUK.
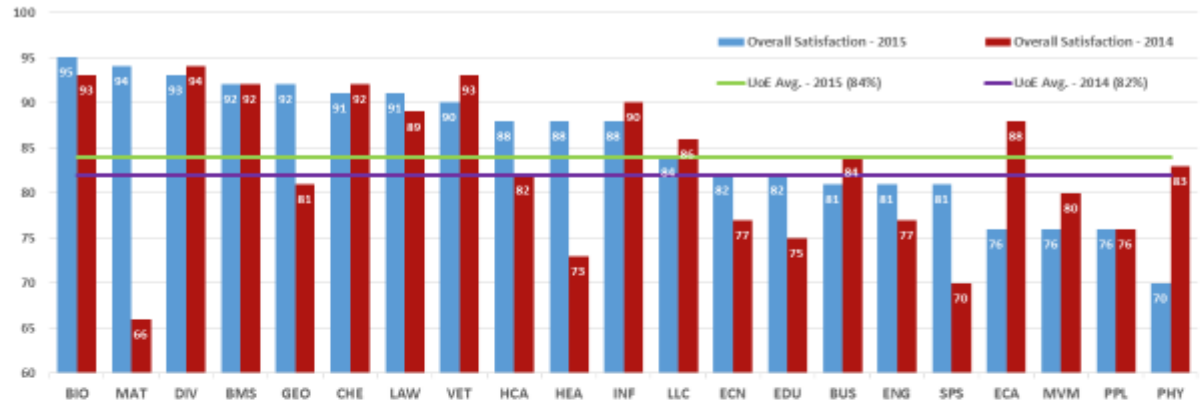
University of Edinburgh vs Russell Group and UUK Upper Quartiles - 2012 – 2015

Primary Theme (% Agree)	2012			2015			Change (%) 2012 - 2015			Russell Group Rank			UUK Rank		
	UoE	vs UUK Upper Quartile	vs RG Upper Quartile	UoE	vs UUK Upper Quartile	vs RG Upper Quartile	UoE	vs UUK Upper Quartile	vs RG Upper Quartile	2012 Russell Group (out of 24)	2015 Russell Group (out of 24)	change in position	2012 UUK (out of 121)	2015 UUK (out of 123)	change in position
Overall Satisfaction	83%	-5%	-6%	84%	-5%	-6%	+1%	0%	0%	23	20	↑	87	84	↑
The teaching on my course	87%	-2%	-3%	87%	-3%	-3%	0%	-1%	0%	16	20	↓	53	68	↓
Assessment and feedback	52%	-20%	-18%	59%	-17%	-13%	+7%	+3%	+5%	24	24	-	121	122	↓
Academic support	73%	-9%	-9%	77%	-7%	-7%	+4%	+2%	+2%	24	21	↑	111	109	↑
Organisation and management	80%	-1%	-4%	78%	-5%	-6%	-2%	-4%	-2%	23	23	-	47	63	↓
Learning resources	83%	-3%	-5%	89%	0%	-2%	+6%	+3%	+3%	21	15	↑	56	25	↑
Personal development	77%	-6%	-6%	79%	-7%	-6%	+2%	-1%	0%	23	20	↑	111	117	↓
Response Rate	*68%*	*-3%*	*-5%*	*76%*	*0%*	*0%*	*+8%*	*+3%*	*+5%*	*-*	*-*	*-*	*-*	*-*	*-*

Table 2

Overall Satisfaction Agree % - 2015 vs 2014

Table 3

Assessment and Feedback Agree % - 2015 vs 2014

Table 4

- The bar charts to the left of this page show the Agree % by School as well at the University level average for **Overall Satisfaction** and **Assessment and Feedback** in **2014** and **2015**.
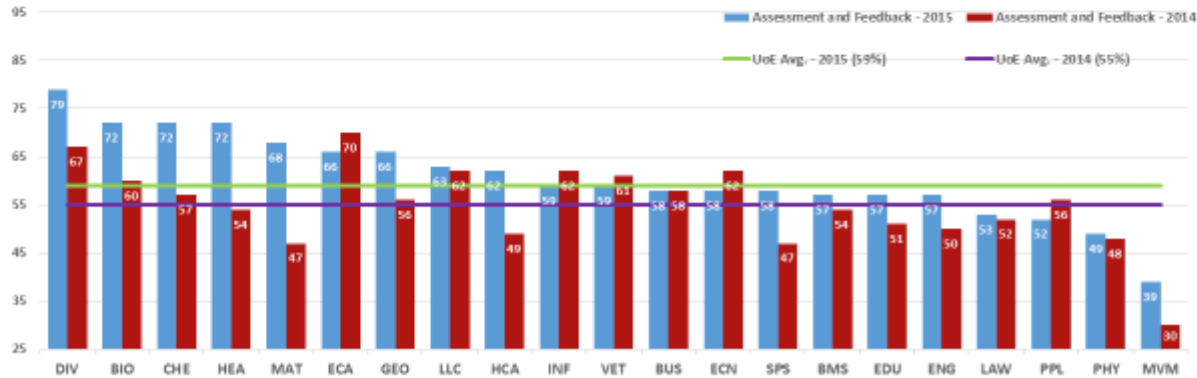
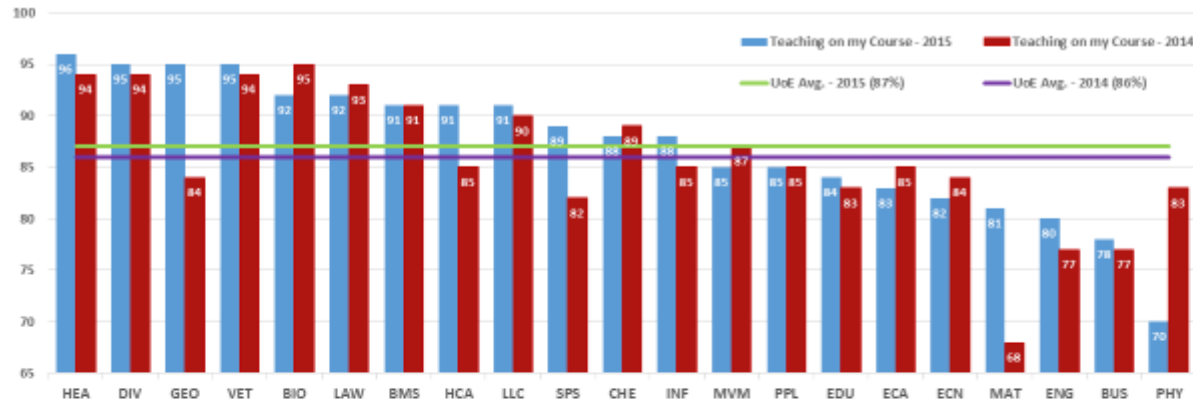## Teaching on my Course Agree % - 2015 vs 2014

Table 5

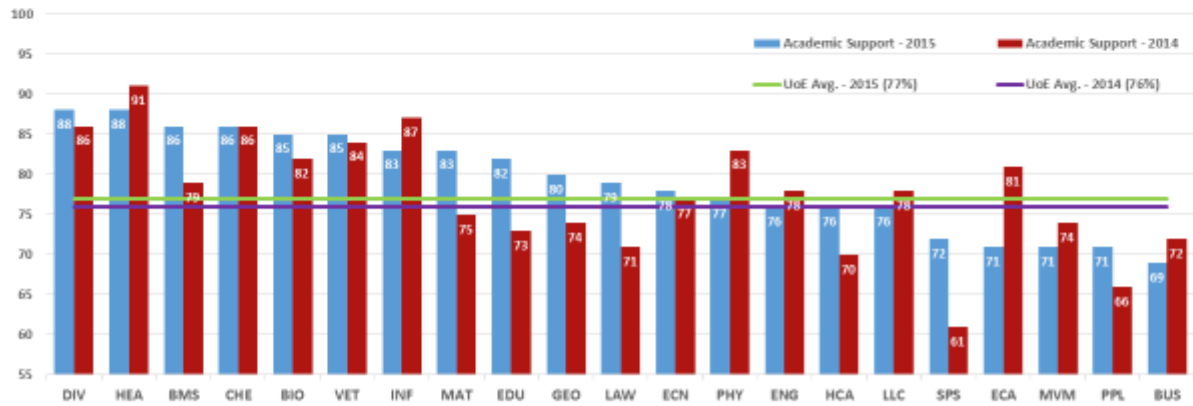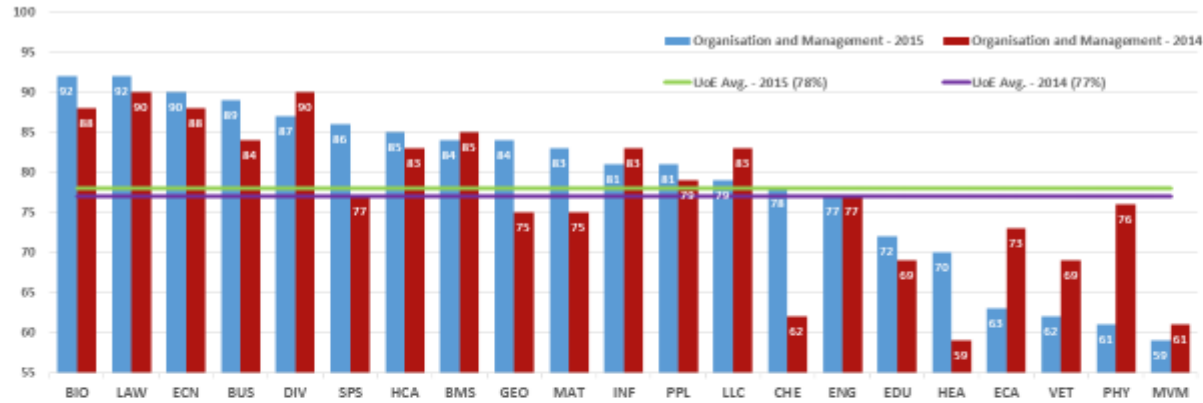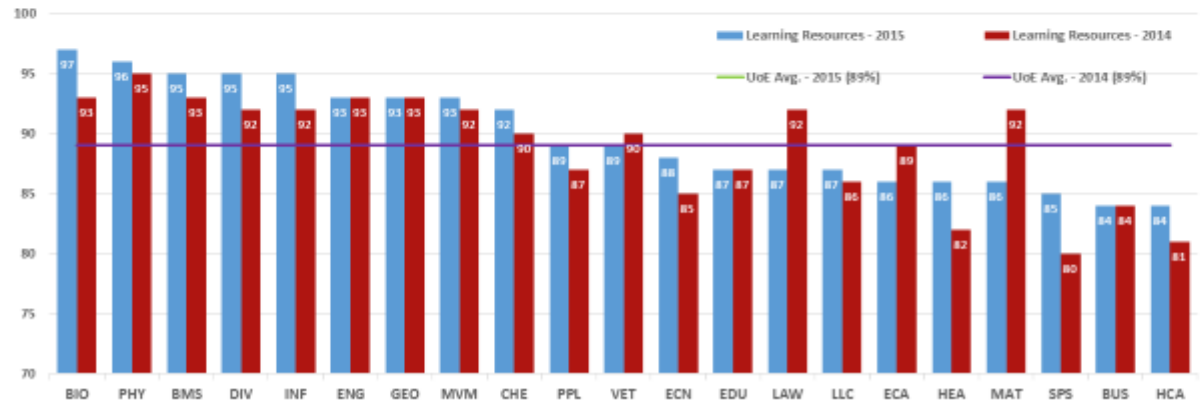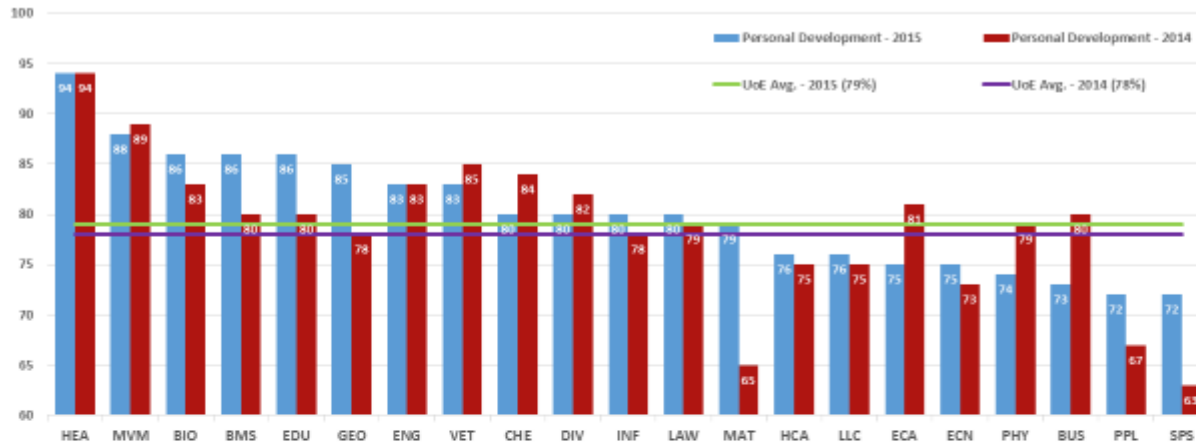## Academic Support Agree % - 2015 vs 2014

Table 6

- The bar charts to the left of this page show the Agree % by School as well at the University level average for **Teaching on my Course** and **Academic Support** in **2014 and 2015**.

3

Organisation and Management Agree % - 2015 vs 2014

Legend: Organisation and Management - 2015 | Organisation and Management - 2014 | UoE Avg. - 2015 (78%) | UoE Avg. - 2014 (77%)

School	2015	2014
BIO	92	88
LAW	92	90
ECN	90	88
BUS	89	84
DIV	87	90
SPS	86	77
HCA	85	83
BMS	84	85
GEO	84	75
MAT	83	75
INF	81	83
PPL	81	79
LLC	79	83
CHE	78	62
ENG	77	77
EDU	72	69
HEA	70	59
ECA	63	73
VET	62	69
PHY	61	76
MVM	59	61

Table 7

Learning Resources Agree % - 2015 vs 2014

Legend: Learning Resources - 2015 | Learning Resources - 2014 | UoE Avg. - 2015 (89%) | UoE Avg. - 2014 (89%)

School	2015	2014
BIO	97	93
PHY	96	95
BMS	95	93
DIV	95	92
INF	95	92
ENG	93	93
GEO	93	95
MVM	93	92
CHE	92	90
PPL	89	87
VET	89	90
ECN	88	85
EDU	87	87
LAW	87	92
LLC	87	86
ECA	86	89
HEA	86	82
MAT	86	92
SPS	85	80
BUS	84	84
HCA	84	81

Table 8

- The bar charts to the left of this page show the Agree % by School as well at the University level average for **Organisation and Management** and **Learning Resources** in **2014** and **2015**.

4

Personal Development Agree % - 2015 vs 2014

Legend:
- Personal Development - 2015 (blue)
- Personal Development - 2014 (red)
- UoE Avg. - 2015 (79%) (green line)
- UoE Avg. - 2014 (78%) (purple line)

Data by School:

School	2015	2014
HEA	94	94
MVM	88	89
BIO	86	83
BMS	86	80
EDU	86	80
GEO	85	78
ENG	83	83
VET	83	85
CHE	80	84
DIV	80	82
INF	80	78
LAW	80	79
MAT	79	65
HCA	76	75
LLC	76	75
ECA	75	81
ECN	75	73
PHY	74	79
BUS	73	80
PPL	72	67
SPS	72	63

Table 9

- The bar charts to the left of this page show the Agree % by School as well at the University level average for **Personal Development** in **2014 and 2015**.

5

Question and Primary Theme – Correlation and relationship analysis

Primary Theme	The teaching on my Course	Assessment and Feedback	Academic Support	Organisation and Management	Learning Resources	Personal Development	Overall Satisfaction
The teaching on my course	**1.00**	**0.47**	**0.52**	**0.25**	**0.01**	**0.47**	**0.70**
1. Staff are good at explaining things.	0.94	0.50	0.63	0.38	0.07	0.44	0.80
2. Staff have made the subject interesting.	0.94	0.38	0.31	0.11	-0.10	0.41	0.51
3. Staff are enthusiastic about what they are teaching.	0.94	0.52	0.50	0.26	-0.10	0.45	0.71
4. The course is intellectually stimulating.	0.87	0.38	0.56	0.18	0.31	0.46	0.63
Assessment and feedback	**0.47**	**1.00**	**0.60**	**0.34**	**0.01**	**0.15**	**0.65**
5. The criteria used in marking have been clear in advance.	0.35	0.74	0.57	0.40	0.13	0.26	0.63
6. Assessment arrangements and marking have been fair.	0.24	0.63	0.50	0.53	0.16	-0.03	0.71
7. Feedback on my work has been prompt.	0.31	0.91	0.57	0.23	0.07	0.12	0.57
8. I have received detailed comments on my work.	0.48	0.88	0.36	0.24	-0.19	0.05	0.42
9. Feedback on my work has helped me clarify things I did not understand.	0.51	0.92	0.56	0.18	-0.01	0.26	0.52
Academic support	**0.52**	**0.60**	**1.00**	**0.11**	**0.40**	**0.60**	**0.75**
10. I have received sufficient advice and support with my studies.	0.57	0.70	0.94	0.05	0.33	0.65	0.74
11. I have been able to contact staff when I needed to.	0.35	0.30	0.79	0.17	0.45	0.28	0.61
12. Good advice was available when I needed to make study choices.	0.46	0.54	0.96	0.08	0.37	0.60	0.67
Organisation and management	**0.25**	**0.34**	**0.11**	**1.00**	**-0.08**	**-0.23**	**0.53**
13. The timetable works efficiently as far as my activities are concerned.	0.24	0.37	0.07	0.93	-0.22	-0.26	0.40
14. Any changes in the course or teaching have been communicated effectively.	0.14	0.27	-0.01	0.97	-0.09	-0.29	0.40
15. The course is well organised and is running smoothly.	0.33	0.35	0.28	0.91	0.09	-0.10	0.70
Learning resources	**0.01**	**0.01**	**0.40**	**-0.08**	**1.00**	**0.33**	**0.14**
16. The library resources and services are good enough for my needs.	-0.07	-0.15	0.18	-0.17	0.85	0.17	0.03
17. I have been able to access general IT resources when I needed to.	-0.18	0.00	0.34	-0.05	0.85	0.18	0.10
18. I have been able to access specialised equipment, facilities or rooms when I needed to.	0.14	0.09	0.49	-0.04	0.93	0.45	0.18
Personal development	**0.47**	**0.15**	**0.60**	**-0.23**	**0.33**	**1.00**	**0.42**
19. The course has helped me to present myself with confidence.	0.47	0.29	0.61	-0.19	0.17	0.97	0.46
20. My communication skills have improved.	0.47	-0.02	0.40	-0.37	0.23	0.87	0.17
21. As a result of the course, I feel confident in tackling unfamiliar problems.	0.37	0.19	0.65	-0.01	0.46	0.85	0.59
Overall Satisfaction	**0.70**	**0.65**	**0.75**	**0.53**	**0.14**	**0.42**	**1.00**

- This table shows the relationship between the questions and primary themes for the NSS 2015 results.

- The numbers displayed are conventional correlation figures.
  1 = Perfect positive correlation
  0 = No correlation
  -1 = Perfect negative correlation

- Based on this data, the Primary Theme that has the strongest correlation with **Overall Satisfaction** is **Academic Support (0.75)**, closely followed by **Teaching on my Course (0.7)** and **Assessment and Feedback (0.65)**.

- The Primary Theme with the weakest correlation to **Overall satisfaction** is **Learning Resources (0.14)**

- **Please note:** correlation does not necessarily allow for causation to be inferred and all correlation analysis should be performed with the utmost care.

Table 10

The University of Edinburgh
Senatus Learning and Teaching Committee
28 September 2015
Postgraduate Taught Experience Survey 2015

Executive Summary
The PTES is a service made available by the Higher Education Academy (HEA) to all higher education institutions across the UK which have postgraduate taught students. The survey is designed to help institutions enhance the quality of taught postgraduate degree provision by collecting feedback from current PGT students in a systematic and user-friendly way. This paper provides L&TC with a high level summary of the PTES results for 2015.

How does this align with the University / Committee's strategic plans and priorities?
This work is being developed to support the delivery of an outstanding student experience.

Action requested
The committee is asked to **discuss** the paper.

How will any action agreed be implemented and communicated?
The Student Survey Unit will work with colleagues to review the outcome of any actions from the meeting and the dissemination and use of comments and data from the survey.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   The current work is being delivered from existing resources.

2. **Risk assessment**
   This work falls under the 'Education & Student Experience' heading of the University of Edinburgh Risk Policy and Risk Appetite. The Committee may want to consider whether the University is making effective use of survey comments and data to help Schools enhance the Postgraduate Taught student experience.

3. **Equality and Diversity**
   Reporting on existing practice, no impact.

4. **Freedom of information**
   Paper is open.

Key words
Postgraduate Taught Student Experience, Survey, Student Data

Originator of the paper
Barry Neilson
Director of Student Systems
28 September 2015

Senate Learning & Teaching Committee

Monday 28 September 2015

Postgraduate Taught Experience Survey - 2015

Introduction

1. This paper provides the Committee with a high level overview of the PTES results for the University in 2015. The committee is asked to **discuss** the paper.

Background

2. The PTES is a service made available by the Higher Education Academy (HEA) to all higher education institutions across the UK which have postgraduate taught students. The survey is designed to help institutions enhance the quality of taught postgraduate degree provision by collecting feedback from current PGT students in a systematic and user-friendly way.

3. 100 institutions undertook the survey in 2015, including 15 from the Russell Group; 45 pre-1992 institutions and 11 from Scotland.

4. The data presented in the accompanying slides relates to 2014 and 2015 only. The PTES was updated in 2014 to include new questions about student engagement and the option for student to give more informative comments. Recommendation of change were considered during a consultation period in summer 2013. In summary the changes were:
    - The survey was shortened and standardised, with items of learning styles (depth of learning) and expectations removed;
    - Items on engagement, pastoral support, student voice and induction added;
    - Open comment text boxes added after the scales used to answer questions.

5. The survey allows universities to ask institution specific questions. The University has taken up this option to:
    - Ask an institution specific question on library resources & services under the Resources & Services key theme;
    - Include the question (and key theme) "I feel part of an academic community in the University of Edinburgh".

6. The overall results were published on the Survey Unit wiki at the end of July 2015 and an email issued to key contacts, with College and School level reports, along with School level comments added over the last month.

Key points

7. Over the last year the overall University level performance for each of the Primary Themes has remained flat or fallen slightly (by 1% for Teaching & Learning and Assessment & Feedback). The response rate also remains flat at 45% which is higher than our internal surveys, but lower than the NSS. In line with other surveys, there is an opportunity to enhance response rates for this survey.

8. Our relative performance is broadly in line with the UK (100 institutions took part) and the Russell Group (15 of the group took part) average. The results at the sector level remain broadly flat between 2014 and 2015. The information from the PTES cannot be displayed against quartiles or ranking against other Universities as the data is not made available in this way.

9. The survey results reveal significant variation at School level within the primary themes. In a number of Schools the survey reveals significant change between academic years within a primary theme (both increases and decreases).

10. Even within the Schools who perform favourably when compared internally, tend to have at least one primary theme where they rank in the lower half. There are a small number of Schools who rank in the lower half across all primary themes in 2015.

11. The statistical relationship of scores on the primary themes to one another and to overall satisfaction have been explored. If we focus on Overall Satisfaction, then our highest performance measure, Teaching & Learning has the strongest correlation with Overall Satisfaction, followed by Organisation & Management and Skills Development.

12. Anecdotally, at least, feedback suggests that the PTES results are not as well communicated and disseminated as other external and internal surveys and there is an opportunity for the University to engage more effectively with the feedback/comments from students and the data we receive as a result of these surveys.

Action requested

13. The committee is asked to **discuss** this paper.

Barry Neilson
Director of Student Systems

THE UNIVERSITY of EDINBURGH

The Postgraduate Taught Experience Survey 2015

Report for Learning and Teaching Committee

Student Surveys Unit
September 2015

University of Edinburgh - 2014 – 2015

Table 1

Primary Theme (% Agree)	2014	2015	Change (%) 2014-2015
Teaching and Learning	83%	82%	-1%
Engagement	78%	78%	0%
Assessment and Feedback	70%	69%	-1%
Dissertation or Major Project	76%	77%	1%
Organisation & Management	74%	74%	0%
Resources & Services	81%	81%	0%
Skills development	75%	75%	0%
Academic Community	67%	67%	0%
Overall satisfaction	83%	83%	0%
Response Rate	45%	45%	0%

- The table to the left of this page show the **University level Agree % for each Primary Theme for 2014 to 2015**.

- In 2014, the PTES survey was significantly revised so comparisons to previous years is not available.

- The table below shows the University of Edinburgh's Primary Theme Agree % in relation to the UUK and RG in 2014 and 2015.

University of Edinburgh vs Russell Group and UUK 2014 – 2015

Table 2

Primary Theme (% Agree)	2014			2015		
	UoE	vs UUK	vs RG	UoE	vs UUK	vs RG
Teaching and Learning	83%	+1%	+1%	82%	0%	0%
Engagement	78%	0%	0%	78%	0%	0%
Assessment and Feedback	70%	-2%	0%	69%	-3%	-1%
Dissertation or Major Project	76%	-2%	-1%	77%	-1%	0%
Organisation & Management	74%	1%	0%	74%	+1%	0%
Resources & Services *	81%	n/a	n/a	81%	n/a	n/a
Skills development	75%	-2%	-2%	75%	-2%	-1%
Academic Community**	67%	n/a	n/a	67%	n/a	n/a
Overall satisfaction	83%	0%	0%	83%	+1%	0%

*Comparison with RG and UUK not available for this theme as additional institute specific questions on library were included in the Primary Theme score for Resources & Services
** Comparison with RG and UUK not available for this theme as this is an institute specific question

Overall Satisfaction Agree %- 2015 vs 2014

- Overall satisfaction 2015
- Overall satisfaction 2014
- UoE average 2015 (83%)
- UoE average 2014 (83%)
- RG Upper Quartile 2015 (85%)

Assessment and Feedback Agree %-2015 vs 2014

- Assesment and Feedback 2015
- Assessment and Feedback 2014
- UoE average 2015 (69%)
- UoE average 2014 (70%)
- RG Upper Quartile 2015 (74%)
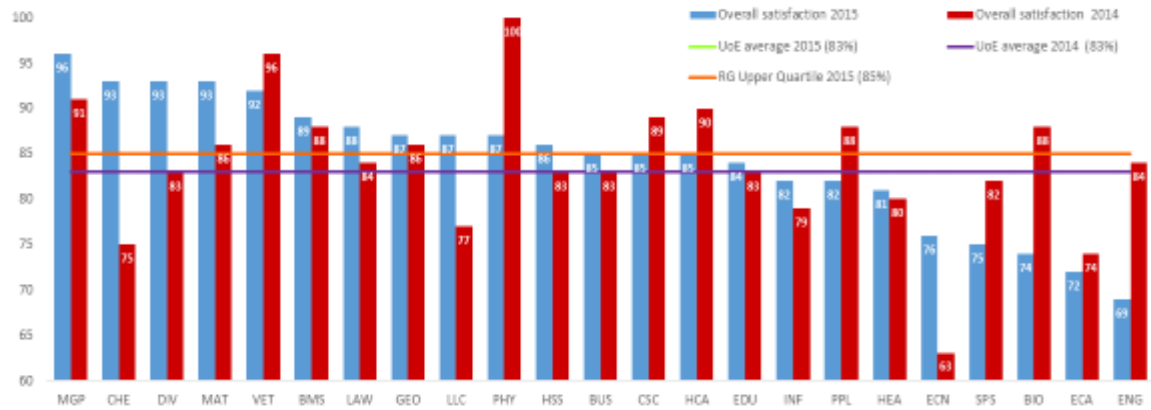
- The bar charts to the left of this page show the Agree % as well at the University level average for **Overall Satisfaction** and **Assessment and Feedback** in **2014 and 2015**.

3
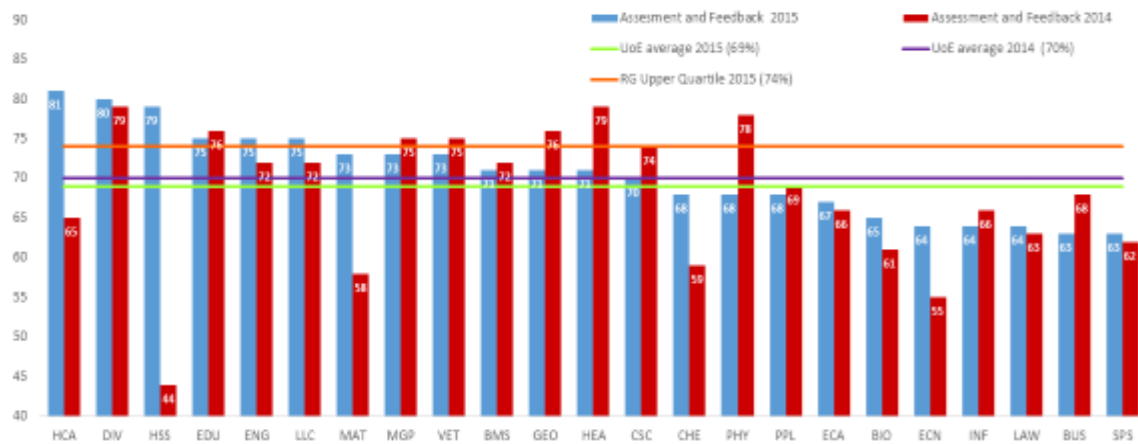
Teaching and Learning Agree %-2015 vs 2014
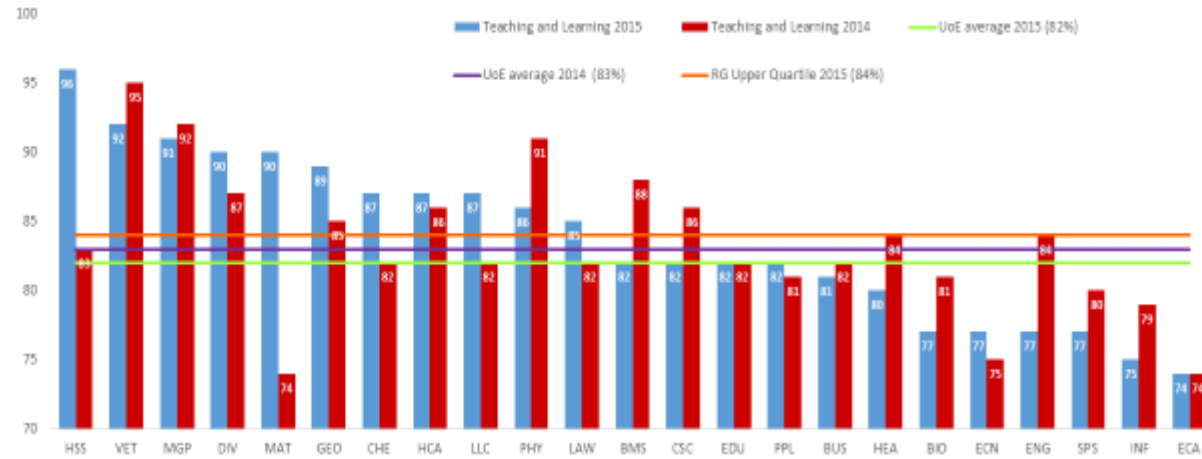
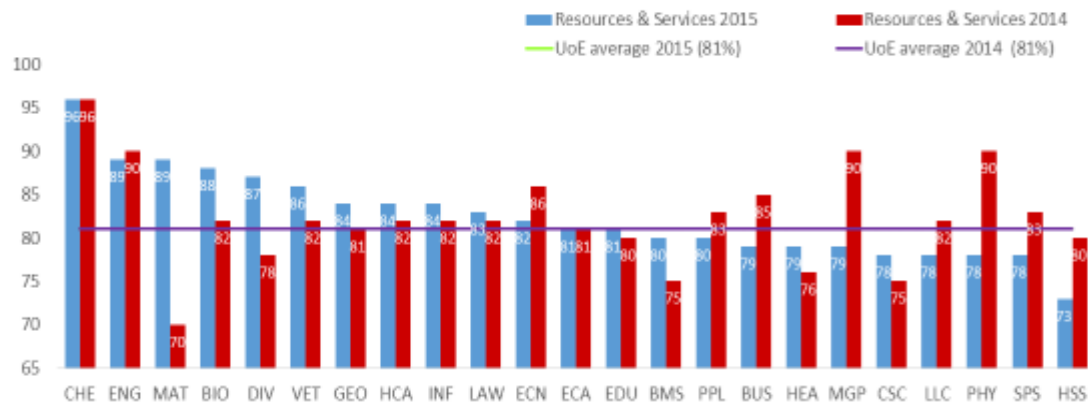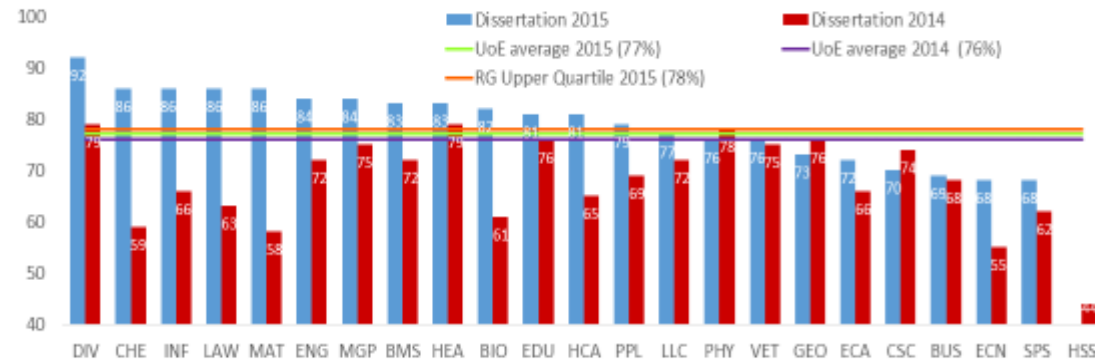## Engagement Agree % - 2015 vs 2014

- The bar charts to the left of this page show the Agree % by School as well at the University level average for **Teaching and Learning** and **Engagement** in **2014 and 2015**.

4

Organisation & Management Agree % - 2015 vs 2014

Legend:
- Organisation & Management 2015
- Organisation & Management 2014
- UoE average 2015 (74%)
- UoE average 2014 (74%)
- RG Upper Quartile 2015 (75%)

Categories (x-axis): DIV, HSS, MAT, MGP, VET, BMS, EDU, BUS, HCA, LAW, GEO, LLC, ENG, CSC, CHE, PPL, BIO, INF, PHY, HEA, SPS, ECA, ECN

Resources & Services* Agree % - 2015 vs 2014

Legend:
- Resources & Services 2015
- Resources & Services 2014
- UoE average 2015 (81%)
- UoE average 2014 (81%)

Categories (x-axis): CHE, ENG, MAT, BIO, DIV, VET, GEO, HCA, INF, LAW, ECN, ECA, EDU, BMS, PPL, BUS, HEA, MGP, CSC, LLC, PHY, SPS, HSS

*Comparison with RG Upper Quartile is not available for this theme as additional institute specific questions on library were included in the Primary Theme score for Resources & Services
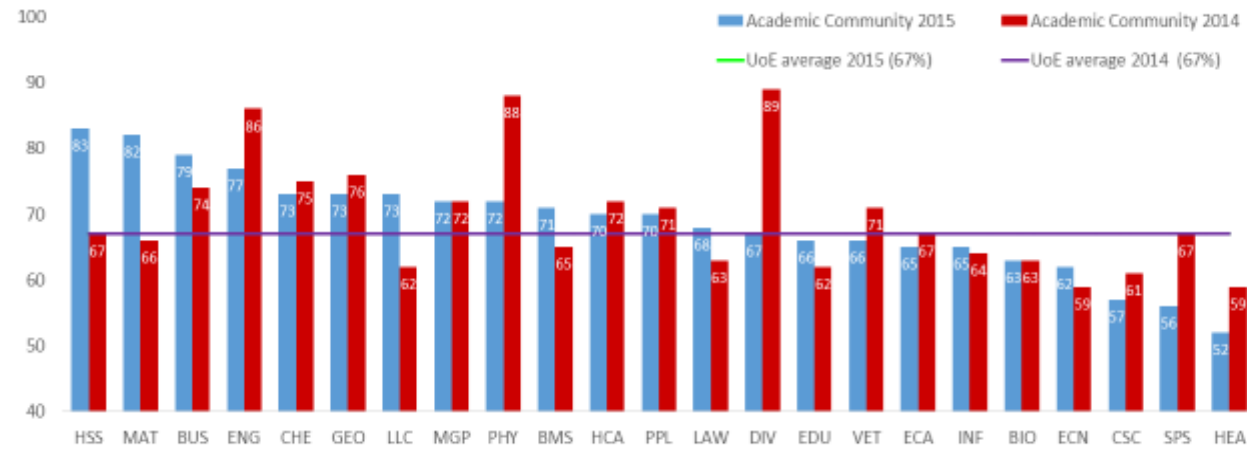
- The bar charts to the left of this page show the Agree % by School as well at the University level average for **Organisation and Management** and **Resources and Services** in **2014 and 2015**.

Dissertation or Major Project Agree % - 2015 vs 2014

Legend:
- Dissertation 2015
- Dissertation 2014
- UoE average 2015 (77%)
- UoE average 2014 (76%)
- RG Upper Quartile 2015 (78%)

Categories: DIV, CHE, INF, LAW, MAT, ENG, MGP, BMS, HEA, BIO, EDU, HCA, PPL, LLC, PHY, VET, GEO, ECA, CSC, BUS, ECN, SPS, HSS

Skills Development Agree % - 2015 vs 2014

Legend:
- Skills Development 2015
- Skills Development 2014
- UoE average 2015 (75%)
- UoE average 2014 (75%)
- RG Upper Quartile 2015 (78%)

Categories: MGP, BMS, CHE, BUS, VET, LAW, MAT, CSC, GEO, DIV, HSS, ECA, EDU, INF, ECN, HCA, HEA, LLC, BIO, ENG, PPL, PHY, SPS

- The bar charts to the left of this page show the Agree % by School as well at the University level average for **Dissertation or Major Project** and **Skills Development** in **2014 and 2015**.
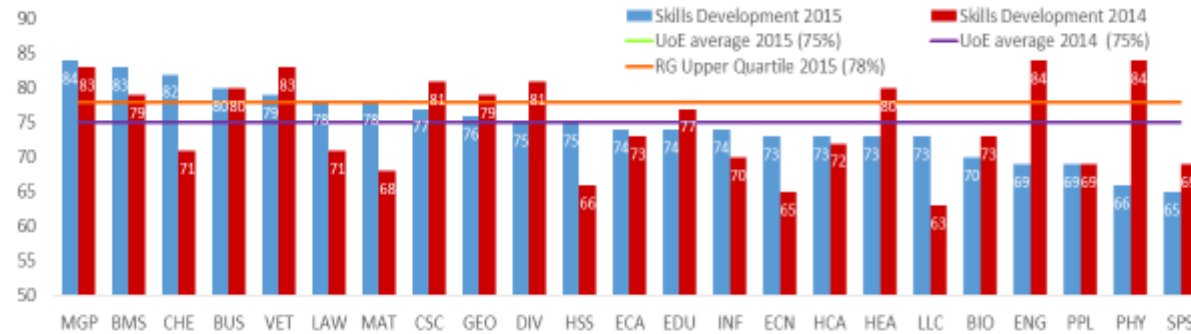
Academic Community** Agree % - 2015 vs 2014

■ Academic Community 2015   ■ Academic Community 2014
── UoE average 2015 (67%)   ── UoE average 2014 (67%)

	HSS	MAT	BUS	ENG	CHE	GEO	LLC	MGP	PHY	BMS	HCA	PPL	LAW	DIV	EDU	VET	ECA	INF	BIO	ECN	CSC	SPS	HEA
2015	83	82	79	77	73	73	73	72	72	71	70	70	68	67	66	66	65	65	63	62	57	56	52
2014	67	66	74	86	75	76	62	72	88	65	72	71	63	89	62	71	67	64	63	59	61	67	59

** Comparison with RG and UUK not available for this theme as this is an institute specific question

- The bar charts to the left of this page show the Agree % by School as well at the University level average for **Academic Community** in **2014 and 2015**.

Question and Primary Theme – Correlation and relationship analysis

Primary Theme	Teaching and Learning	Engagement	Assessment and Feedback	Dissertation or Major Project	Organisation & Management	Resources & Services	Skills development	Academic Community	Overall satisfaction
Teaching and Learning	1.00	0.81	0.63	0.31	0.78	0.00	0.39	0.52	0.81
Engagement	0.81	1.00	0.66	0.19	0.70	-0.21	0.48	0.33	0.58
Assessment and Feedback	0.63	0.66	1.00	0.43	0.65	0.04	0.14	0.29	0.36
Dissertation or Major Project	0.31	0.19	0.43	1.00	0.52	0.55	0.24	0.22	0.39
Organisation & Management	0.78	0.70	0.65	0.52	1.00	0.08	0.43	0.56	0.67
Resources & Services	0.00	-0.21	0.04	0.55	0.08	1.00	0.18	0.14	0.11
Skills development	0.39	0.48	0.14	0.24	0.43	0.18	1.00	0.25	0.64
Academic Community	0.52	0.33	0.29	0.22	0.56	0.14	0.25	1.00	0.33
Overall Satisfaction	0.81	0.58	0.36	0.39	0.67	0.11	0.64	0.33	1.00

Table 10

- This table shows the relationship between the questions and primary themes for the PTES 2015 results.

- The numbers displayed are conventional correlation figures.
  1 = Perfect positive correlation
  0 = No correlation
  -1 = Perfect negative correlation

- Based on this data, the Primary Theme that has the strongest correlation with **Overall Satisfaction** is **Teaching and Learning (0.81)**, followed by **Organisation and Management (0.67)** and **Skills development (0.64)**.

- The Primary Theme with the weakest correlation to **Overall satisfaction** is **Resources and Services (0.11)**

- **Please note:** correlation does not necessarily allow for causation to be inferred and all correlation analysis should be performed with the utmost care.

<u>The University of Edinburgh</u>
Senatus Learning and Teaching Committee
28 September 2015

Use of Student Data to help enhance learning & teaching, the student experience and operational effectiveness

<u>Executive Summary</u>

Earlier in the calendar year, Student Systems was provided with a steer from senior management to develop our use of student data to support ways to enhance learning & teaching, the student experience and operational effectiveness; focus activity on what will make a difference at School level; focus on the accessibility, visualisation and transparency of the data; and examine the use of dashboards to support these objectives.

This paper provides L&TC with some information in advance of the presentation which will be delivered at the meeting.

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

This work is being developed to support the delivery of an outstanding student experience.

<u>Action requested</u>

The committee is asked to **discuss** the paper and presentation.

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

The next steps are identified in the paper and any actions agreed at the meeting will feed into these timescales, leading to a presentation at the Academic Strategy Group meeting in November and a go/no-go decision soon thereafter.

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

1. **Resource implications (including staffing)**
   The current work is being delivered from existing resources across a number of teams. If this work is prioritised it is likely that future work will need to be resourced through existing staff (centre, college) plus a bid for resources through the planning round, supporting the capacity and capabilities required to deliver the work. In addition there may be system implications.

2. **Risk assessment**
   This work falls under the 'Education & Student Experience' heading of the University of Edinburgh Risk Policy and Risk Appetite. There will be issues in relation to ethics and privacy which, depending on how the project develops, will need to be considered in due course.

3. **Equality and Diversity**
   This has not been considered in any great detail to date and an EIA may be required if the project were to progress beyond the prototype phase.

4. Freedom of information
Paper is open.

Key words

Student Data, Management Information, Analytics, Business Intelligence, Student Experience.

Originator of the paper

Barry Neilson
Director of Student Systems
28 September 2015

Senate Learning & Teaching Committee

Monday 28 September 2015

Use of Student Data to help enhance learning & teaching, the student experience and operational effectiveness

Introduction

1. This paper provides the Committee with some information in advance of the presentation on the Use of Student Data which will be delivered at the meeting. This follows on from a paper delivered at the May 2015 meeting.

2. The committee is asked to **discuss** the paper and the presentation.

Background

3. Student Systems has responsibilities, amongst other things, in relation to applicant, admissions and student data held on EUCLID and related systems; the key student survey data including the NSS, ESES, PTES, and EvaSys course evaluation data; and a number of statutory returns including the HESA Student Return and the Key Information Set return.

4. Earlier in the calendar year Student Systems were provided a steer from senior management to:
   - Develop our use of student data to support ways to enhance learning & teaching, the student experience and operational effectiveness;
   - Focus activity on what will make a difference at School level – provide support, help develop insights and share practice;
   - Focus on the accessibility, visualisation and transparency of data, helping to simplify and manage complexity;
   - Examine the use of dashboards to support these objectives.

5. An initial working group set up (Student Systems, BIMI Programme, ISG, GaSP) and the following steps have been completed:
   - Workshops completed with a wide range of staff in May 2015;
   - Papers and presentations delivered to Learning & Teaching Committee and Senate in May/June 2015;
   - Series of meetings held with Heads of School and Directors of Professional Services during August and September 2015 in addition to colleagues in other roles;
   - Meetings with externals – The University of Warwick, University of Sheffield and Oxford Brookes University.

Draft observations

6. There are some emerging areas where Schools are providing feedback on where enhanced use of student data can support their work. The table below should be treated as a draft at this stage and more detail will be provided in the presentation.

7. These are not prioritised, nor is there a suggestion that all of this can be delivered through dashboards and there is acknowledgement that there are a number of process, technical, accessibility, security and other considerations.

Understand applications/admissions over a period of time and to plan for next year	Understand my student cohort, their characteristics, trends, progressions and outcomes.	Are we teaching well? Survey data, linked to student record and other sources, some local level internal and external benchmarking.
Standard reports for annual course and programme reviews and TPRs to spend less time looking for data and more using it	Understand my student on an individual level and what is happening in-year.	Are we teaching effectively? Assessment volumes, feedback and mark turnaround, internal and external comparison, contact hours.

8. A number of consistent themes have emerged from our conversations with external Universities who are further ahead than us in this area, notably:
    - Accessibility, visualisation, simplicity and recognition enormously helpful in supporting change of approach in academic areas;
    - Clear link to strategy and key indicators along with consistency of data and consistency of use, focussed at the level of need;
    - Staff skills, technical capabilities and senior management support enormously important.

Next Steps

9. Next steps are identified below:
    - Deliver paper and presentation at the September Learning & Teaching Committee;
    - Develop a small number of prototypes and mock-up dashboards based on existing architecture and systems and start to understand the emerging data model requirements;
    - Understand the resources required to roll out a programme of development in this area;
    - Deliver a presentation at the November Academic Strategy Group meeting to help determine next steps.

The University of Edinburgh
Learning and Teaching Committee
28 September 2015

Feedback on Assessment: Measures of Quality and Turnaround Times

Executive Summary

This paper invites the Committee to discuss:

- The findings of internal benchmarking of approaches to measuring the quality of feedback;
- Schools' reported turnaround times for providing feedback on assessment in Semester Two, 2014-15; and
- Issues raised to date from a system needs analysis regarding collecting data regarding feedback on assessment turnaround times.

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

Improving feedback on assessment will contribute to the University's strategic goal of excellence in education.

Action requested

For discussion.

How will any action agreed be implemented and communicated?

Not applicable – since the paper is not asking the Committee to take any decisions at this stage there is no need for implementation and communication.

Resource / Risk / Compliance

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

There are significant resource implications associated with providing students with feedback on assessment, and monitoring the promptness and quality of feedback. However, since the paper is not asking the Committee to take any decisions at this stage, the paper does not have any direct resource implications.

2. **Risk assessment**

Not applicable – since the paper is not asking the Committee to take any decisions at this stage.

3. **Equality and Diversity**

Not applicable – since the paper is not asking the Committee to take any decisions at this stage

4. Freedom of information

This paper is **open**

<u>Originator of the paper</u>

Tom Ward, Director of Academic Services
Barry Neilson, Director of Student Systems

Senate Learning and Teaching Committee

Feedback on Assessment: Measures of Quality and Turnaround Times

1   This paper invites the Committee to discuss:

- The findings of internal benchmarking of approaches to measuring the quality of feedback;
- Schools' reported turnaround times for providing feedback on assessment in Semester Two, 2014-15; and
- Issues raised to date from a system needs analysis regarding collecting data regarding feedback on assessment turnaround times.

Measures of Quality of Feedback

2   At its meeting on 5 May 2015, the Committee had an initial discussion regarding proposals for measuring the quality of feedback on assessment (see Annex A). The Committee asked Academic Services to benchmark internally and externally, and to develop the proposals for further discussion at a subsequent Committee meeting.

3   During summer 2015, Academic Services wrote to Schools to ask for information regarding any current arrangements they have for monitoring / measuring the quality of feedback on assessment, and to provide them an opportunity to comment on the Committee's initial proposals. Twelve Schools responded. The main findings are as follows:

- The majority of Schools currently use moderation processes to monitor / measure the quality of feedback, though there is variation regarding the formality and systematic nature of this aspect of moderation. Two Schools expressed reservations regarding the value of using moderation as a mechanism for monitoring / measuring the quality of feedback on multiple choice questions and problem / solution assessments.

- Two Schools emphasised that specialist academic rather than support staff should undertake the monitoring process.

- In addition to commenting on the use of moderation to monitor / measure the quality of feedback, some Schools mentioned other approaches:

   o Half of Schools indicated that External Examiners provide valuable comments on the quality of feedback as well as on the appropriateness of marks / grades.
   o Some Schools also indicated that feedback from students (eg via course feedback surveys and Staff Student Liaison Meetings) can assist them to identify areas of good practice and areas in need of development.

3

- Several Schools also emphasised the importance of guidance, training and 'calibration sessions' (where samples of feedback can be discussed) for markers (particularly PG tutors and teaching assistants) as part of an approach to delivering good quality feedback.

- One School expressed concerns that a 'spot check' approach (particularly if linked to annual review) may not be consistent with a supportive approach to staff development, and another highlighted potential tensions involved in peer monitoring of feedback, particularly when staff are commenting on the quality of more senior colleagues' work.

- One School suggested that it would be helpful to have clearer guidelines as to what constitutes good feedback, and another School suggested that any guidelines on good feedback should emphasise the importance of good feedback being respectful and addressing the work rather than the student.

- Two Schools emphasised that introducing formal processes for monitoring quality of feedback would be administratively burdensome, although one suggested that online marking may assist with this.

4   Academic Services is in the process of undertaking external benchmarking of approaches at a sample of UK higher education institutions.

5   The Committee is invited to discuss the findings of the internal benchmarking, and provide a steer regarding how to develop the proposals. Academic Services and the Institute for Academic Development will then liaise with relevant Vice- and Assistant Principals to develop the proposals for further discussion at a subsequent Committee meeting.

Monitoring turnaround times for providing feedback on assessment

6   In June 2013 Senate agreed the following Taught Assessment Regulations for 2014/15 regarding feedback arrangements for UG and PGT courses:

Taught Assessment Regulation 14 - Provision of formative feedback

> All students will be given at least one formative feedback or feed-forward event for every course they undertake, provided during the semester in which the course is taken and in time to be useful in the completion of summative work on the course. Such feedback may be at course or programme level, but must include input of relevance to each course in the latter case.

Taught Assessment Regulation 15 - Feedback deadlines

> Feedback on formative 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. Summative marks will be returned on a published timetable, which has been made clear to students at the start of the academic year

7   At its 1 October 2014 meeting, Senate discussed regarding the outcomes of the 2014 National Student Survey, emphasising that:

- Schools must collect data on meeting deadlines for providing feedback on assessment and verify the quality of the feedback provided to students;
- This data needed to be communicated to students and to be used internally to plan future actions; and
- Interventions must take place where the data is not satisfactory.

8   In January 2014, the VP Learning and Teaching asked Schools for information regarding how they collect this data, and the main findings from the data for Semester One. The Senate Curriculum and Student Progression Committee (CSPC) considered the information provided by Schools at its meeting on 19 March 2015. Given the increasing strategic importance of management information regarding learning and teaching, Senior Vice-Principal has decided that the Learning and Teaching Committee should henceforth have responsibility for overseeing the arrangements for collecting data on feedback turnarounds (along with broader discussions regarding the development of a management information 'Dashboard' to assist Schools to enhance learning and teaching).

Feedback turnaround times for Semester Two, 2014-15

9   The Vice-Principal Learning and Teaching had asked Schools to take the following approach to calculating the overall School-level percentage of feedback provided on time, when reporting on Semester Two:

- Calculate the proportion of assessments for which feedback was provided on time rather than (for example), the proportion of courses for which all feedback was provided on time.
- Do not discount from these figures delays due to particular factors (for example, staff sickness absence).
- When aggregating data up at School level, present data on Pre-Honours, Honours, and PGT separately.

10   Annex B summarises Schools' reported turnaround times.

11   The main points regarding the data are:

5

- While the data is indicative of Schools' performance, it is not possible to make robust comparisons between Schools' performances due to limitations of the data. For example:

  o Rather than stipulating the necessary turnaround time for feedback on summative assessment, the 2014-15 version of Taught Assessment Regulation 15 gave Schools the freedom to set their own requirements for turnaround times. While many Schools operated on the basis of a 15 working day turnaround time, some Schools set (and reported against) more demanding turnaround times, and others have reported against longer deadlines.

  o Schools are calculating turnaround times in different ways.

  o In at least case, a School has reported turnaround times against deadlines that it had adjusted during the Semester (as opposed to the deadlines it had initially published).

- While most Schools have relatively systematic processes in place for measuring and reporting on turnaround times for feedback on summative assessment, three Schools do not.

- In some cases, Schools submitted School-wide figures regarding summative assessment based on incomplete data (eg courses or entire subject areas missing from the data). In other cases Schools submitted a nil return, or it proved impossible to produce an aggregated School-wide figure from the more granular data supplied by the School.

- The guidance asked that Schools provide data for all summative assessment, but only for formative assessments where it is practicable and proportionate to do so. Only a minority of Schools have provided data on turnaround times for formative feedback.

- Schools' success rates in providing feedback on summative assessment within required timescales vary from 60% to 100% (excluding those Schools where data is very incomplete), with most in the range 70%-100%.

- There is mixed evidence of a correlation between Schools' reported feedback turnaround times and 2015 results for the questions on promptness of feedback in the National Student Survey and Postgraduate Taught Experience Survey.

12   The Committee is invited to discuss these findings.

System needs analysis

6

13   Student Systems have been working with the Learning, Teaching & Web division in Information Services Group (ISG) over the last couple of months undertaking some analysis regarding systems for collecting data regarding feedback on assessment turnaround times. This follows on from an Internal Audit recommendation: *"Although it is recognised that there will be School-specific requirements there is an opportunity to develop appropriate IT systems across the University, ideally leveraging existing student systems. It is recommended that a systems needs assessment be completed and then current systems be reviewed for suitability of development."*

14   Colleagues undertaking the analysis have visited a number of Schools. Some key points are emerging:

- Any systems solution is likely to involve multiple systems (EUCLID, Learn, Pebblepad, local systems) and the use of reporting tools;

- This is likely to require the allocation of resources internally and potentially externally to achieve – with short and medium term options emerging;

- This is likely to result in changes to business processes, for example ensuring all hand-in dates for a course are set up on the system by the start of term (which can potentially tie in with the EUCLID Assessment & Progression Project).

15   There are a number of areas where the analysis is likely to identify the need for greater clarity:

- Clarity on the turnaround measurement method used and how to deal with (or not) exceptions, and how the information is aggregated and reported.

- It is likely a systems solution will be able to support the reporting of summative assessment feedback turnaround rather than formative, and even within the summative there will be areas the systems do not necessarily support. As a result thought will need to be given to the measures that cannot be captured via systems and their relationship with the measures that are.

- We may wish to come up with and present a basket of data in relation to assessment and feedback, rather than reporting solely on turnaround time, for instance:

7

Speed	Quality	Student Feedback	Student Open Rates
As per the paper, the turnaround measure(s)	May not be quantifiable.	From the surveys: NSS, ESES, Evasys, PTES.	Potential capture the electronic feedback which is accessed by students.

15   Finally there may be opportunities to use the data captured for other reasons, such as: the presentation of a visualisation of assessment hand-in dates to students for all courses at the start of a semester (or prior to making course choices); the visualisation of these dates to Personal Tutors for their tutees; and the ability to report on the volume of assessment more accurately.

16   It is expected the analysis will be completed in October 2015 to help identify next steps. It is important to remind colleagues that system development does have a lead in time which will need to be considered in any further discussion.

17   The Committee is invited to discuss the issues raised to date by the system needs analysis.

Annex A

Three level evaluation of assessment and feedback

Proposal for measurable standards at three different levels:

Course level

Checks: Timeliness and usefulness

> - Identify percentages of feedback returned within time limit
> - Take action where requirements are not being met

Feedback content: written feedback should be concise and useful.

> Feedback content: written feedback should be concise and useful.
>
> These four areas should be covered:
>
> - 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

This should be standardised enough to allow non-specialist staff to check that these points have been covered in samples taken from all batches of marking. If substandard feedback is found then the whole batch will be checked. Where this delays return of work beyond the 15 day limit students will be informed of the reason for this delay. This task could also be carried out by moderators, and second markers so guidance on this can be issued.

Programme level

Programme Development

> Use TESTA assessment audits to
>
> - Identify baseline performance and areas for development to be used to identify areas of improvement, set goals
> - Synchronise with TPR and PPR process to gauge progress

Higher level

> Workforce development
>
> - Assumption that HEA accredited teaching staff will be better at implementing and leading enhanced assessment and feedback
> - Target: 60% of teaching staff to be accredited by HEA within five years

9

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Annex B – Summary of date from Schools regarding turnaround times for providing feedback on assessment in Semester two

Note – While the data is indicative of Schools' performance, it is not possible to make robust comparisons between Schools' performances due to limitations of the data.

School	Level	Summative - proportion of feedback provided in agreed timescales	Formative - proportion of feedback provided in agreed timescales
Business	UG – Pre-Honours	90%	Nil Return
	UG – Honours	88%	Nil Return
	PGT	67%	Nil Return
Divinity	UG – Pre-Honours	93%	Nil Return
	UG - Honours	100%	Nil Return
	PGT	100%	Nil Return
ECA	UG – Pre-Honours	46% (estimate based on very incomplete data)	Did not provide separate data for formative assessment
	UG - Honours	56% (estimate based on very incomplete data)	Did not provide separate data for formative assessment
	PGT	25% (estimate based on very incomplete data, and likely to significantly underestimate actual feedback turnaround times)	Did not provide separate data for formative assessment
Economics	UG – Pre-Honours	57%	Nil Return
	UG – Honours	73%	Nil Return
	PGT	92%	Nil Return
Education	UG – Pre-Honours	Nil Return	73% (estimate based on incomplete data, and not broken down between Pre-Honours and Honours)
	UG - Honours	Nil Return	73% (estimate based on incomplete data, and not broken down between Pre-Honours and Honours)
	PGT	Nil Return	Nil Return
Health in Social Science	UG – Pre-Honours	57%	100%

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	UG - Honours	75%	100%
	PGT	51%	100%
History, Classics and Archaeology	UG – Pre-Honours	80%	Nil Return
	UG - Honours	87%	Nil Return
	PGT	78%	Nil Return
Law	UG – Pre-Honours	100%	99%
	UG - Honours	84%	100%
	PGT	83%	100% (based on incomplete data)
Literatures, Languages and Cultures	UG – Pre-Honours	64% (did not break-down between Honours and Pre-Honours)	Nil Return
	UG - Honours	64% (did not break-down between Honours and Pre-Honours)	Nil Return
	PGT	92%	Nil Return
Philosophy, Psychology and Language Sciences	UG – Pre-Honours	100%	Nil Return
	UG - Honours	96%	Nil Return
	PGT	78%	Nil Return
Social and Political Science	UG – Pre-Honours	78% (largely based on data on summative assessment, but also formative assessment where data available)	78% (largely based on data on summative assessment, but also formative assessment where data available)
	UG – Honours	90% (largely based on data on summative assessment, but also on formative assessment where data available)	90% (largely based on data on summative assessment, but also on formative assessment where data available)
	PGT	64%	Did not provide separate data for formative assessment
Biological Sciences	UG – Pre-Honours	83%	Nil Return
	UG – Honours	91%	Nil Return
	PGT	58% (based on incomplete data)	Nil Return
Chemistry	UG – Pre-Honours	90% (based on incomplete data)	Nil Return
	UG – Honours	81% (based on incomplete data)	Nil Return
	PGT	100%	Nil Return
Engineering	UG – Pre-Honours	81%	Nil Return

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	UG – Honours	79%	Nil Return
	PGT	76%	Nil Return
GeoSciences	UG – Pre-Honours	92% (data covers both formative and summative assessment)	92% (data covers both formative and summative assessment)
	UG - Honours	90% (data covers both formative and summative assessment)	90% (data covers both formative and summative assessment)
	PGT	83% (data covers both formative and summative assessment)	83% (data covers both formative and summative assessment)
Informatics	UG – Pre-Honours	43% (based on when data recorded on database – actual turnaround time likely to have been quicker)	Nil Return
	UG – Honours	81%	Nil Return
	PGT	94%	Nil Return
Mathematics	UG – Pre-Honours	Nil Return	100%
	UG – Honours	Nil Return	100%
	PGT	Nil Return	100%
Physics and Astronomy	UG – Pre-Honours	100%	Nil Return
	UG – Honours	87%	Nil Return
	PGT	91%	Nil Return
Biomedical Sciences	UG – Pre-Honours	78%	100%
	UG – Honours	62%	100%
	PGT	88%	Nil Return
Medicine - MBChB	UG – Pre-Honours	72% (data not subdivided between Honours and Pre-Honours)	Nil Return
	UG - Honours	72% (data not subdivided between Honours and Pre-Honours)	Nil Return
Molecular, Genetic and Population Health Sciences	PGT	82% (data covers both formative and summative assessment)	82% (data covers both formative and summative assessment)
Clinical Sciences	UG – Pre-Honours	Nil Return	Nil Return
	UG – Honours	Nil Return	Nil Return
	PGT	Nil Return	Nil Return
Veterinary Science	UG – Pre-Honours	79%	Nil Return

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	UG - Honours	100%	Nil Return
	PGT	53% (data covers both formative and summative assessment)	53% (data covers both formative and summative assessment)

The University of Edinburgh

Senatus Learning and Teaching Committee

28th September 2015

GPA Briefing Paper

Executive Summary

This updates the briefing LTC paper dated 14th November 2014 and follows the formal publication by the HEA of the report on the pilot testing of proposed GPA schemes. This paper describes the recommendations, extends the risk analysis carried out in the previous paper based on three scenarios and reports on the equality and diversity audit carried out at the request of LTC.

The paper recommends that at the very least we prepare our systems over the coming few months to be able to compute a GPA on the national scale and using a simple fixed uniform algorithm.

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

Excellence in Teaching, Outstanding Student Experience.

Action requested

For discussion/information/approval.

How will any action agreed be implemented and communicated?

Some changes to Student Systems will be required to be implemented alongside current changes.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   To be determined.

2. **Risk assessment**
   See section 4 below for a full risk assessment. None of the risks are outside the bounds of the UoE appetite for risk.

3. **Equality and Diversity**
   Equality and diversity audit already carried out (see section 5 below). A formal Equality Impact Assessment would be undertaken at a later stage.

4. **Freedom of information**
   Open

Key words

Grade Point Averages, Honours Degree Classification, Student Assessment

Originator of the paper

Antony Maciocia, 10 September 2015

GPA Briefing Paper

This briefing paper is an update of the briefing paper circulated to LTC in November 2014.

1. In June 2015, the Higher Education Academy launched its report into the adoption of a Grade Point Average system across UK HEIs. The precise recommendations are:

   1.1. Recommendation one: a single GPA scale for UK higher education should be adopted by all UK providers.

   1.2. Recommendation two: 'dual running', during which both GPA and HDC outcomes will be reported, should be introduced in the first instance. This should be followed by a national review of the adoption of GPA after a period of no more than five years. Institutions may opt to switch to GPA alone when and if they judge it appropriate.

   1.3. Recommendation three: degree awarding bodies will need to exercise institutional discretion on a range of regulatory and policy matters associated with their GPA award system.

   The details of the proposed scale can be found in the appendix below.

2. The proposed scale is the Edinburgh scale which a selection of institutions tested against 2012 graduation data and was shown to be the most robust. This places UoE in an influential position in the sector. It also minimizes the risk to our own students.

3. The current situation is that institutions now have a fixed scale which they can adopt in a variety of ways. It is clear that many institutions are waiting to see what will happen but are likely to be readying themselves to move quickly should it seem that the sector has opted for full adoption.

4. Risk Analysis:

   4.1. Minimal adoption (provide a final GPA on request).

      4.1.1. Students lose the benefit of additional motivation in early years and the unseen benefit of a visible GPA on transcripts.

      4.1.2. The competitive advantage a student gains from the GPA as an alternative measure of performance is lost if we use an automated computation from the student average used for HDC. This could be removed by computing the GPA directly from course marks either via grades or via the GPA numerical scales.

      4.1.3. The Edinburgh scale was carefully constructed so that if any single course scores below the maximum on the scale, the overall GPA score will be less than the maximum. This effect would be lost if only the final averages are used.

      4.1.4. For some disciplines, the percentage scale is not fit for purpose. More complete adoption would steer subject areas towards adopting a better marking scheme.

      4.1.5. In the longer term, if students perceive that they are at a disadvantage by not being provided with a proper GPA score then there may be some dissatisfaction.

   4.2. Maximal adoption (Grades given for modules and a final GPA is provided on the HEAR computed equally from all courses).

      4.2.1. Students may perceive that there is increased pressure especially in the early years and this may lead to dissatisfaction.

      4.2.2. Staff will perceive a loss of control over students' attainments.

      4.2.3. A uniform GPA scale used nationally by all HEIs will provide apparently robust quantitative comparators to be used by government to assess institutions.

4.2.4. The implementation cost will be highest for this option especially as early adoption would require extensive communication with staff and students to minimize the risks from 4.2.1 and 4.2.2.

4.3. Intermediate level adoption.

4.3.1. Probably has all of the disadvantages and risks of 4.1 and 4.2 with none of the advantages.

4.3.2. With a scheme which would closely follow HDC it would be harder to argue that HDC is still fit for purpose. This would lead to a risk that the sector would decide to scrap HDC in the long term.

5. Following the previous briefing document, an equality and diversity audit was carried out using very sensitive tests of bias. This considered gender, socio-economic background, ethnicity and disability and the tests were normalized against the degree performances of the 2012 cohort. The tests did not reveal any bias as a result of adopting the maximal GPA scheme in any of the 4 areas.

6. The HEA announcement included a press conference and the proposal was essentially well received by the press. Jo Johnston has since announced that he would welcome widespread adoption of GPA.

7. The full report can be accessed here: http://edin.ac/1KbZIxX and FAQs for staff, students and employers can be found here: http://edin.ac/1gbnSfO .*

Antony Maciocia

9 September 2015

Appendix A

HEA Proposed Scale

Grade	Mark	Grade Point
A+	≥75	4.25
A	71-74	4.0
A-	67-70	3.75
B+	64-66	3.50
B	61- 63	3.25
B-	57- 60	3.0
C+	54-56	2.75
C	50-53	2.50
C-	48-49	2.25
D+	43-47	2.0
D	40-42	1. 50
D-	38-39	1.0
F+	35-37	0.75
F	30 -34	0.50
F-	<29	0.0

LTC 15/16 1 I

Innovative Learning Week

Executive Summary

This paper invites the Committee to discuss the future of Innovative Learning Week (ILW), and future mechanisms for encouraging innovation in learning and teaching beyond 2015-16.

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

It is relevant to the University's strategic goal of Excellence in Education.

Action requested

For discussion.

How will any action agreed be implemented and communicated?

If the Committee supports a change from current ILW arrangements, Committee members should consult their constituencies on any proposals in advance of the Committee's meeting on 18 November 2015.

Resource / Risk / Compliance

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

   Any changes to arrangements for ILW would have potential implications for the Institute for Academic Development and for Schools. Since the paper does not set out specific proposals, it is not possible quantify potential resource implications.

2. **Risk assessment**

   As there are no specific proposals on ILW and the Committee is not being invited to make a decision, there is no need for a risk assessment.

3. **Equality and Diversity**

   In the absence of specific proposals, it is not possible to assess any equality implications of any changes to ILW.

4. **Freedom of information**

   This paper is **open**

Originator of the paper

Tom Ward
Director of Academic Services

LTC 15/16 1 I

Innovative Learning Week

This paper invites the Committee to discuss the future of Innovative Learning Week (ILW), and future mechanisms for encouraging innovation in learning and teaching, beyond 2015-16.

Background

The University introduced ILW in 2011-12, in the context of implementing a revised academic year structure with an additional week of teaching in Semester Two. Senate decided to utilise this additional week by suspending 'normal' teaching between teaching blocks one and two in Semester Two in order to create opportunities for experimentation and innovation in learning and teaching in forms unimpeded by normal teaching timetables or current curriculum designs and requirements.

At its meeting on 27 May 2015, the Committee considered the positive impact of ILW, and explored alternate future models for ILW. While recognising some challenges associated with ILW, it agreed that ILW should continue in 2015-16, on an 'ILW + Pop Up' basis, in which a programme of innovative learning and teaching events through the year would complement the dedicated week in Semester Two.

Future semester dates

In November 2014, the Senate Curriculum and Student Progression Committee (CSPC) approved the semester dates for 2016-17, and provisional dates for 2017-18, which include a clear week between blocks one and two in Semester Two. CSPC will be invited to confirm the dates for 2017-18 and approve provisional dates for 2018-19 at its November 2015 meeting. If LTC would like to explore the option of replacing ILW with other arrangements, it would be timely for it to consider this in autumn 2015, particularly since it should still be possible to amend the published 2016-17 semester dates if a decision is made prior to Christmas 2015.

Open ILW + 2016 ILW updates

Open ILW is a project using co-design and participatory methods to rethink ILW's missions, aims and processes. As part of this, the Institute for Academic Development (IAD) has created an ILW manifesto to guide work in 2015-2016 and is piloting a series of support activities, events, resources, and tools throughout the year to support the pipeline of innovation and learning[1]. Lessons from this process will be useful for informing the next steps.

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[1] See bit.ly/ILWupdates for more information

For discussion – future mechanisms for encouraging innovation in learning and teaching

The Committee is invited to have an initial discussion regarding future approaches to ILW, and to supporting innovative learning and teaching, beyond 2015-16. Possible options include:

- Continuing with the current 'ILW + Pop Up' model;
- Placing even greater emphasis on promoting a range of 'pop up' innovative learning and teaching events, tools and resources available throughout the year, rather than having a dedicated week for innovation;
- Retaining the week between teaching blocks one and two in Semester Two to provide students an opportunity for rest and consolidation, and / or to enable Schools to run intensive 'short fat' teaching activities without being impeded by other timetabled activities.

If the Committee supports a change from current arrangements, Academic Services and IAD will work with EUSA to prepare proposals for further discussion at the Committee's meeting of 18 November 2015. If the Committee supports any changes with implications for Semester Dates, it would ask CSPC to consider the practical implications at its 19 November 2015 meeting.

Tom Ward, Director of Academic Services
Dr Jon Turner, Director of the Institute for Academic Development

LTC 15/16 1 J

<u>The University of Edinburgh</u>
Senate Learning and Teaching Committee
28 September 2015

Annual Planning Round Guidance

Executive Summary

This paper invites Committee members to discuss the supplementary guidance that it has previously issued to Schools on the learning and teaching-related content of their Annual Plans.

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

The paper aligns with the University's Strategic Goal of 'Excellence in Education' and the Strategic Theme of 'Outstanding Student Experience'.

Action requested

For discussion. Committee members are asked to decide if Schools should continue to be asked to take into consideration LTC's supplementary 'Guidance on Learning and Teaching-Related Content of School Annual Plans' in the coming Planning Round.

How will any action agreed be implemented and communicated?

Committee members, and particularly College Deans of Learning and Teaching, are asked to communicate the decision concerning the Guidance to their constituencies.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   None

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

3. **Equality and Diversity**
   There are no major equality impacts associated with this paper.

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

Originator of the paper

Philippa Ward, Academic Services, September 2015

Background

In response to a recommendation of the 2011 ELIR that the University '…review the status and function of School-level learning and teaching enhancement strategies…', Learning and Teaching Committee developed 'Guidance on Learning and Teaching-Related Content of School Annual Plans' (Appendix 1). For the past two years, Schools have been asked to take this guidance into consideration when writing their Annual Plans.

Examination of School Annual Plans suggests that the guidance has proved beneficial: in general, since its introduction, Schools have provided more and higher quality information about their plans for learning and teaching. However, it is recognised that it is not ideal to ask Schools to consider planning guidance that is supplementary to that produced at University and College levels.

'Thematic Vice-Principals' Strategic Priorities'

Last year, the University introduced into its planning documentation guidance on the 'Thematic Vice-Principals' Strategic Priorities'. This included a section on learning and teaching. The Senior Vice Principal is in the process of developing the guidance to be used in the forthcoming Planning Round. **The Committee is invited to decide whether this guidance will be sufficient, or if Learning and Teaching Committee should again circulate its supplementary 'Guidance on the Learning and Teaching-Related Content of School Annual Plans'.**

Appendix 1

Guidance on Learning and Teaching-Related Content of School Annual Plans

A recommendation of the 2011 ELIR was that the University '…review the status and function of School-level learning and teaching enhancement strategies…'. In response to this, draft School Learning and Teaching Enhancement Strategy Templates were considered by Learning and Teaching Committee at its March 2013 meeting. There were significant reservations about the usefulness of the Templates, the view being expressed that much of the information requested duplicated that presented in School Annual Plans.

Examination of 2013/14 School Annual Plans identified variability in style and in the extent to which Schools across the University provided information on Learning and Teaching. A list of potential headings under which Schools might present the Learning and Teaching-related content of their
Annual Plans in the future has therefore been developed.

These headings should be used alongside any College guidance produced, and aim to assist, not restrict Schools. Any feedback should be sent to Philippa.Ward@ed.ac.uk.

Heading	Sub-heading 1	Sub-heading 2
1. **Excellence in Education:**	• Undergraduate developments	➢ Recruitment ➢ Learning & teaching ➢ Assessment ➢ Collaborative provision
	• Taught postgraduate developments	➢ Recruitment ➢ PGT offering ➢ Learning & teaching ➢ Assessment ➢ Distance learning programmes ➢ Collaborative provision
	• Research skills training, where applicable	
2. **Learning & Teaching-Related Enablers:**	• Teaching staff	➢ Staff development ➢ Reward and recognition of excellence in teaching
	• Learning and teaching infrastructure	➢ Estate ➢ IT ➢ Support Services
3. **Learning & Teaching-Related Strategic Themes:**	• Student experience	➢ Community ➢ Engagement ➢ Support ➢ Feedback
	• Global impact	
	• Equality and widening participation	➢ Equality ➢ Widening participation

<u>The University of Edinburgh</u>

Senate Learning and Teaching Committee

28 September 2015

Higher Education Achievement Record – Procedures for Making Changes to Section 6 Categories of Achievement

Executive Summary

This paper proposes procedures for making changes to Higher Education Achievement Record (HEAR) Section 6 Categories of Achievement.

Action requested

For approval.

How will any action agreed be implemented and communicated?

Via the University's HEAR webpage: http://www.ed.ac.uk/student-administration/order-documents/hear

Resource / Risk / Compliance

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

   None

2. **Risk assessment**

   The paper does not include a risk assessment.

3. **Equality and Diversity**

   No major equality impacts are associated with this paper.

4. **Freedom of information**

   The paper is **open**.

Key words

Higher Education Achievement Record, HEAR

Originator of the paper

Philippa Ward, Academic Services, July 2015

Higher Education Achievement Record (HEAR) – Procedures for Making Changes to Section 6 Categories of Achievement

At its meetings in January and March 2015, Learning and Teaching Committee agreed that:

- a 'Recommendation Panel' would be established to undertake initial evaluation of proposals for changes to categories of achievement to be included in Section 6 of the HEAR in advance of them being brought to Learning and Teaching Committee.
- all proposals for changes to categories of achievement would be considered at a single point in the year.

The following composition for the HEAR Recommendation Panel is now proposed:

- Convener or Vice-Convener of Learning and Teaching Committee
- Additional, academic member of Learning and Teaching Committee
- Representative of Careers Service
- Representative of Student Systems
- EUSA Vice-President (Academic Affairs)
- EUSA Academic Engagement Co-ordinator
- Secretary to Learning and Teaching Committee

It is further proposed that all proposals for changes to categories of achievement be considered annually in late October / early November for sign-off by Learning and Teaching Committee at its November meeting. This will allow Student Systems sufficient time to make required Systems changes and to ensure that any changed categories can be included in the HEARs of students graduating the following summer.

Learning and Teaching Committee is invited to approve these proposals.

Philippa Ward
Academic Services
July 2015

The University of Edinburgh

Senate Learning and Teaching Committee

28 September 2015

EUSA Priorities 2015/16

Executive Summary

This paper seeks to provide an introduction to EUSA's new sabbatical officers and their priorities for 2015/16.

Action requested

For information.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   None

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

3. **Equality and Diversity**
   Due consideration has been given to the equality impact of this paper.

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

Originator of the paper

Imogen Wilson, EUSA Vice President Academic Affairs

LTC 15/16 1 L

The sabbatical officers elected for 2015-16 are:

Jonny Ross-Tatam, EUSA President

Imogen Wilson, EUSA Vice President Academic Affairs (VPAA)

Andy Peel, EUSA Vice President Societies & Activities (VPSA)

Urte Macikene, EUSA Vice President Services (VPS)

VPAA Objectives for 2015-16:

1. Addressing Assessment issues

The aim is to ensure assessment is varied and challenging while meeting modern expectation of a world-class institution, and to put students' interests ahead of traditional practice. Every student learns in a different way, and our assessment options should reflect this. We should always aim to promote a culture of community where students feel that they can approach academic staff with questions.

- End the physical hand-in – students should not have to hand in work on paper if they are handing in assessment online already. If staff want to read and mark the work on paper, they should be responsible for printing it. Turning in work on paper adds stress and additional financial costs for students, and is not environmentally friendly.
- Examine courses taught in semester 1 in the December exam diet, and have exam boards meet shortly thereafter and not months later to confirm marks.
- Diversify assessment away from exams – this could mean: more take-home/open book exams, more informal in-class assessment, tests during the semester rather than at the end, a greater reliance on coursework, etc. We encourage staff to include Reps or all students in a cohort in discussions about different forms of assessment for learning.
- Have a semester structure to aid assessment and re-sit issues – we need to somehow address the problem of our asymmetric semesters and stop using it as an excuse.

2. Progressive and flexible learning

The aim is to promote innovative ways of learning and teaching by putting an emphasis on student/staff collaboration, on open access learning, making the most of vast online opportunities, and making those opportunities available for students outside of Edinburgh too.

- Continue and hopefully expand SLICCs after the pilot.
- Promote the new 'introduction to Gender Studies' course which will be formally co-created by students and staff as part of the 'SPS in Practice' course in semester 2 this year.
- Promote innovative ways of giving students feedback, including audio-recorded feedback, Feedback Days or Meet the Marker events that encourage all students (no matter if they have done well or struggled with the assessment) to meet with staff and discuss how they can improve

- Challenge tradition by prioritising liberation issues in the curriculum and across the university
- Design an introductory section of the Holyrood Elections MOOC which can be used as an educational resource for first time voters at Edinburgh University, other universities and colleges, and secondary schools in the wider community

3. To protect the rights of students and staff.

The aim is to prevent the negative impacts of government cuts, and always have the highest-possible quality of education as our number 1 priority.

- Campaign against any proposed fee rises.
- Bring back the post-study work visa, or failing this, reverse the cruel new financial demands around extending a tier 4 visa.
- Expose and then cover extra course costs
- Ensure tutors are on contracts that they want, that they are adequately trained (and paid for their training), that they have clear marking criteria provided when marking students' work, and that their pay adequately takes into account the time needed to mark work and provide high-quality feedback.

The University of Edinburgh

Senatus Learning and Teaching Committee

28 September 2015

Report from LTC distance education task group

Executive Summary

This paper reports on the activity of the LTC task group related to distance education.

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

The paper aligns with the University's / Committee's strategic goal of Excellence in Education and the strategic theme of Outstanding Student Experience.

Action requested

For information

How will any action agreed be implemented and communicated?

Via future task group meetings and subsequent reports to LTC.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   The paper refers to funding which has been secured by Information Services as early life support for distance education programmes. The task group will provide strategic advice on priorities for funding, but will have no budgetary responsibility since formal governance for the early life support funds rests with Information Services.

2. **Risk assessment**
   No risks are associated with this paper.

3. **Equality and Diversity**
   No major equality impacts are associated with this paper.

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

Key words

   Distance education

Originator of the paper

Erin Jackson, task group convenor, 14 September 2015

Distance Education Task Group Update
August/September 2015

ODL 'early life' resourcing

The task group will be working with Melissa Highton, task group member and Director of the Learning, Teaching and Web services division (LTW) in Information Services, to advise on the development and targeting of ODL early life support, resourced with funding allocated to Information Services for this purpose. A special task group meeting has been confirmed, to discuss further.

ODL marketing

Task group research undertaken during the summer has highlighted the valuable marketing information and knowledge that exist within central University departments, and also the many effective marketing practices that are underway within Colleges/Schools. Equally clear were the benefits of helping central departments to develop their awareness of typical ODL student profiles, and of updating them on developments at programme level. The next task group meeting will focus on more concrete proposals for task group actions and recommendations in the area of marketing.

ODL induction and student surveys

The task group is focusing on the potential to streamline and perhaps improve responsiveness to ODL student surveys, as well as on specific induction activities for ODL students, eg ODL-specific welcome videos. An IAD wiki case study on the theme of ODL induction is being prepared.

Next meeting

The task group will have a special meeting to discuss early life support for ODL programmes in September, and will have its next 'regular' meeting in November/December.

The University of Edinburgh

Senate Learning and Teaching Committee

28 September 2015

Leading Enhancement in Assessment and Feedback (LEAF) Project Stage Review Report

Executive Summary

This paper presents the project stage review report of the Leading Enhancement in Assessment and Feedback (LEAF) project.

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

The paper aligns with the University's Strategic Goal of 'Excellence in Education' and the Strategic Theme of 'Outstanding Student Experience'.

Action requested

The Committee is asked to **note formally** the project stage review report.

How will any action agreed be implemented and communicated?

Communication and implementation is focussed on Schools who are taking part in the project. The paper outlines internal and external engagement activity undertaken. A staff event is planned for Semester 2. The Project Team maintains contact with the College Deans of Learning and Teaching (or equivalent). Regular reports were made to Conveners' Forum in academic session 14/15. Staff within Academic Services and the Institute for Academic Development meet quarterly to monitor progress.

Resource / Risk / Compliance

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

   The paper does not have resource implications.

2. **Risk assessment**

   Risks are addressed in the paper and a more detailed risk register is maintained as part of the project management.

3. **Equality and Diversity**

   Due consideration has been given to the equality impact of this paper. The audit process is inclusive, and reasonable adjustments such as providing material in a different format upon request would be made. Diversity monitoring is undertaken

through the student research part of the audit (where this information is provided) during which students are also invited to comment on the application of any learning adjustments.

4. Freedom of information

The paper is **open**.

Key words

Assessment, feedback

Originator of the paper

Hazel Marzetti (Institute for Academic Development) and Nichola Kett (Academic Services), 17 September 2015

PROJECT STAGE REVIEW REPORT

Date	17th September 2015
Project Name **Project Sponsor** **Research Assistant**	**Leading Enhancement in Assessment and Feedback (LEAF)** **Professor Ian Pirie** **Hazel Marzetti, Institute for Academic Development (IAD)**
Overall project status	*Green – on schedule to deliver scope within time and resources*
Project objectives	• To contribute to the improvement of the student experience of assessment and feedback • Facilitating the restructuring of assessment and feedback by Schools • To improve staff engagement with the design and development of assessment and feedback in programmes
Project stage	Phase 2 (October 2014 to September 2015)

Project Development

LEAF uses the [Transforming the Experience of Students through Assessment](#) (TESTA) audit methodology to provide a visualisation of assessment and feedback at programme level. LEAF started as a joint project between Edinburgh, Nottingham, Birmingham and Glasgow universities. This pilot phase of the project is now complete, although links have been maintained with these universities and there is potential for small scale future collaboration.

The pilot phase covered four programmes across Biological Sciences, Economics and History, Classics and Archaeology. In academic session 14/15 nine programmes were covered across Informatics, Physics and Astronomy, Edinburgh College of Art and the Business School. In academic session 15/16 it is planned to cover 11 programmes across Veterinary Studies (including the first postgraduate taught programme to take part in LEAF), Literatures, Languages and Cultures, History, Classics and Archaeology, and Engineering. Schools have been identified though discussions with Deans of Learning and Teaching (or equivalent) and two Schools have elected to take part in the project in academic session 15/16. Programmes have then been identified through discussions with School staff. The project is at capacity this year and the Project Team have had to decline a request from staff who wish to participate in the project in 15/16. The LEAF Team maintains links with the College of Humanities and Social Science's Programme Pathways Project through their Dean of Undergraduate Studies.

The TESTA methodology has been tailored by the Research Assistant to meet the needs of the University, for example, Schools are able to use the methodology to explore particular aspects of feedback and assessment e.g. by inserting additional questions into the student survey or focus groups. The methodology can also be adapted to align with existing complementary work taking place within School, as was the case for Physics and Astronomy.

As the project is now formally hosted in the Institute for Academic Development (IAD), Dr Neil Lent (Lecturer, University Learning and Teaching) is providing support for programmes once they have

received their report following completion of the audit. This enables Schools to be supported to use LEAF's findings to identify areas that they wish to focus on, and provides support for activities to enhance assessment and feedback.   A resource is also being developed to identify emerging themes from across the audits.

This year has had a greater focus on both internal and external engagement:

Internal Engagement
A presentation on the project was delivered at the Senate Committees Symposium in May 2015 and, as a result of this, four new programmes were recruited to the project. A project web presence has been created with the development of a public web page which will soon be added to the IAD website. This will direct people to the existing EASE log-in protected WIKI page and to the Research Assistant for further information.

External engagement
A paper was presented at the European Quality Enhancement Themes Conference in June 2015. A poster and pitch was presented at the Assessment in Higher Education conference in June 2015 which resulted in an invitation to write a paper for National Institute for Learning Outcomes Assessment which will be completed by the end of September 2015 and the Practitioner Research in Higher Education (PRHE) journal. We have also received invitations to speak at a number of UK institutions and the University of Aarhus, Denmark have been received (October, 2015). Edinburgh is also coordinating a Scottish TESTA network bringing together four Scottish HE institutions to learning from each other's uses of the TESTA methodology.

Further information on the project can be found on the wiki

LEAF Team
Professor Ian Pirie (Project Sponsor), Hazel Marzetti (Research Assistant, IAD), Dr Neil Lent (Lecturer, University Learning and Teaching, IAD), and Nichola Kett (Academic Services).

Impact and Evaluation

- All strands of the LEAF project were completed within given timescale.
- Programme Teams provided with reports.
- Plans are being developed.
- Web presence designed.
- Conference papers delivered.
- Increased 'opt-in' participants in 15/16.

The Project Team worked with the Impact and Evaluation Officer, Student Experience Project to develop an evaluation plan.

Risk

- Poor engagement from Programme Teams. This is being addressed by identifying administrative and academic leads in Schools and agreeing on responsibilities and approaches at the start of the process.

- No action taken as a result of participation in the project. This is being addressed by the development of structured support from Dr Neil Lent.

Budget

Research Assistant post and an operational budget. Two Project Assistant posts.

Activities to be Mainstreamed

None at this stage. The project is scheduled to complete in December 2016 and will operate as a project until then. The How to LEAF guide has been made available to all members of staff via the project WIKI. The Research Assistant post has now moved to the Institute for Academic Development with the aim of more follow-up and support following the audit.

Next Stage(s)

- In academic session 15/16 work with 11 programmes.
- We will actively seek opportunities to publish work on the project and present at conferences in the next academic session.
- Follow the evaluation plan.
- Plan a LEAF event which allows staff who have participated to feedback on the process, share best practice and talk about their plans.
- Scope the creation of a LEAF staff resource of best practice.
- Monitor post-audit activity.

Learning Points for Future Stages of the Project

Timing
Due to the timing of the confirmation of funding for the Research Assistant post, it took the majority of semester one of academic session 14/15 to recruit programmes for the project. This led to a challenging timescale for completing 9 programme audits, which was alleviated by the appointment of two Project Assistants. All programmes for academic session 15/16 were confirmed by August 2015.

"Local" Champions
The existence of local project champions (both academic and administrative) within the School is vital to the success of the audits. The absence of identified local champions within one of the Schools in academic session 14/15 meant that not all parts of the audit process could be fully completed. The critical importance of this is being stressed to all participants in academic session 15/16 at introductory meetings.

Leadership
With the retirement of Assistant Principal Professor Ian Pirie in December 2015, the project will require a new sponsor for the remaining year of the project (to December 2016).

The University of Edinburgh
Senate Learning and Teaching Committee
28 September 2015

Enhancing Student Support (ESS) Post Project Review Report

Executive Summary

This paper presents the post project review report of the Enhancing Student Support (ESS) project.

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

The paper aligns with the University's Strategic Goal of 'Excellence in Education' and the Strategic Theme of 'Outstanding Student Experience'.

Action requested

The Committee is asked to **note formally** the post project review report.

How will any action agreed be implemented and communicated?

Communication and implementation of project deliverables is complete. Communication and implementation of post project activities will be considered throughout 2015/16. The post project review report will be made available on the project wiki. An end of project staff event is being held by Academic Services in October where project achievements will be outlined.

Resource / Risk / Compliance

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

   The paper does not have resource implications.

2. **Risk assessment**

   A risk register was maintained as part of the project management.

3. **Equality and Diversity**

   Equality impact assessments have been carried out as appropriate.

4. **Freedom of information**

   The paper is **open**.

Key words

Personal Tutor, Student Support

Originator of the paper

Nichola Kett, Academic Services, 21 September 2015.

POST PROJECT REVIEW REPORT

Date	**21 September 2015**
Project Name **Project Sponsor** **Project Manager**	**Enhancing Student Support (ESS) project** **Professor Ian Pirie** **Brian Connolly, Nichola Kett, Sara Welham (Academic Services)**
Project Objectives[1]	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. There are six principal strands: • articulating roles, responsibilities, and remits within a new Personal Tutor scheme: for Personal Tutor, Personal Tutee, Senior Tutor and Dean of Students • rolling out peer support 'families'/buddy systems across the University • strengthening central student services • compiling IT tools and other resource materials for advisees and advisors • planning communication, briefing and training strategies • and revision of the present *Standards and Guiding Principles for Academic and Pastoral Support*
Project Dates	Phase 1 – 2011/12 Phase 2 – 2012/13 Phase 3 – 2013/14 and 2014/15

Project Summary

Aim

The overriding aim is to ensure that, over the next decade and beyond, 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. Project wiki: http://edin.ac/14LWjDd

Project Benefits

Deliverables[2]

Articulating roles, responsibilities, and remits within a new Personal Tutor scheme
Delivered Personal Tutor system for undergraduate and postgraduate taught students, including: • The appointment of a Dean of Students in each college. • The appointment of at least one Senior Tutor in each school. • The creation of Student Support Teams in each school.

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[1] Project on Enhancing Student Support, Senatus Academicus, 8 February 2012
[2] Project on Enhancing Student Support, Senatus Academicus, 8 February 2012

- The development of descriptors for each of these roles along with the descriptor for a Personal Tutor and a descriptor for student responsibilities in their role as a Tutee.
- The creation of the Senior Tutors' Network and the Student Support Teams' Network.
- An agreed number of scheduled 'one-to-one' and small-group meetings for each student.
- The establishment of School Personal Tutoring statements to make explicit to students the model of Personal Tutoring adopted in their school.
- A set of resources and training made available to all schools to support the development and implementation of Personal Tutors.

Rolling out peer support 'families'/buddy systems across the University

The Peer Support strand of activity moved across to the Student Experience Project enabling the Enhancing Student Support project's Student Support Implementation Group (SSIG) to focus exclusively on the development, implementation and evaluation of the Personal Tutor system, supporting resources and infrastructure.

Strengthening central student services

The recommendations from the review of central student services indicated the need for a separate, multi-faceted project to run in parallel with the Enhancing Student Support project, and the Student Experience Project was initiated.

Compiling IT tools and other resource materials+ for advisees and advisors

Delivered
- A new suite of online tools to support recording and scheduling meetings was created.
- An online facility for students to formally request a meeting with their tutor was created.

Planning communication, briefing and training strategies

Communication
Delivered
- A Communication Strategy for Phase One
- A Communication Timetable
- Personal Tutoring Statements for each school
- Resource materials about the project, e.g. Roles and Responsibilities; Personal Tutor System; material available via the Institute for Academic Development website, e.g. student FAQs, staff FAQs
- Key networks for communication, e.g. contacts in schools, services and colleges, Senior Tutor Network, Student Support Team Network
- A project wiki
- A benchmarking event
- Information events in schools and colleges
- Powerpoint presentations that provide general information about ESS and the Personal Tutor system and on the IT tools which schools can use for local delivery
- Workshops and briefing events, e.g. "Personal Tutor IT Tools: Train the trainer", "Personal Tutors: running lively and useful group meetings.
- Monthly e-updates
- Bulk emails and MyEd announcements when appropriate
- Video interviews for broadcast online explaining the new initiative
- Articles in appropriate locations of the website
- A final report on Phase One

Training and Resources
Delivered
This included support for staff in their new roles and for some with new responsibilities, training in the use of the new suite of online tools, advice on individual and group meetings, and information on broader student support arrangements at a local and University level. Key elements of this provision included presentation material for use in college and school briefing events, and web-based information and resources. Frequently Asked Questions on the new arrangements for students and staff, a benchmarking event to build awareness and engagement

> with Enhancing Student Support based upon existing practice nationally and in Edinburgh, and the establishment of practice and leadership networks for Senior Tutors and Student Support Teams were other important elements of support developed.
>
> **Revision of the present Standards and Guiding Principles for Academic and Pastoral Support**
>
> **Delivered**
> Now forms part of the Academic and Pastoral Support Policy.

Postgraduate Research Students

Phase three of the original Enhancing Student Support (ESS) project intended to focus on the supervisory and support framework for postgraduate research students. The support needs of postgraduate research students was scoped and it was agreed that a Personal Tutor in the form developed for taught students was not the exact 'fit' needed for research students. It was recognised however that an additional and importantly 'neutral' layer of support was required beyond the normal academic supervisory arrangements. It was also recognised that additional time would be required to fully redevelop the postgraduate research support framework (far beyond what was envisaged for the original three-year duration of the ESS project). Consequently, it was recommended that phase three of the project, focusing on postgraduate research students, became a new strand to be overseen by the Senate Researcher Experience Committee (REC). In 2014/15 the Assistant Principal (Researcher Experience) worked with relevant support areas to develop a proposal for the Postgraduate Researcher Enhancement Project (PREP) to take forward this agenda. While PREP did not secure resources through the 2015/16 planning round, Student Systems was able to deliver some 'early win' system enhancements through existing resources. REC is overseeing the development of proposals for further work in relation to PREP.

Project Timescales

Phase 1 (2011/12)
* Develop Personal Tutor system for all undergraduate on-campus students, with supporting IT Tools, resources and training, and communication

Phase 2 (2012/13)
* Implement Personal Tutor system for all undergraduate on-campus students
* Develop Personal Tutor system for all postgraduate taught students and all remaining undergraduate students, with supporting IT Tools, resources and training, and communication
* Develop peer support systems for undergraduate on-campus students
* Develop the monitoring, evaluation and enhancement process for the Personal Tutor system

Phase 3 (2013/14 and 2014/15)
* Implement Personal Tutor system for all postgraduate taught students and all remaining undergraduate students
* Develop and implement enhanced support for postgraduate research students, with supporting IT Tools, resources and training, and communication
* Implement the monitoring, evaluation and enhancement process for the Personal Tutor system

Were the planned project timescales adhered to?
Yes. Any changes to deliverables timescales were reported to the Project Board.

Project Resources

Planned Project Resources
Funds were provided directly to Colleges. Neither SSIG nor the Project Team were accountable or responsible for the management and allocation of this resource.

The IT Tools were initially developed using existing resources (Information Services) and thereafter, further enhancements were resourced as part of the Student Systems Partnership.

Successes

Detailed in the ELIR[3] Case Study 1 (Enhancing Student Support, pages 5 to 23) under 'Reflections on approach'.

Lessons Learned

Detailed in the ELIR Case Study 1 (Enhancing Student Support, pages 5 to 23) under 'Reflections on approach'.

Mainstreaming of Activity

Agreed post project activity (15/16)

IT Tools+	
"Relaunch" at STN[4]/SSTN[5] Symposium on 31 August 2015 (provide examples of usage)	Student Systems (and Senior Tutors) *Completed 31 August 2015*
Encourage Schools to develop the use of the online system	Project Sponsor via STN *Discussed at Heads of School meetings and at symposium on 31 August 2015*
Small enhancements(s), potentially: • Standard text for confidential matters • Data	Student Systems • *Standard text complete*
Explore links to other longer-term activities • Path developments • Notes/student record	Student Systems
Quality Assurance and Enhancement (Transitional) – QAC 14/15 6 D	
Communicate decision to appropriate stakeholders via College Deans of Students, College Deans of Quality and Senior Tutors	Academic Services *Completed 19 June 2015*
Establish Sub Group of Senate Quality Assurance Committee (SQAC[6]) and set up and support meetings	Academic Services (Assistant Principal to nominate Convenor)
Post project review report provided to the SQAC Sub Group on behalf of SSIG[7]	Academic Services to coordinate
Reporting (see below)	Academic Services to coordinate
Review of Sub Group	Academic Services to coordinate
Training and Support	
Training (face-to-face central and bespoke local) and online materials on online tools	Student Systems
Maintain existing resources (e.g. adaptable slides and adaptable meeting materials) Training (central and bespoke local)	Institute for Academic Development
All Schools will offer a training session for Personal Tutors and Student Support Teams at the start of each academic session	Schools

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[3] Enhancement-led Institutional Review

[4] Senior Tutor Network

[5] Student Support Team Network

[6] Senate Quality Assurance Committee

[7] Student Support Implementation Group

Communication	
Key outcomes communication shortly after end of project to focus on actions	Academic Services to coordinate *Complete (August) – changes to PGT communicated to STs and SSTs*
Create a joined up start of academic session communication for Personal Tutors and SSTs	Academic Services, Student Systems, Institute for Academic Development *Complete (September email re training and resources)*
Completion of project communication – after final report to LTC[8] in September 2015	Academic Services to coordinate
Reporting	
Final project report to LTC in September 2015	Academic Services
From SQAC Sub Group to SQAC on annual reports (May 2016) and from SQAC Sub Group to SQAC and then SEPB[9] on PT statements and enhancement plans for 16/17 in relation to KPIs and performance of the system (summer 2016)	Academic Services to coordinate
To SEPB as required	Academic Services
Website	
Maintain content (PT section of student thematic website; staff thematic PT website)	Academic Services, Student Systems, Institute for Academic Development
Consider expanding content as appropriate	Academic Services, Student Systems, Institute for Academic Development, Colleges
Measuring the Effectiveness of Individual Personal Tutors	
Further work to take place	To be confirmed
Staff Networks	
Retain the Senior Tutor Network (with the potential to join up with the Student Experience Network)	Academic Services to support STN
Postgraduate Taught (including online distance learning)	
Identify and implement actions from the evaluation	Academic Services to coordinate *Complete August 2015 – changes to meeting type requirements*

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[8] Learning and Teaching Committee
[9] Student Enhancement Programme Board

Evaluation and Impact

Evaluation
[Personal Tutor System Phase 1 evaluation](#) (7 March 2014)
[Personal Tutor System Phase 1 evaluation – Staff Survey](#) (16 June 2014)
[On-campus Postgraduate Taught – Student Survey](#) (July 2015)
[Online Distance Learning – Student Survey](#) (August 2015)

See also [ELIR[10] Case Study 1](#) (Enhancing Student Support, pages 5 to 23).

Transitional governance and reporting arrangements for the Personal Tutor system can be found in the Senatus Quality Assurance Committee's May 2015 meeting [papers](#) (paper QAC 14/15 6 D).

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[10] Enhancement-led Institutional Review

LTC 15/16 1 P

The University of Edinburgh
Learning and Teaching Committee
28 September 2015

Teaching Excellence Framework

Executive Summary

This paper informs the Committee of the UK Universities Minister Jo Johnson's plans to introduce a Teaching Excellence Framework (TEF) in England, and sets out some potential implications of the plans.

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

It is relevant to the University's strategic goal of Excellence in Education.

Action requested

For information.

How will any action agreed be implemented and communicated?

Since this paper is for information, there is no requirement to communicate its content to relevant stakeholders.

Resource / Risk / Compliance

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

   Since there are no specific proposals at this stage, and any proposals would not directly apply to Scottish higher education institutions, it is not possible at this stage to quantify any potential resource implications.

2. **Risk assessment**

   As there are no specific proposals on TEF, the Committee is not being invited to make a decision and therefore there is no need for a risk assessment.

3. **Equality and Diversity**

   In the absence of specific proposals, it is not possible to assess any equality implications for the University of a TEF.

4. **Freedom of information**

   This paper is **open**

Originator of the paper

Tom Ward
Director of Academic Services

Teaching Excellence Framework

This paper informs the Committee of the UK Universities Minister Jo Johnson's plans to introduce a Teaching Excellence Framework (TEF) in England, and sets out some potential implications for the University.

Announcements regarding the TEF

On 1 July 2015 Mr Johnson announced his intention to introduce a TEF in England. He indicated that the aims of the TEF would be:

- To ensure all students receive an excellent teaching experience that encourages original thinking, drives up engagement and prepares them for the world of work;
- To build a culture where teaching has equal status with research, with great teachers enjoying the same professional recognition and opportunities for career and pay progression as great researchers;
- To stimulate a diverse HE market and provide students with the information they need to judge teaching quality – in the same way they can already compare a faculty's research rating;
- To recognise those institutions that do the most to welcome students from a range of backgrounds and support their retention and progression to further study or a graduate job.

He emphasised that:

- The TEF would create incentives to make 'good' teaching even better;
- Those institutions that can demonstrate that they excel in teaching and in supporting all students – including those from disadvantaged backgrounds – through university into graduate jobs will reap rewards;
- The TEF would include a clear set of outcome-focused criteria and metrics, underpinned by an external assessment process undertaken by an independent quality body from within the existing landscape;
- Any external review associated with the TEF would be proportionate and light-touch.

The Minister indicated that he plans to work with the Higher Education Funding Council for England (HEFCE) and the Quality Assurance Agency (QAA) to design the proposal, and that the Department of Business, Innovation and Skills plans to publish a green paper on the topic in the autumn.

See: https://www.gov.uk/government/speeches/teaching-at-the-heart-of-the-system

On 8 July 2015, as part of his Summer Budget announcement, the Chancellor, George Osborne, announced that the government would "link the student fee cap to inflation for those institutions that can show they offer high-quality teaching".

https://www.gov.uk/government/speeches/chancellor-george-osbornes-summer-budget-2015-speech

Key implications of the proposed TEF

While public announcements provide relatively little information regarding the proposed TEF, the potential implications appear to be:

- A basket of indicators of teaching excellence would be developed;
- For English HEIs, there would be a direct relationship between tuition fee income and performance against these indicators of teaching quality;
- Those indicators could have an increasing influence on institutional reputation (and, potentially, on student recruitment), including for HEIs in Scotland;
- The proposed TEF may therefore increase the importance of the University performing well in relation to those indicators.

Indicators of teaching excellence

It is likely that there will be a lively discussion regarding the choice of indicators to inform the assessment of teaching excellence. Key issues are likely to include:

- Whether appropriate data currently exists or whether there will need to be any new data collection;
- Whether the indicators provide a meaningful measure of teaching excellence;
- Whether institutions could have any flexibility in the indicators that apply to them;
- Scope (eg whether the TEF, and the associated quality assessment arrangements apply to Postgraduate as well as Undergraduate study);
- The level of aggregation and granularity of the TEF work, for example whether it will it seek to assess teaching quality separately for different types of teaching (eg full-time and part-time) or for different programmes / subject areas, or whether it will operate at institutional level;
- The number of years' data that would inform the TEF;
- Whether institutions would be able to accompany the data with a supporting statement or narrative that sets out the wider context for a university's teaching and relevant qualitative information.

Possible types of outcome indicators could include:

- Student satisfaction (eg National Student Survey);
- Student academic outcomes (eg data on student retention or on non-completion);
- Employability (e.g. graduate earnings or destinations; longitudinal data on salary and/or employment; professional employment outcomes).

Some commentators have also suggested that the indicators could include other types of measures such as:

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- Student demand (eg demand for places from well-qualified applicants; entry tariff score);
- Recognition by employers and professional bodies (eg accreditation by Professional, Statutory and Regulatory Bodies);
- Data on teaching staff (eg spend per student on teaching staff; staff to student ratios; academic qualifications held by staff, including those with PhDs; proportion of staff engaged as external examiners);
- Teaching environment and facilities (eg proximity to world class research; spending on facilities; quality of teaching environment).

Further Commentary on the proposed TEF

The Times Higher Education published the following article regarding potential approaches to the TEF:

https://www.timeshighereducation.co.uk/features/teaching-excellence-framework-tef-how-might-it-be-built?page=0%2C1

Related quality assessment developments

In June 2015, the funding bodies in England, Wales and Northern Ireland initiated a joint review of quality assessment. The consultation document is available at:

www.hefce.ac.uk/media/HEFCE,2014/Content/Pubs/2015/201511/2015_11_.pdf

While there is some uncertainty regarding how these proposals for quality assessment would interact with the proposals for the TEF in England, both sets of proposals have in common a strong focus on the use of student output data by funding bodies or other sector bodies to assess the quality of an institution's learning and teaching. The quality assessment consultation document indicates that the proposed TEF may draw on similar data to that used for the quality assessment processes.

The Scottish Funding Council (SFC) is also currently reviewing the Scottish Quality Enhancement Framework (QEF).

Tom Ward
Director of Academic Services

4

Annual Senate Committees' Report 2014/15

Executive Summary

The paper is the annual report of the Senate Committees' that was considered by Senate in June 2015.

Action requested

For information

How will any action agreed be implemented and communicated?

This paper is provided for Committee members. No further communication is required.

Resource / Risk / Compliance

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

    There are no specific resources implications in respect of this paper. There are however resource implications in progressing the activities described in the Report some of which will be met through existing resources or have agreed funding in place. Other activities will have funding cases considered through the annual planning round or on an individual basis through relevant channels. These will be taken forward by the relevant Committee or functional area.

2. **Risk assessment**

    There are no specific risks associated with this paper. Any risks associated with particular projects and initiatives set out in the Report will be managed as appropriate.

3. **Equality and Diversity**

    Due consideration has been given by the Senate Committees to the equality impact of the paper. Equality impact assessments will be carried out for individual work packages completed next year.

4. **Freedom of information**

    This paper is **open**.

Originator of the paper

Academic Services, May 2015

LTC 15/16 1

<div align="right">Appendix 1</div>

Annual Senate Committees' Report 2014/15

1.   Executive Summary

This report outlines the achievements of the Senate Committees for Academic Year 2014/15 and the planned priorities for Senate Committees for 2015/16 and beyond. Senate Committees have reflected on their operation through the Senate Committees' Symposium. They consider themselves to be robust and effective and are confident that they can support their planned priorities. Senate Committees agreed their priorities and strategic direction at the Senate Committees Symposium. The work of the Senate Committees is monitored and coordinated by the Senate Committee Conveners' Forum to ensure that they maintain their strategic approach and remain effective.

Action requested: Senatus is invited to note the major items of Senate Committees' business from 2014/15 and to approve the ambitions proposed by each of the four Senate Committees for 2015/16 and beyond.

2.   Introduction

This is the sixth annual report of the four Standing Committees of Senate, hereafter referred to as the Senate Committees. The Senate Committees are Curriculum and Student Progression Committee, Learning & Teaching Committee, Quality Assurance Committee and Researcher Experience Committee.

Links to the Terms of Reference for the Senate Standing Committees:

Curriculum and Student Progression Committee: Link
Learning and Teaching Committee: Link
Quality Assurance Committee: Link
Researcher Experience Committee: Link

The report sets out the Senate Committees' achievements for the year 2014/15. It proposes their strategic ambitions for 2015/16 and beyond. These proposals arose from Committee discussions, discussion at Senate Committees Conveners' Forum and discussion at the Senate Committees' Symposium which took place on the 8 May 2015. The report also outlines suggestions made at the Senate Committees Symposium. .

3.   Key Numbers for 2014/15

Name of Committee/Sub-Committee/Task Group	No. of meetings
Curriculum and Student Progression Committee (CSPC)	6
CSPC: Sub Group Concessions	1
CSPC: Working Group - Children and Vulnerable Adults Policy	3

CSPC: Working Group - Assessment Regulations/ Degree Regulations and Programmes of Study Review 2014/15	4
CSPC: Working Group - Assessment and Progression Tools	6
CSPC: Working Group - UG Progression Boards	3
CSPC: Working Group - Student-Led Individually-Created Courses	5
CSPC: Working Group - Tier 4 Student Attendance and Engagement Monitoring Working Group	3
QAC/CSPC: Task Group - Dual Degrees	2
Learning and Teaching Committee (LTC)	5
LTC: Working Group - Code of Practice for Taught Postgraduate Programmes	4
LTC: Task Group - Distance Education Task Group	3
LTC: Working Group - Grade Point Averages	1
Quality Assurance Committee (QAC)	6
QAC: Student Support Services Quality Assurance Framework Sub-Committee	2
QAC: Task Group - Student Representation for Distance Learners	4
QAC: Task Group - Quality Hub	2
QAC: Working Group - External Examiner Policy Development	1
Researcher Experience Committee (REC)	7
REC: Task Group - Distance PhD	1
REC: Task Group - PhD Publications Track	4

4. Senate Committees' Achievements

4.1 Curriculum and Student Progression Committee (CSPC) Achievements 2014/15

4.1.1 Management Data on Students

Building on the principles established by the CSPC 'Use of Student Data' task group and the discussions conducted by Quality Assurance Committee (QAC) in relation to the 'Quality Hub', Student Systems and Academic Services are working with the Senate Committees to take forward this important agenda, starting with a series of workshops in May 2015. These workshops will assist Student Systems and Academic Services to develop their understanding of how management information regarding students can support Schools and Colleges to make key strategic and management decisions, and will feed into discussions at Senate Learning and Teaching Committee and Senate in May / June 2015, and subsequent developments to the provision of management information.

4.1.2 Projects

i. Programme and Course Information Management Project (PCIM)

The PCIM project is on track to achieve its main deliverables:

- An enhanced course descriptor has been implemented, which will provide students with more comprehensive and relevant information (including enhanced information regarding feedback on assessment arrangements).

- Based on last year's work on Draft University Level Principles, a new University policy on Programme and Course Design, Development, Approval, Changes and Closure has now been developed and approved.

- The Board of Studies Terms of Reference has been updated and Boards of Studies guidance has also been developed (this will go to the June Committee meeting).

- A Programme and Course Handbooks Policy has been developed and will be considered by CSPC in June.

ii.   Assessment and Progression Tools Project

The Assessment and Progression Tools Project is on track to achieve its main deliverables:

- CSPC has extended the policy on Informing Taught Students of their Final Programme Results so that it now also covers Course and Progression results.

- Significant systems development work now enables Schools to input progression and course awards into EUCLID, and to communicate these results to students via EUCLID / MyEd (with effect from May / June 2015).

- CSPC approved the introduction of an Undergraduate Progression Boards policy for introduction in 2015/16.

iii. Open Content Courses/Student-Led Individually Created Courses (SLICCs)

SLICCs are credit-bearing self-directed courses intended to help students to develop their own set of personal or professional skills and attributes. CSPC approved the arrangements for SLICC pilots which will run during the summer of 2015 and be evaluated in the autumn. The generic level descriptors that would apply to these pilots were approved, and issues relating to credit/credit levels, progression, course creation, academic support and assessment were considered.

iv. MSc Progression Hurdles

CSPC completed some light-touch background research in relation to internal progression hurdles within MSc PGT programmes. Research had shown that there was an element of variation but that this variation did not appear unjustified. CSPC agreed that although it may be preferential to harmonise MSc progression arrangements at some stage, there was no urgent requirement to take this forward in 2014/15.

4.1.3   Regulations, Policies, Guidance and procedure

This section outlines the delivery of regulations, policy, guidance and procedure that are not captured elsewhere in the report:

i.   Regulations

- Annual review of Taught Assessment Regulations and Postgraduate Assessment Regulations for Research Degrees completed for 2015/16.

- Annual review of Undergraduate, Postgraduate and Higher Degree Regulations completed for 2015/16.

- A review of academic/ withdrawal and exclusion / student conduct appeal documentation and processes was conducted in March and April 2015– leading to streamlined new Student Appeal Regulations (and associated guidance).

- Revision to Code of Student Conduct, to take account of the first year of the operation of the Code, and to align with the new Support for Study Policy.

ii.   Policies

- A dual awards policy developed as part of broader guidance on collaborative provision (see QAC).

iii.   Guidance

- Terms of Reference for College Progression Boards for Study Abroad. These Terms provide operational guidance and include a credit for study abroad classification.

- Revised Degree Programme Specification Guidance.

iv.   Procedure

- Revised Withdrawal and Exclusion from Studies procedure.

4.1.4   New priorities identified and progressed during the session

i.   Support for Study policy

A new Support for Study policy, developed by the Mental Health Strategy Group, was approved for introduction in 2015-16 to help support students whose behaviour may give cause for concern.

ii.   Marking and assessment boycott

During the 2014/15 academic year the Universities and Colleges Union (UCU) called on its members to take part in an assessment setting and assessment process boycott. CSPC approved temporary concessions to minimise the impact of the industrial action on students without compromising academic standards

iii.　Academic year dates and examination timings: 2015 and 2016

Due to the academic year dates for 2015/16 and 2016/17, there will be a reduced revision period for students within the semester 1 period. CSPC has provided guidance to Colleges regarding an approach to organising teaching during week 11 which will maximise the amount of time available to students for revision within the constraints of the academic year.

iv.　Extended Common Marking Scheme

A cross-College short-life working group was established and has made some initial proposals regarding the University's Extended Common Marking Scheme. These proposals have raised regulatory and systems issues and will need broad support across the University, and will therefore require substantial further scoping and consideration.

4.2　Learning and Teaching Committee (LTC) Achievements 2014/15

4.2.1　Projects

i.　Emerging Vision for Learning and Teaching

The Committee's key priority for 2014/15 was the development of the University's emerging vision for learning and teaching. LTC oversaw extensive consultation regarding the vision and the information gathered will be presented at the May meeting of Learning and Teaching Committee, and the June meeting of Senate.

ii.　Enhancing Student Support Project

During 2014/15, LTC has monitored the Student Support Implementation Group (SSIG)'s work on evaluating the undergraduate Personal Tutor system and mainstreaming and enhancing the system, which includes the following developments:

- Quality Assurance Committee will be responsible for ongoing monitoring of the effectiveness of the Personal Tutor System.

- Schools will continue to have a degree of autonomy over how they implement the Personal Tutor System.

- There will be a focus on reward and recognition of individual Personal Tutors.

- A set of Key Performance Indicators will be developed to assist with reward and recognition and to facilitate annual quality assurance processes.

- Greater emphasis will be placed on enabling first year UG students to have an extra scheduled meeting with their Personal Tutor during the first semester while reducing the need for scheduled meetings in later years.

During Summer 2014/15, SSIG will evaluate the postgraduate taught Personal Tutor system.

iii.   Learning and Evaluation of Assessment and Feedback Project (LEAF)

The Committee continued to provide oversight for this Project, which is making use of the TESTA (Transforming Experience of Students through Assessment) methodology. Nine programmes across two Colleges have gone through TESTA audit. The methodology supports Schools to rationalise their assessment schedules, identify and share good practice, and map students' experiences onto everyday classroom practices.

iv.   Information Services Learning Technology Projects

a. Open Education Resource Strategy

LTC welcomed and commented on the 'Vision for Open Educational Resources at the University of Edinburgh'.

b. Learning Analytics

The Committee had an initial discussion regarding the opportunities and challenges associated with learning analytics. The Convener of LTC is in the process of taking forward discussions regarding the development of University policy in this area.

c. Assessment and Feedback Tool Pilots

LTC has continued to oversee IS Technology Enhanced Learning section's work with Schools to pilot new online tools for assessment and feedback.

4.2.2   Task Groups/Working Groups

i.   Massive Open Online Courses (MOOCs)

Mainstreaming of all MOOCs academic governance processes and procedures has been completed during 2014/15 including establishing course approval and quality assurance processes. The University has now established a group to take forward its MOOC Strategy.

ii.   Grade Point Averages Project (GPA)

LTC has monitored the Higher Education Academic's programme of GPA pilots, with one member of LTC representing the University on the HEA project. LTC has developed an initial position regarding potential adoption of GPA and briefed the Principal. The Committee is awaiting the outcome of the HEA report on the way forward for GPA. In addition to LTC's

strategic discussions, CSPC has also undertaken an initial assessment of practical issues that the University would need to address were it to adopt a GPA model.

iii.   Online Distance Education Provision

An LTC Task Group was established to oversee the mainstreaming of online distance education. The group has met several times and undertaken a programme of interviews and research. It will present its initial findings at the May 2015 meeting of LTC.

iv.   Curriculum for Excellence

The Committee continued to monitor the implications of Curriculum for Excellence for the University's learning, teaching and assessment to assist the University to prepare for the first significant intake of students educated under the new curriculum in 2016. LTC also considered impending changes to A-Levels in England.

4.2.3   New priorities identified and progressed during the session

i.   Enhancement Theme – Student Transitions

An Institutional Team was established and is responsible for developing, coordinating and (where appropriate) delivering a programme of work relating to the Theme; for communicating about Enhancement Theme developments within the constituency they are representing; and acting as key Enhancement Theme contacts. LTC has provided oversight for this work and received regular updates.

ii.   Review of Code of Practice for Taught Postgraduate Programmes

Following a review of this document, LTC agreed to replace this document with a more succinct and user-friendly document for students and staff from 2016/17.

iii.   Higher Education Achievement Record (HEAR)

LTC discussed and approved some new categories of achievement for inclusion in the HEAR, and changes to existing categories of achievement.

4.3   Quality Assurance Committee (QAC) Achievements 2014/15

4.3.1   Enhancement-led Institutional Review (ELIR) 2015 Planning

The ELIR Steering Group has put in place all necessary preparation for ELIR including:

- Drafting and consulting on the draft Reflective Analysis and Case Studies in preparation for their sign off by the Committee, Senate and University Court.

- Preparing the logistics for the ELIR visit.

- Planning the showcase session for the morning of the Part 1 visit which will cover how the University supports all students irrespective of mode of delivery or level,

aspects of the student journey, use of technology to enhance the student experience and support quality assurance and enhancement processes, and how we work with students as partners in the enhancement of learning and teaching.

4.3.2 Enhancing the Student Experience: Student Data

i.   Student Data

Please refer to section 1.1.1 for more information on this achievement.

ii.   Quality Systems Development

QAC oversaw the introduction of a new External Examiner Online Reporting System that will allow the University to maximise the benefits from information gathered in External Examiner reports so as to inform the University's strategic approach to quality assurance and quality enhancement. QAC also approved a revised policy for External Examiners for Taught Programmes and a new Handbook for External Examiners. Following a successful pilot in autumn 2014, full roll-out of the Online Reporting System is now ongoing, in time for the May/June Board of Examiner Meetings.

4.3.3   Collaborative Provision

With oversight from a Steering Group, Governance and Strategic Planning, Academic Services and International Office have been continuing to work together on enhancing a framework of guidance on Collaborative Provision. The following work has been undertaken:

- Production of a suite of template Memoranda of Agreement and Understanding;

- Updating of the authoritative list of the University's collaborative arrangements;

- Revised guidance on the approval processes for introducing collaborative programmes is in the process of being discussed with Colleges.

4.3.4   Course evaluation electronic system

The Committee has overseen the development of the student survey framework including the work undertaken by Student Surveys Unit on piloting and developing the EvaSys course evaluation software, which provides a standardised approach to the gathering and reporting of course level student feedback. The level of interest and demand from Schools has been very positive and currently 15 of the University's 22 Schools have opted into the use of EvaSys. The Committee has also overseen the Student Survey Unit's work on introducing a Student Panel.

4.3.5   Task groups

i.   Enabling Student Representation for Distance Learners

A short-life group investigated and advised on the technological infrastructure and meeting protocols that need to exist for the Edinburgh distance learning student voice to be heard at School, College and institutional level. QAC has approved the group's recommendations, and the task group is now working to implement a set of actions, including new web-based resources, new arrangements to assist student representatives to communicate with students, and briefings for Schools, that will deliver the following outcomes:

- A student representation system that is transparent and robust.

- Processes that are well understood and consistently implemented.

- Effective working of the representation network.

4.3.6 Core Business

i. Internal Subject Review

The Committee has continued to oversee and approve Internal Subject Review reports and responses, engaging positively with a new process for commenting on reports and responses, and monitoring the effective implementation of review recommendations as well as the dissemination of enhancements identified in reviews, and tracking emerging actions and themes. This academic year seven Teaching Programme Reviews (TPR), three Postgraduate Programme Reviews (PPR), and a combined TPR and PPR have taken place.

ii. Annual Review of Student Support Service Quality Assurance Framework

The Annual Review of Student Support Services took place in March 2015.

iii. Periodic Review

A periodic review of the Student Disability Service was undertaken in Spring 2015, commending the Services for its support, and recommending further work in some areas. Senate Quality Assurance Committee has agreed that the student support service Periodic Review for 2015/16 should be a thematic review on student mental health, covering a range of services.

iv. Annual Reports on Student Discipline, Student Appeals and Complaint handling

QAC continued to monitor reports on Student Discipline and Student Appeals annually, and considered reports on Complaint Handling submitted quarterly and annually. QAC has proposed enhancements to the approach to these reports, and has requested an annual thematic report pulling together common themes across reporting in these areas of business, to take effect from December 2015.

v. Policy development arising from UK Quality Code mapping

Policy development and enhancement arising from mapping of the University's policies and procedures to the UK Quality Code continued to take place this session.

4.4 Researcher Experience Committee (REC) Achievements 2014/15

4.4.1 Projects/new initiatives

i. Strategy and Vision

The Committee developed and published is strategy and vision in November 2014. Strategic goals include raising the profile and enhancing the experience of postgraduate research students and early career researchers; ensuring training for employability for postgraduate research students and career development support for early career researchers; identifying challenges and opportunities for innovation in relation to these goals. The vision can be found at: www.docs.sasg.ed.ac.uk/AcademicServices/Committees/REC/VisionStrategy.pdf

ii. Postgraduate Research Experience Project (PREP)

Consultation on proposals for PREP was carried out over summer 2014 which informed the development of a bid submitted to the planning round. While the bid was unsuccessful for 2014/15, the Committee, Academic Services and the Institute for Academic Development (IAD) are exploring what can be delivered going forward within existing resources.

iii. Doctoral Training Centres (DTCs)

The Committee received reports from Colleges on DTCs and is continuing discussions on how Schools and Colleges can be supported in bidding for and setting up DTCs.

iv. Postgraduate Research Student Induction

The Committee agreed a pilot for ongoing induction for postgraduate research students starting throughout the year, including the development of induction cohorts. The Committee worked closely with the Student Experience Project Induction Team and IAD on developing this and has monitored progress throughout 2014/15.

v. Postgraduate Research Space

The Committee opened discussion with the Space Enhancement Management Group and is working on recommendations for input to policy discussion.

4.4.2 Task Groups

i. Early Career Researcher Support

The Committee reviewed progress on the recommendations of its 2013/14 task group. Further discussions are underway with HR and the Vice Principal People and Culture on developing this area and the Committee will continue to review progress.

ii. PhD Study

The REC task group on PhD Publications Track delivered its report in April 2015. The Task Group made various recommendations to clarify how students can include publications as chapters of PhD theses, whilst ensuring the overall PhD remains a coherent body of

interrelated work. REC approved the recommendations and fed them into the annual regulations review and the Code of Practice for Supervisors and Research Students update for 2015.

A REC task group reviewing distance PhDs began its work during 2014/15 and will report to REC in 2015/16. The Committee began discussion on 'What is an Edinburgh PhD' and will continue to examine this at its 2015 summer meeting.

4.4.3   Core Business

REC continues to interact with student and staff experience surveys (PRES, CROS, PIRLS), academic code, policy and regulation reviews as required and other Senate Committees as part of its core business. It also continues to promote sharing best practice and reviews its membership and communications strategy as part of core business.

4.4.4   New priorities identified and progressed during the session

i.   Student record system developments to support PGR

In advance of the proposed PREP project, Student Systems has worked with the Committee to develop an online reporting mechanism for postgraduate research student annual progression reviews. This is being taken forward by Student Systems with regular reports to REC, with a view to implementation in Summer 2015

ii.   Handbook for External Examining of Research Degrees

The Committee developed a new Handbook for External Examining of Research Degrees, pulling together guidance previously provided by Colleges and key information from the regulations, and presenting it in an appropriate format which aligns with the Handbook External Examiners for Taught Programmes.

5.   Senate Committees' strategic objectives for 2015-16 to 2017-18

For the first time, in addition to undertaking annual planning the Senate Committees have set out their longer-term objectives. These are to:

- Develop and implement the emerging vision for Learning and Teaching.

- Coordinate and support activities to enhance the student experience in order to address issues raised by the National Student Survey and other student surveys.

- Enhance availability and ease of use of management data regarding students to support quality processes and broader work to enhance the student experience.

- Promote research-led and independently-directed learning.

- Continue the programme of activity to support programme and course design, approval, publication and navigation, and management of data on course and programme outcomes.

- Provide strategic direction to the University's IT infrastructure developments to assist the University to anticipate future learning and teaching requirements.

- Continue to develop the University's academic regulations so that they guide academic staff towards the University's key objectives while supporting and encouraging innovation.

- Enhance the postgraduate research student experience.

6. Senate Committees' Priorities for 2015-16

The following are the Senate Committees' ambitions for 2015-16. The Committees will seek to deliver as many of these as possible, while adjusting them as necessary to take account of any changes in the internal and external environment.

6.1 Learning and Teaching Committee

In order of priority:

1. Coordinate and support activities to address issues raised by the National Student Survey and other student surveys.

2. Develop new publication to replace Code of Practice for Taught Postgraduate Programmes.

3. Transitions Enhancement Theme –institutional oversight of activities (broadly focussed on maximising the benefit of the Theme for current priorities).

4. Feedback on assessment – implement recommendations from 2014-15 Internal Audit report, including developing quality standards for feedback.

5. Oversee the Leading Enhancement in Assessment and Feedback (LEAF) / Transforming the Experience of Students Through Assessment (TESTA) Project.

6. Support pilot activities to explore innovative learning and teaching using IT and other modern methods.

7. Online Distance Learning - Continued work to develop a strategic framework for Online Distance Learning.

8. In partnership with the Knowledge Strategy Committee, develop a University policy on Learning Analytics.

9. Promote research-led and independently-directed learning.

10. Grade Point Averages – respond to outcomes of Higher Education Academic discussions and pilots.

11. Ongoing development of Continuing Professional Development framework for learning and teaching.

6.2   Curriculum and Student Progression Committee

In order of priority:

1. Deliver the next phase of work on EUCLID assessment and progression tools, including implementing the recommendations of the task group on UG progression boards.

2. Review University policy on extensions to coursework deadlines, in the context of special circumstances.

3. Enhance availability and ease of use of management information regarding students to support quality processes and broader work to enhance the student experience – complete scoping work initiated in 2014-15 and begin to implement. (QAC and CSPC leading on this, but may involve other Committees)

4. Evaluate 2014-15 pilot of Student-led individually-Created Courses (SLICCS) and consider further pilots and / or wider roll-out.

5. Review and align the University's student conduct-related policies (eg Code of Student Conduct, Codes of Practice on Alcohol and Drug Abuse, Support for Study Policy) taking account of planned review of Dignity and Respect Policy.

6. Programme and Course Information Management (PCIM) – Embed processes to enhance course descriptor information and dissemination.

7. Scope out a possible programme of work to enhance marking and feedback practices by harmonising University Common Mark Schemes and (if the University chooses to adopt Grade Point Averages) align with GPA, with a view to undertaking some initial development work in 2015-16.

8. Review University moderation policy.

6.3   Quality Assurance Committee

In order of priority:

1. Enhancement-led Institutional Review – support review and follow-up, including beginning to respond to any recommendations from the review.

2. Quality assurance framework – following ELIR and conclusion of SFC review of quality, review and streamline annual and periodic review arrangements.

3. Enhance availability and ease of use of management information regarding students to support quality processes and broader work to enhance the student experience – complete scoping work initiated in 2014-15 and begin to implement. (QAC and CSPC leading on this, but may involve other Committees)

4. External Examiner Project - Complete roll-out of phases one and two of new External Examiners system and policy, introduce new role of Programme External Examiner, and undertake relatively light-touch work to evaluate new system and policy.

5. Embed quality review processes for Personal Tutor system and oversee transition from Enhancing Student Support project to mainstreamed activity.

6. Collaboration – follow up joint Governance and Strategic Planning / International Office / Academic Services Collaboration project with further guidance and support for collaborative activities.

6.4   Researcher Experience Committee

In order of priority:

1. Enhance annual progression review process - oversee implementation of the new EUCLID system tools for supporting the online annual progression review process and encourage Schools to use them; review guidelines for postgraduate research student annual progression review.

2. Develop a clearer idea of what an Edinburgh PhD should be, through benchmarking, consultation, and alignment with broader thinking in the University (eg the development of the Strategic Plan, work regarding collaborative provision).

3. Review supervisor selection and training arrangements.

4. Explore options for a Mentoring role.

5. Explore concept of Distance / Flexible Learning PhDs.

6. Support/promote career development planning for Early Career Researchers.

7. Doctoral Training Centres – monitor development of new centres and feed into the development of proposals for central coordination and support.

8. Postgraduate Research Space – identify priorities / recommendation for policy development by Space Enhancement and Management Group.

6.5   Cross-committee priorities

In order of priority:

1.   Undertake externally-facilitated Senate and Senate Committees Effectiveness review.

2.   Policies and Codes - Programme of review of policies including equality impact assessments.

3.   Contribute to the development of the University's next Strategic Plan, taking account of the Committees' priorities, visions and values (for example regarding sustainability and social responsibility).

7.   Senate Committees Symposium

The Senate Committees' Symposium took place on the 8 May 2015. Seventy people attended the symposium including Committee members, participants from EUSA, Court and Senate, staff invited from the Schools, Colleges and Student Services. The Symposium gave the Senate Committees the opportunity to reflect on their work undertaken during the academic year, and to plan activity for the forthcoming year in a coordinated manner. The predominant area identified for enhancement was communication with stakeholders. This issue will be explored further in the light-touch governance review of Senate and the Senate Committees, which is being undertaken during Spring / Summer 2014/15. Senate will consider the report of this light-touch review at its first meeting in 2015/16.

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26 May 2015

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The University of Edinburgh

Senate Learning and Teaching Committee

28 September 2015

Guidance for Senate Committee members on authoring papers and other aspects of Committee business

Executive Summary

The purpose of this paper is to remind the Committee of the guidelines on authoring committee papers and on managing the communication, implementation and evaluation of committee decisions, which the Senate Committees approved in September 2014.

Action requested

For information

How will any action agreed be implemented and communicated?

This paper is only of direct relevance to Committee members, and therefore no further communication activity is required.

Resource / Risk / Compliance

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

   Streamlined Committee papers will reduce the resource implications involved in Committee participation.

2. **Risk assessment**

   None included. The proposals will support greater consistency in applying good practices in academic governance, and do not create any significant risks.

3. **Equality and Diversity**

   There are no equality and diversity implications.

4. **Freedom of information**

   This paper is **open**.

Originator of the paper

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LTC 15/16 1 R

Guidance for Senate Committee members on authoring papers and other aspects of Committee business

Description of Paper

1   The purpose of this paper is to remind the Committee of the guidelines on authoring committee papers and on managing the communication, implementation and evaluation of committee decisions, which the Senate Committees approved in September 2014.

Authoring succinct committee papers

3   As part of broader changes in its operation, in August 2014 Court introduced new guidelines on preparing Court committee papers. These guidelines aim to ensure that Court receives succinct stand-alone papers, in order to reduce the volume of papers and assist Court with its governance role. For further information on these Court changes see:

      http://edin.ac/1uwsphQ

4   In producing committee papers (including task group reports) please could authors take account of the Court guidance on producing papers (Court and Committees - guidelines for authors) and on house style (House style - guidance notes).

Senate committee paper cover sheet

5   In addition to providing guidelines on producing papers / house style, Court also produced a template for authors to follow in producing papers (ie rather than complete a standard cover sheet, Court papers authors write their reports using standard headings and structures). Given the different nature of the Senate and Court business, Senate Committee paper authors do not need to follow the Court paper template. We have however revised the Senate Committees paper cover-sheet to take account of the headings in the Court paper template. The latest version of this cover-sheet is available at:

www.ed.ac.uk/schools-departments/academic-services/committees

Communicating and implementing Senate committee decisions

6   In September 2014 the Senate Committees agreed to adopt the following approach to managing the communication and implementation of decisions:

- All papers that seek Committee approval for a decision should explain how that decision would be communicated and implemented. In many cases this is likely to be very straightforward (for example, "College representatives will be responsible for informing School Directors of Learning and Teaching or equivalent of change in policy".)

- All reports from task groups should include a communication and implementation plan.
- Where it appears likely that implementation would be complex or challenging, authors should consult with key College administrative and academic staff, and relevant support services, when developing communication and implementation plans.
- Academic Services will continue to use the Senate Committees Newsletter to communicate developments to stakeholders.
- At the end of each academic session, Academic Services will publish a list of all significant changes to regulations, policies and codes, and will bring them to attention of staff. (For 2015 example see www.ed.ac.uk/schools-departments/academic-services/policies-regulations/new-policies)

7   Academic Services continues to be happy to assist with communication / implementation of Senate Committee decisions, for example by holding briefing meetings for relevant stakeholders, or introducing items at School or College Committee meetings.

Evaluating the impact of the implementation of committee decisions

8   Where the Committee makes a significant decision, it would be appropriate for the Committee to decide when and how it would evaluate whether a decision has been implemented and the impact it has had. Approaches to evaluation can include:

- Committing to the Committee reviewing a new policy x years after implementation.
- Colleges to review whether Schools have consistently implemented a significant regulatory change.
- For major developments, conducting a formal review (eg including staff and student surveys) after x years

9   In September 2014 the Senate Committees agreed that, when committee papers seek Committee approval for significant developments, the papers should set out plans for evaluation.

Further guidance for committee members

10   The Senate Committees members' guidance provides further information on other aspects of the role of Committee members. The latest version of this guidance is available at:

www.ed.ac.uk/schools-departments/academic-services/staff/committees

Tom Ward
Director of Academic Services
19 August 2015