



THE UNIVERSITY *of* EDINBURGH

Senatus Academicus

Wednesday 6 February 2019 at 2.00 p.m.
West Court, Edinburgh College of Art, Main Building, 74 Lauriston Place

AGENDA

STRATEGIC PRESENTATION AND DISCUSSION

Research Excellence Framework (REF)

1. **Introduction and Overview**
Professor Jonathan Seckl, Vice-Principal Planning, Resources and Research Policy
2. **Implications of the REF for University strategy**
Pauline Jones, Head of Strategic Performance and Policy Research
3. **College Perspective on Preparing for the REF**
Professor Christina Boswell, Dean of Research, College of Arts, Humanities and Social Sciences
4. **Implications of the REF for the academic role**
Professor Jane Norman, Vice-Principal People and Culture

Student Experience Plan

S 18/19 2 A

1. Gavin Douglas, Deputy Secretary, Student Experience
2. Professor Charlie Jeffery, Senior Vice-Principal

Tea/Coffee Break

PRESIDENT'S COMMUNICATIONS

FORMAL BUSINESS

1. Report of E-Business conducted 15 – 23 January 2019
For approval S 18/19 2 B
2. Teaching and Academic Careers Project - update
For information S 18/19 2 C
3. Enhancement-led Institutional Review 2020 - update and discussion
of contextualised themes
For formal noting S 18/19 2 D

COMMUNICATIONS

4. Resolutions S 18/19 2 E
To make observations

5. Report from Central Academic Promotions Committee S 18/19 2 F
For information

The University of Edinburgh

Senate

6 February 2019

Student Experience Action Plan

Executive Summary

At its meeting on 3 October 2018, Senate discussed an early draft Action Plan for Enhancing the Student Experience. Since that meeting, the Prof Charlie Jeffery, Senior Vice-Principal, and Gavin Douglas, Deputy Secretary (Student Experience), have led the further development of that plan. This paper sets out the latest version of the plan. Charlie Jeffrey and Gavin Douglas will present and invite discussion on this draft plan at the Senate meeting.

Gavin Douglas is overseeing the development of this outline plan into a formal, costed project plan with deliverables and a programme schedule, with a view to seeking the University Executive's formal approval for the plan during Semester Two 2018-19. As part of this work, he is hosting workshops with staff and students to develop a logic model for change and to test the draft actions against the logic model.

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

Aligns with the University's mission to provide the highest-quality research-led teaching and learning and the strategic objective of Leadership in Learning.

Action requested

Senate is asked to consider the intended scope and content of the plan in order to answer three main questions:

- Does the plan address the cultural change issues that we believe are necessary?
- Are the priorities within the plan appropriate? Is anything not included that should be?

How will any action agreed be implemented and communicated?

The Executive summary sets out next steps for this project.

Resource / Risk / Compliance

1. Resource implications (including staffing)

This plan is not yet complete and has not yet been costed in most areas. While much of the work in the plan is already funded because it is part of existing projects (such as the Service Excellence work, or delivery of the Learning and Teaching Strategy) – or is work that can be relatively easily carried out without additional resource - there are also some possible changes that, if recommended, would be very expensive to fund, such as a change to workload allocation models or strengthening frontline student support structures (etc). In the clear absence of any new funding, it would be necessary to cut back or stop doing other things in order to fund new student experience initiatives. The University Executive will take account of these resource implications when it is invited to approve the plan.

2. Risk assessment

Failure to continue enhancing the student experience and meet student expectations for both learning/teaching and other elements of student life may lead to reputational damage and affect the University's ability to attract the brightest and best students in the future.

3. Equality and Diversity

There may be equality and diversity implications to be considered for new or revised policies or practices required by the action plan.

4. Freedom of information

This paper is open.

Originator of the paper

Gavin Douglas, Deputy Secretary, Student Experience
Professor Charlie Jeffery, Senior Vice-Principal

Student Experience Action Plan

Background and context

At its meeting in October 2018, Senate discussed a draft “student experience action plan” which identified a range of areas for enhancement and development in response to the disappointing 2018 National Student Survey (NSS) results.

Since then there has been further work led by the Senior Vice-Principal and Deputy Secretary (Student Experience) to address these points. There has also been further discussion of the scale and ambition of the plan on two occasions with The Principal’s Direct Reports Group; and with a wider group of senior managers and the Students’ Association Sabbatical Officers at the strategic away day earlier in November (with a particular focus on that occasion on building a sense community).

The revised plan is therefore now significantly larger than the original and will take some more work to turn it into a project plan. In fact, the potential scope of the work in the plan can now rightly be considered a significant, multi-year programme of work with a number of sub-projects within it, and both the programme planning and the costing of this work will take further work before it is ready.

Discussion

Student and staff experience are inextricably linked, and the Principal’s draft of UoE values sets out two major outcomes that we should seek to achieve, namely:

- Outcome 1 (Happy Students): Our students feel cherished
- Outcome 2 (Happy Staff): Our staff want to come to work and are energised by the contributions that they can make.

While in this plan the focus is on student experience, it is important to recognise both:

- that there is an equal institutional focus on staff experience, initially through the work that all areas of the University are undertaking in response to the recent all staff survey
- that the “student “ plan specifically sets out to consider staff issues (such as workload allocation models) that are believed to be directly linked to student experience .

The Student Experience Themes

In terms of student experience actions, these have been grouped into 7 themes as follows. We proposed that if our students are consistently:

- Getting excellent, engaged teaching
- Following a curriculum that is inspiring, challenging and inspirational
- Receiving high quality and timely support
- Experiencing high standards of customer service from each area of the UoE they come into contact with (physical and digital)
- Are taught, study and engage in in excellent facilities, with good quality transport links between sites
- Have plentiful opportunities to express their views, and know that those views are heard and taken seriously
- Feel a strong sense of belonging to their School / their programme / to the wider University
- Finding that things run smoothly (timetables work, changes are communicated in good time and so on)

- then we can be confident that they are enjoying a high quality student experience.

In addition we see two, hugely important underpinning areas of work:

- Leadership capabilities and
- Effective communications.

Work is underway to build a realistic cost model for the work in this plan (which will in turn help inform prioritisation). While we have not fully costed all the developments in each area, we have indicatively characterised themes as

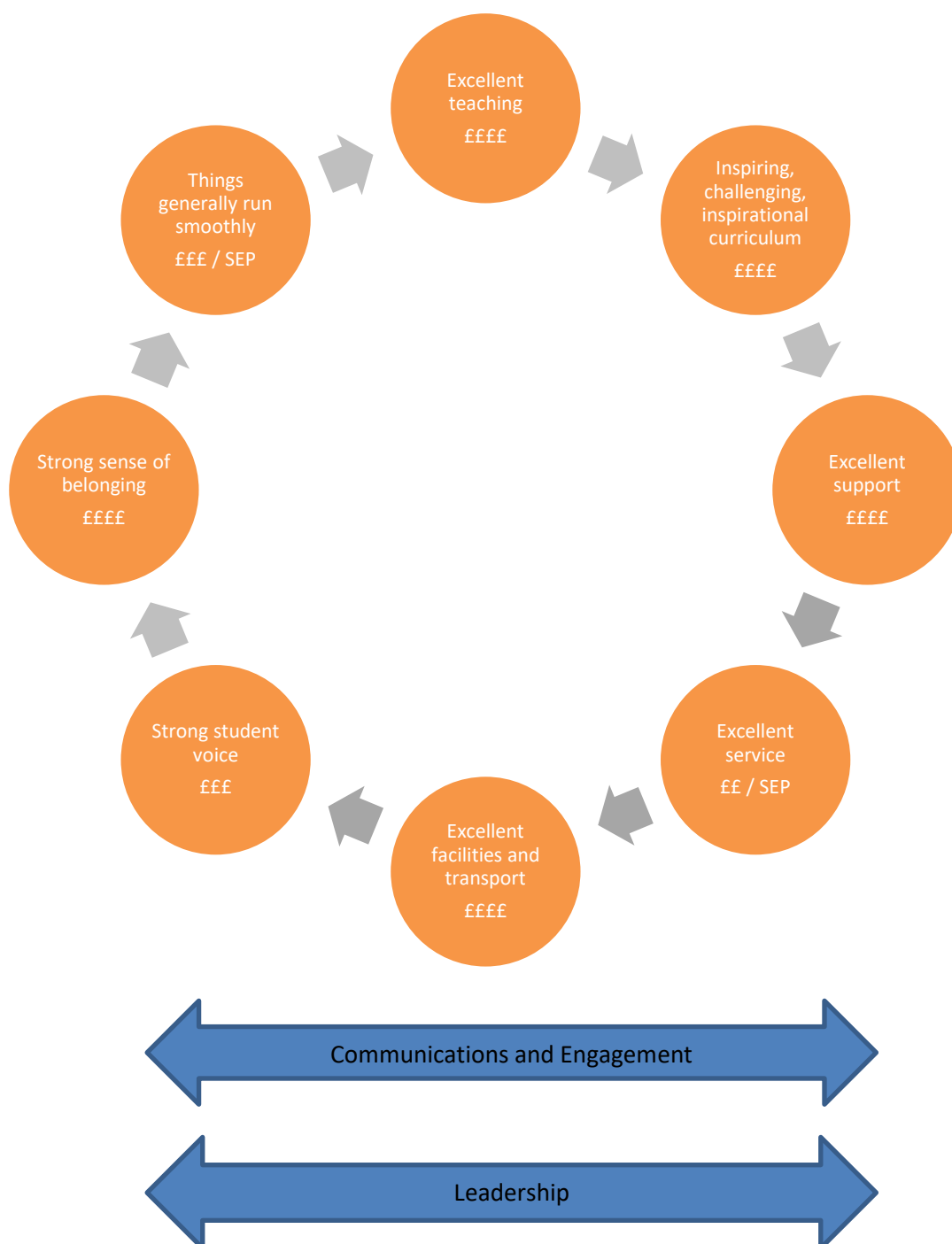
£: probably low cost – up to 10k

££ probably modest cost – tens of thousands

£££ probably substantial cost – hundreds of thousands

££££ probably very significant costs – million+

Not all of this will be new money however – for example the activities included under “Things generally run smoothly” will be taken forward mostly through existing (planned) work within the Service Excellence Programme.



The Student Experience Actions

Within each of the 8 themes we have then identified a range of actions that may need to be taken in order to shift practice and enhance student experience in that area:

Excellent teaching

The intended outcome is that students are consistently taught by expert, engaged teachers

Staff development

In line with the recommendations of the Teaching & Academic Careers Group:

- Put in place sufficient capacity to support academic staff in formal and informal teaching training and development activities, and
- Ensure that academic staff have space within their workload to engage with them

Recognition and reward

Review processes for the recognition, reward and support for teaching careers through the Teaching and Academic Careers project and identify areas where further changes / reinforcement are needed

Inspiring, challenging and inspirational curriculum

Intended outcome: Our curriculum is inspiring, challenging and inspirational, and will equip students with the knowledge, skills and experiences to flourish and continue to learn in a complex world and become successful graduates who contribute to society.

Curriculum review

- It is anticipated that a new VP Students (once appointed) will lead an initial phase of work to scope out what an institutional curriculum review project will involve. This scoping work may involve investigating the University's UG curriculum structures (eg issues of timetabling, number of programmes, extent of flexibility) and content (eg extent to which research-led learning and teaching, and employability, are embedded), and benchmarking other institutions, as well as establishing how our current students, prospective students and employers / professional bodies view our current offerings
- Curriculum Conversations (Teaching Bite): Based in the Institute for Academic Development (IAD), this strand will generate a programme of activities, events and publications (printed and online) that will document and explore key themes relevant to curriculum reform. This will support ongoing work to enhance teaching and learning locally, and provide a robust institutional evidence base to inform future University level curriculum reform and renewal. Outputs will be designed and produced to support ELIR (and other ongoing or emergent external requirements like TEF), informal and formal staff development activities (including the annual university learning & teaching conference commencing with the 2019 event).
- As an early priority, ahead of the proposed curriculum review, undertake a review of the University's suite of joint programmes, the experience of students on them, and the operational implications (e.g. for timetabling) of offering the current wide range of joint programmes. (Elements of this are already in train in CAHSS.)
- In line with its Learning and Teaching Strategy, the University will take further steps to enhance the development of employability skills through the curriculum. By end of 2018-19 Careers Service will have negotiated, agreed, evidence based Employability Development Plans developed and active in every School, with enhanced support for priority Schools. By the end of 2018-19 the Careers Service will also have introduced annual reviews of actions to support employability and improved graduate outcomes at relevant College Committees, informed by School level reports on actions and reflection. To support this development work, the Careers Service will work with

Schools to source and share practice via the Learning and Teaching conference, Personal Tutor briefing resources and current PTAS projects, and in 2018 the University will fund and support a PTAS special call for employability.

- Review of use of different groups of staff in undergraduate teaching: As part of curriculum review, gather evidence on the extent and impact of using PG tutors / academic staff / senior staff to deliver teaching and make costed recommendations for change (if any) in this area.
- Digital Education: Respond to the core aims and actions identified through the Near Future Teaching Project, which will be released in January 2019

Excellent Support

The intended outcome is that students have consistent access to high quality support with academic, personal / pastoral, professional and career issues.

Review of the personal tutor system

A full review of the PT system with no options “off the table” to be led by the Senior VP starting in January 2019 with a view to implementation of any changes by Sep 2020. This will run in parallel with the review of student support roles to be carried out as part of Service Excellence at the same time and the work of the two strands will be co-ordinated through a joint design group.

8.3.2 Review of student support structures

- This is a project strand within the Service Excellence Programme (SAS) and will review the way in which professional services provide student support to students in Schools and in other parts of the University. This will run in parallel with the review of the PT system (above) and the work of the two strands will be co-ordinated through a joint design group. This review will also be able to focus on suggestions made by the Students’ Association that every school should have a Student Experience Officer (or similar) to promote community and foster a sense of belonging. (“At least one a Student Experience Officer in every school with responsibility for building community through events – focus on student voice – support for student societies / clubs (e.g. disciplinary sports teams) and peer learning schemes – activities (e.g. yoga) that can be delivered locally and bring students and staff together – induction programme co-ordination.”)

Excellent Service

Intended outcome: providing welcoming and friendly student facing services from the first point of contact with University.

(Note that this work is expected to be taken forward within the Service Excellence Programme)

- Set and agree standards, train staff, report consistently on performance in this area
- Establish common measures for reporting on customer service performance across all professional service areas
- Develop SLA’s across all professional service areas with student / internal / other customer service responsibilities
- Develop reporting tools and dashboards to report on customer services delivery across all professional service areas
- Roll out of customer service excellence training and accreditation across all professional service areas

Excellent facilities and transport

Intended outcome: Students are taught in high quality, fit for purpose learning spaces and have equitable access to high quality learning resources and other facilities that support their learning and development. Students have access to timely, sustainable transport options when they need to move between campuses.

Teaching spaces

- Development of a learning and teaching spaces strategy through Space Strategy Group, including agreed quality and accessibility benchmarks for future learning and teaching spaces developments
- Secure approval and resourcing for the strategy
- Implement the strategy

Study spaces

Given the number of free text comments on the lack of student study spaces in the NSS it is necessary to review our provision of this important facility for students. The CIO and Director of Estates are taking forward an initial review of this area with plan already well developed to

- publicise the availability of study spaces both generally and in real time through a variety of innovative means and
- enhance the quality of study spaces (physical environment, facilities, catering etc)

Enhance the student digital experience

Significant areas of work in this area are already set out in the IS Learning Teaching and Student Experience Strategic Plan which will enable the use of information technology to enhance learning and teaching and directly improve student experience, student success and academic experience and are detailed more fully in appendix A.

Review and develop transport options

- Review pros and cons of extending the KB shuttle service
- An Inter-sites Transport for Student Strategy has been commissioned from The Principal Brett Associates and is currently being scoped.
- Respond to the strategy recommendations

Strong student voice

Intended outcome: Students have regular opportunities to provide feedback on their experiences; their views are taken seriously and they get feedback on how the University is responding to their views.

Effective mechanisms for gathering student views on courses and other areas of activity

- Consistent use of mid-course feedback
- Adoption of consistent approaches to closing the feedback loop, (e.g. “you said we listened” etc)
- Review of the course feedback questionnaire with a view to:
 - increasing completion rates
 - providing faster feedback to course teams

There is an effective student representative system

- Continue to support the reform of the student representative system led by EUSA : New programme representative structure in place in all schools (unless they have approval from Senate Quality Assurance Committee for an opt-out)
- SSLC's are strengthened and able to escalate issues that are beyond a School's control (e.g. transport) to University level for further consideration and response
- Assess and where necessary strengthen training provision for student representatives, inc. new face-to-face training

There is a financially strong, representative students' union

- Continue to develop relationship with the Students Association and the Sports Union. Review and where necessary strengthen existing partnership agreement
- Complete review and discussion of service ownership / branding and financial support models for Students' Association

Strong sense of belonging and community

Intended outcome: students feel part of a strong academic community of staff and students within their discipline / department / School / the wider University and the city of Edinburgh.

The role of the estate

- Evaluate and score estates projects proposals against the contribution they make to "place making" / "sense of community" as well as other, more established evaluation criteria

Belonging to a cohort

- Conclude review of joint degree programme arrangements in CAHSS to ensure closer cooperation of programme teams throughout the programme lifecycle, from set up via annual monitoring to closure, and that has clearly defined roles and responsibilities, so that students (and staff) can receive clear guidance on who to turn to with questions about academic issues
- Review of role and responsibilities of Programme Directors and Year co-ordinators to Uni Exec with recommendations for change as needed
- Review of School / subject / programme-level induction activities for 1st year UG and new Masters students (incl online); identify and share best practice
- Report detailing student induction/welcoming engagements at school level due each semester

"Show we care"

- Celebrate student achievements and share their successes with other students and with alumni through hoardings, online / social media, alumni communications, at graduations
- Make more University spaces (incl McEwan Hall) available free of charge to student groups at certain / agreed times
- Provide more affordable accommodation to UG students who need to be in Edinburgh for their studies over the summer (resits, early starts etc)
- Publicise and encourage student groups to apply for support for student-led conferences

School- / subject -wide community

- a student representative on every school's senior management team

Support for large-scale Uni events that promote cohesion and community

- provide buses for students from city centre to Varsity rugby match and support for other high impact events eg the Medic's Reveal; Meadows Marathon; Sleep in the Park

Timetable

- Deliver on our commitment to teaching-free Wednesday afternoons by 2020/21 so that all students can participate in sport and other extra-curricular activities scheduled for this time

Peer support

- Review of existing peer support provided by EUSA and student societies within school
- Plan for enhancing peer support within schools

Student induction

- Review University and school pre-arrival and induction processes to identify best practice, including benchmarking with other leading HEI's
- Review / develop existing best practice guidelines for student induction processes in each area of the University for both new and returning students
- Report annually on student induction/welcoming engagements at school / department level due each semester

“Things generally run smoothly”

(Note that much of this work is currently scheduled to be taken forward through the Service Excellence Programme)

- Students can easily access comprehensive timetabling information on their chosen device
- Students can easily access exam timetabling information on their chosen device
- The student portal is the definitive source of core information that students need on their courses, programmes and wider University experience
- Students can easily apply for special circumstances and extensions and have their applications considered according to a consistent set of rules
- Students have access to improved course and programme information in order to make better informed course and programme choices
- There is a clear, transparent and easy to follow matriculation process for all students
- Error free exam papers are created, distributed to and retrieved from exam halls in a timely manner
- Students and their supporters can easily and quickly access advice on immigration status and issues from a single Student Immigration Service.
- Students can research, apply for and be supported with opportunities for working and studying away from the University from first point of contact to completion of period away and re-integration into the University.
- All PGR students have clarity over their programme structure, understand the expectations of them and the opportunities open to them, and have consistent, high quality annual reviews and progression discussions

In addition there are increasing concerns about the ability of the EUCLID system to support efficient administration in some areas. It will be necessary to revisit those areas of the system delivered many years ago, such as admissions. Investment in better utilising the core system, fine tuning the application and resolving underlying network issues will improve performance for end users and create transactional process efficiency.

The Communications and Engagement Actions

(a) Communications and Engagement with staff and students on the subject of student experience with broader issues of culture change at its heart, is being addressed by a group led by Communications and Marketing, and comprises representatives from the Colleges and Professional Services.

(b) While the work of the group will contribute to the broader action plan on student experience and culture change, the first priority will be on communications with students. The approach will focus on the importance of our students, and will convey sentiments of students being ‘cherished’, as well as the communications themselves demonstrating transparency and honesty. Communications will be built around: recognising; celebrating and supporting.

(c) An incremental approach will be taken to improving the communications, and all members of the group will contribute ideas of where and how things could be improved within their local areas.

In keeping with this incremental approach, timetables of existing communications and engagement points, including major milestones, will be reviewed with a view to identifying

where useful interventions could be made to deliver improvements. Schools' communications networks will be used as well as corporate channels in order to deliver targeted communications that are more likely to resonate with the audience.

(d) Communications and engagement was identified as a key area for attention following the NSS results, and while the remit of this group is broader, clear objectives on communications and engagement will be integrated into the student experience action plan.

The Leadership Actions

Intended outcome: there is strong and visible collective responsibility from University leaders to support and enable the culture change.

- Managers are held accountable through the line management structures of the University, with reference to consistent data and reporting, for the quality of student and staff experience in their areas (Colleges / Support Groups; Schools / Directorates; Subject areas / departments).
- Consistent data on the quality of student and staff experience in each area is easily available to all line managers and widely shared, covering both teaching quality and student service quality.
- There is a fundamental review of the role of HoS as key change leaders – responsibilities; line management structures competences; support needs; development needs; approaches to identification and recruitment; reward, leading to
 - A new common JD for all HoS
 - A new leadership development programme for current and future HoS
- Reviews are carried out of other core leadership roles with student experience responsibilities, including Director of Learning & Teaching and Programme Directors, in order to ensure greater consistency and focus on student experience outcomes
- A new role, VP Students, is created, reporting directly to the Principal

Governance

Governance and oversight

If we are committed to taking forward a comprehensive programme of work to address student and staff experience, this work will require a professional programme management structure in order to ensure that work is delivered on time and that risks and issues are managed and escalated as necessary. It will also require programme governance and oversight. To this end, the University Executive has agreed to establish a Standing Committee to oversee the delivery of this change programme. This Committee will be chaired by the Senior Vice-Principal and comprise of:

- The VP People & Culture
- The Director of HR
- The President of the Students' Association
- The Director of CAM
- The Deputy Secretary (Student Experience)
- The Director of Finance
- Professor David Argyle
- Professor Wendy Loretto
- Professor David Gray
- The Director of IS User Services

APPENDIX A

The IS Learning Teaching and Student Experience Strategic Plan will enable the use of information technology to enhance learning and teaching and directly improve student experience, student success and academic experience. The detailed actions that are in the plan are:

- Create a remote support helpdesk to provide service coordination and technical support for the growing teaching estate portfolio
- Continue to implement the IS Learning, Teaching and Student Experience Strategic Programme
- Critical new demands in such areas as communications, automated assessment, online feedback, eExams, online courses support, open educational resources, online reading and resource lists, student learning analytics and the continuing professional development of learning technology support staff are anticipated as being key to future success.
- Enhance central VLEs with a range of tools for connected, constructive, active learning which are student centred and flexible. Such as blogging, wiki, social learning environment, electronic resources & reading lists, library and resource discovery tools, personal assistants, automated and adaptive support.
- Provide all staff with access to digital skills training and support for new ways of working.
- Provide professional staff who support learning technology with access to a programme of continuing professional development to meet the University's strategic aims.
- Roll out new tools to support staff in Schools to use communicate with prospective students and current students via the web.
- Continue to invest to ensure that the AV teaching technology in centrally managed teaching rooms is world class and our levels of support for colleagues using those rooms will be consistent, easy to access and reliable.
- Implement digital processes for feedback and assessment aligned with University strategy and policy.
- Move 90% of all courses on to a centrally supported VLE with an agreed 'minimum standard of use' for all courses which will include recorded lectures, user created media, online resource lists, online learning materials, feedback & assessment and student engagement activities.
- Make integrated student analytics available from multiple systems and data analytics will be used by staff to improve their teaching.
- Develop a set of VLE standards, with associated templates and academic digital skills, supporting a consistent and accessible online experience for students across all programmes, and ensuring that new services such as lecture recording and resource lists are easy to access and use.
- Encourage greater adoption of electronic resource lists allows educators to benefit from the other work we are delivering under the theme of Library: National and International Leadership. With 32% of courses currently using the service, the goal is to increase this to over 60%.

The University of Edinburgh

Senate

6 February 2019

**Report of Electronic Business of Senate conducted from
Tuesday 15 January to Wednesday 23 January 2019**

Formal Business

1. Minutes from the Senate Meeting on 3 October 2018 (e-S 18/19 2 A)

The Minutes of the meeting of Senate held on 3 October 2018 were approved.

a. Special Meeting and Graduation Ceremonials on 26, 27, 28, 29 and 30 November 2018

The Minutes of the Special Meetings and Graduation Ceremonials in November 2018 were taken as read and approved. It was noted that copies were available from Student Administration, Old College.

2. Review of the Structure of the Senate Committees (e-S 18/19 2 B)

Senate noted the paper detailing the Review.

3. Membership of Senate (e-S 18/19 2 C)

Senate noted the new professorial and student members.

4. Conferment of the title Emeritus Professor (e-S 18/19 2 D)

Senate agreed to confer the title of Professor Emeritus on Professor Mayank Dutia and adopt his Special Minute

Arising from the Minutes

5. Special Minutes (e-S 18/19 2 E)

Senate adopted the Special Minutes for Professors J Garden, J Ironside, R Knight, T Scaltsas and R Will.

Communications and Reports

6. Communications from the University Court (e-S 18/19 2 F)

Senate noted the content of the report from the University Court on its meetings of 1 October 2018 and 3 December 2018.

7. Resolutions - Chairs (e-S 18/19 2 G)

Senate, having considered the draft Resolutions below, offered no observations.

Draft Resolution No. 2/2019: Alteration of the Title of the Chair of Mathematics (third)

Draft Resolution No. 1/2019: Foundation of a Chair of Inorganic Chemistry

Draft Resolution No. 3/2019: Foundation of a Chair of General Practice

Draft Resolution No. 4/2019: Foundation of a Chair of Primary Care and Multimorbidity

8. University of Edinburgh Library Committee Membership 2018/19 (e-S 18/19 2 H)

Senate approved the membership of the Library Committee 2018/19 Report.

The University of Edinburgh

Senate

6 February 2019

Teaching and Academic Careers Project – update

Executive Summary

This paper provides Senate with an update on the work of the Teaching and Academic Careers project, following on from the discussion at the Senate meeting in October 2018, where some draft principles were outlined. The Teaching and Academic Careers task group has consulted widely across the University and, as a result of this consultation, has produced a final set of principles, which the University Executive has approved. The task group has now begun phase two of its work, which will involve three main strands of activity: technical review of HR policies and procedures to identify whether any changes may be required to align with principles; technical review of support/expectations for professional development in teaching to identify whether any changes may be required to align with principles; and a technical review of how we evidence excellence in teaching.

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

Aligns with strategic objective of leadership in learning.

Action requested

For information.

How will any action agreed be implemented and communicated?

Actions will be implemented through the University Executive and the task group will co-ordinate communications, seeking assistance from colleagues in Communications and Marketing.

Resource / Risk / Compliance

1. Resource implications (including staffing)

Phase two of the project will have resource implications for Human Resources, the Institute for Academic Development and Academic Services – for example, project management, benchmarking, policy analysis and drafting, and consultation activities.

2. Risk assessment

This project aims to contribute to the University's broader work to mitigate risks associated with the student experience. During stage two of its work, when translating the principles into practice, the task group will pay careful consideration to identifying and mitigating any risks associated with specific changes to policy or procedure.

3. Equality and Diversity

The task group will oversee Equality Impact Assessments regarding any substantive changes to policy as a result of the implementation of the principles. The adoption and implementation of the principles may assist the University to support career opportunities for female staff, who are currently disproportionately represented among teaching-only staff.

4. Freedom of information

This paper is **open**.

Originator of the paper

Professor Charlie Jeffery, Senior Vice-Principal
Mr Tom Ward and Ms Ailsa Taylor (Academic Services)

Teaching and Academic Careers

Background and context

In May 2018 the University Executive agreed to establish a Teaching and Academic Careers task group to review processes and incentives for the recognition, reward and support for teaching in academic careers alongside other parts of the academic role. The group has developed a set of principles and consulted widely and deeply on them, for example with Unions, Colleges and Schools, the Students' Association. It has taken account of the feedback from this consultation process, and a final version of the principles was approved by University Executive in November 2018.

www.ed.ac.uk/academic-services/projects/teaching-and-academic-careers/principles

Task group remit and membership

The task group membership, which includes representation from all Colleges and from the University and College Union and Students' Association, is available at:

www.ed.ac.uk/academic-services/projects/teaching-and-academic-careers

The remit of the task group is to review processes and incentives for the recognition, reward and support for teaching* in academic careers alongside other parts of the academic role. This is to include inter alia:

- Foundational assessment of excellence and/or potential in teaching in initial recruitment processes;
- Continuing and developmental recognition of teaching in annual review;
- Measures that open up – and regulate – flexibility to shift emphasis of roles to and from those predominantly focused on teaching across the career course;
- Support/expectations for professional development in teaching;
- Professional recognition in promotion and reward processes, including those employed in roles predominantly focused on teaching, including Teaching Fellow roles, extending from Grade 7 through to Grade 10;
- The role of Heads of Schools in ensuring their academic staff deliver high performance in teaching.

* including Personal Tutoring

Task group activity in semester 1

During semester 1 of 2018/19 the task group consulted extensively on draft principles to guide its work. Consultation involved a wide range of activities, including:

- a discussion at Senate Learning and Teaching Committee on 18 September 2018, and a detailed strategic discussion at the Senate meeting on 3 October 2018;
- open sessions led by senior members of the task group at six College committees and 11 School committees;
- two focus groups to ascertain the views of staff on teaching-only contracts specialising in teaching;
- student feedback via a School rep forum;
- a lunchtime session to gather the views of the Joint Unions;
- written submissions (seven written submissions at School-level, two group submissions, 10 individual submissions and a UCU committee written response).

Feedback from consultation

There was strong support for the objective of the project, of giving teaching parity with research. During the consultation activities, the task group explored two different models for

recognising, rewarding and supporting teaching in academic careers – a separate teaching track, and a more flexible mainstream academic pathway (where staff could move from teaching, to teaching and research, or research only, more flexibly at different points in their career). While there was broad support for the principle that all academic staff (including those focussing on teaching) should have access to career progression opportunities, there was a lack of support for the idea of creating a new separate teaching career track. Instead, there was more support for the idea of a more flexible mainstream academic path. While some respondents had concerns about some implications of a more flexible model (for example, whether it could make it more challenging for Schools to meet business needs regarding teaching, or weaken the link between teaching and research), the task group was satisfied that these concerns could be addressed.

The other main consultation findings were as follows:

- relatively few comments were received about professional development for teaching, with most of those comments focusing on the need to ensure that staff have sufficient time to take up opportunities for professional development, and no evidence of support for the idea of requiring staff involved in teaching to hold teaching qualifications;
- various concerns regarding current career pathways and development opportunities for staff on teaching-only contracts at grades UE07 and UE08, but also the suggestion that the University should be cautious about making changes to the contractual status and/or access to career pathways for those staff currently employed on teaching-only contracts;
- broad recognition that it is challenging to recognise, reward and evidence excellence in teaching, with respondents making a range of suggestions for possible approaches and raising concerns regarding some forms of evidence currently utilised by the University;
- in addition to addressing the issues highlighted by the principles, staff pointed to the need to address issues associated with academic staff workload allocation, and growth in the student population, in order to enhance the student experience.

The group discussed the implications for the University's Research Excellence Framework (REF) submission of the introduction of a more flexible academic career pathway, and was satisfied that any implications for REF 2021 were likely to be marginal and that any implications for subsequent REFs (or equivalent) could be managed.

Agreed set of principles

The University Executive considered the outcomes of the consultation at its meeting in November 2018 and approved a final set of principles.

www.ed.ac.uk/academic-services/projects/teaching-and-academic-careers/principles

Central to these principles is the introduction of a flexible mainstream academic pathway. This pathway would enable Schools to continue to recruit to teaching-focussed posts in line with the business needs of the School, while providing Heads of Schools with the flexibility to propose variations in the balance of academic responsibilities (e.g. teaching and research) in discussion with individual members of academic staff. It would also make career progression up to UE10 possible for staff specialising in teaching.

Task group activity in semester 2

The task group met on 18 January 2019 to agree a plan of work for semester 2, which will involve three main strands of activity:

Strand 1 Technical review of HR policies and procedures to identify whether any changes may be required to align with the agreed principles. This strand will be led and supported by Human Resources;

Strand 2 Technical review of support/expectations for professional development in teaching to identify whether any changes may be required to align with the principles. This strand will be led and supported by the Institute for Academic Development;

Strand 3 Technical review of how we evidence excellence in teaching. This strand will be led by a sub-group of the task group with support from Academic Services.

Cross-cutting themes for consideration by task group Communication and engagement, links with HR core system, benchmarking.

Next steps

The task group is in the process of refining the timescales and milestones for phase two of the project. It will report to the University Executive in May/June 2019 to provide an update on progress with the technical reviews.

The University of Edinburgh

Senate

6 February 2019

Enhancement-led Institutional Review (ELIR) 2020 – Update and Discussion of Contextualised Themes

Executive Summary

The paper updates Committee members on the University's preparations for its 2020 ELIR, and asks for their views on the proposed contextualised themes.

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

Relevant to the University's strategic priority to improve the quality of the student experience and specifically the Student and Staff Experience Plan and the Learning and Teaching Strategy.

Action requested

To note the update on preparations and discuss the proposed contextualised themes, indicating prioritisation and any gaps.

How will any action agreed be implemented and communicated?

The views of Senate and its four committees are being sought and will be used by the Assistant Principal Academic Standards and Quality Assurance and Academic Services to develop a final draft list of contextualised themes for discussion with the Quality Assurance Agency (Scotland) in late March 2019. The final list of contextualised themes will be approved by the Learning and Teaching Policy Group on 18 April 2019.

Resource / Risk / Compliance

1. Resource implications (including staffing)

No additional actions are requested.

2. Risk assessment

A successful ELIR outcome is of vital importance to the University.

3. Equality and Diversity

Will be considered as part of individual activities/projects.

4. Freedom of information

Open.

Key words

ELIR, Enhancement-led Institutional Review

Originator of the paper

Professor Tina Harrison, Assistant Principal Academic Standards and Quality Assurance
Nichola Kett, Academic Policy Manager, Academic Services
14 January 2019

Enhancement-led Institutional Review (ELIR)

Enhancement-Led Institutional Review is the method by which the Quality Assurance Agency (Scotland) reviews universities and other higher education institutions in Scotland. The last ELIR took place in 2015 and the University received the highest possible judgement, an outcome of 'effectiveness' in the management of academic standards and enhancing quality. The University's next ELIR takes place in October and November 2020.

A review team, comprising between 4-6 senior academic peer reviewers and student reviewers is appointed by the Quality Assurance Agency (Scotland) to conduct the ELIR and will visit the University twice, meeting with staff and students.

Key dates:

- Planning visit: Thursday 1 October 2020¹
- Review Visit: Week beginning 16 November 2020 (visit likely to last 5 days)²

ELIR provides an opportunity for us to reflect on our approach to learning and teaching and the quality of our student experience, and to gain valuable feedback from an external review team. As such, ELIR is a process that we should embrace positively as we seek to enhance further both the student experience and the quality of our teaching, building on our many achievements to date since the last review.

In preparation for the review we are asked to develop a Reflective Analysis (RA) covering: contextual information; enhancing the student learning experience; strategy and practice for enhancing learning and teaching; academic standards and quality processes; and collaborative provision. The development of the RA will involve inputs from across the University and opportunity for feedback from students and staff to ensure that it reflects the strategies, practices and intentions across the whole University. The RA will be supported by an Advanced Information Set that comprises a set of supporting evidence (including a sample of key quality reports and an analysis of student feedback).

Management of the ELIR Process

Rather than establish a separate ELIR Steering Group for ELIR 2020 (as was the case for ELIR 2015), a small team comprising the Assistant Principal Academic Standards and Quality Assurance and staff in Academic Services will lead the preparations, and the Learning and Teaching Policy Group (LTPG) will oversee these preparations. Papers and discussion items will be brought to LTPG at relevant intervals, and members will be asked to give comment on draft chapters of the RA as it develops. LTPG does not have student representation so regular meetings will be held with representatives from the Students' Association to inform ELIR preparations. Other committees and groups will also be consulted and a number of staff from across the University and the Students Association will be involved in drafting content for the RA.

¹ The Planning Visit is likely to involve three meetings with colleagues from the institution. There will be a working meeting with the main contact from the institution, who is likely to be the senior member of staff with responsibility for leading the institution's preparations for ELIR. The ELIR team will meet with a group of student representatives, a key aim of which will be to establish the students' views of the topics that should be explored during the main Review Visit. There will be a further meeting with a group of staff involved at the discipline level.

² During the visit, the ELIR team will consider a range of the institution's documentation and hold meetings with staff and students.

Contextualisation of ELIR³

A key development of the ELIR process since last time means that we now have to identify, ahead of the review, themes that we wish the review team to focus on.

The intention is that this helps to contextualise the review process, ensuring it is more responsive to us and how we operate, our student population and our strategic priorities. Identifying appropriate themes is therefore crucial to ensure we get the greatest value from the review process.

Contextualised Themes

The themes will not be new activities, but should be existing or planned activities linked to our strategic priorities that we wish to focus on throughout the ELIR. They should be informed by a consideration of available evidence (such as student surveys and other key performance indicators) and discussions with staff and students.

Sources to Inform Contextualisation

Key sources of information we should consider include:

- Significant changes to the student population
- Outcomes of the last ELIR
- Significant changes in strategy, for example: Strategic Plan; Learning and Teaching Strategy; Student and Staff Experience Action Plan; Widening Participation Strategy; Student Mental Health Strategy
- Evaluation of student feedback (including the themes in the Student Partnership Agreement)
- Outcomes of quality assurance and enhancement processes*
- Quality Code mapping (the Code sets out fundamental principles that should apply to higher education quality across the UK and to which the University maps its policies and practices)
- Annual reports to the Scottish Funding Council (linked to *) and Outcome Agreement
- External surveys and related reporting e.g. NSS and DHLE (reflected on as part of *)

Proposed Contextualised Themes

Early consultations with stakeholders on potential contextualised themes have been held to date with the Senior Vice-Principal and other senior colleagues (including via LTPG); College Deans for Learning and Teaching and Quality, the Director of the Institute for Academic Development (IAD), and Students' Association representation.

From the consultations to date, the following long-list of suggested themes has been generated:

- Widening participation
- Academic community (including online)
- Student support (including use of data e.g. retention)
- Postgraduate research student experience
- Teaching and academic careers
- Data-driven innovation and the curriculum
- Community engagement
- Student voice (including co-creation of the curriculum)
- Use of data to manage learning and teaching.
- Employability

³ https://www.qaa.ac.uk/docs/qaas/reviewing-he-in-scotland/elir4-handbook-2017.pdf?sfvrsn=178af581_16

From the above long-list the following four themes are proposed. Views are sought on whether these should be the main themes we wish to focus on, in terms of using the ELIR to support our objectives. The RA provides opportunity for us to highlight other aspects not directly included under the proposed themes.

- Teaching and Academic Careers
 - This would include all the academic development work provided by IAD, plus the recent work of the Teaching and Academic Careers Task Group.
- Student Voice and Community
 - Including the work the Students' Association has done around representation and the work around student surveys, mid-course feedback and strengthening of other student voice mechanisms, but also including planned work and future directions under the new Student and Staff Experience Plan.
- Student Support
 - This will include an (expected) update on developments with student support following the focus on Personal Tutors in the last ELIR, but will refocus around the new plans under the Student and Staff Experience Plan for student support as well as including work around widening participation and considering student support more broadly than academic support.
- Student Skills and Employability
 - Including all work related to supporting the development of students' skills and attributes for employability.

Further Consultation

Throughout late February/early March, a series of both face-to-face and virtual sessions will be held giving students and staff the opportunity to feed in views on the proposed themes and to consider the evidence-base to put forward.

The University of Edinburgh

Senate

6 February 2019

Resolutions

Executive Summary

This report is presented to Senate in accordance with the procedures for the creation of new chairs, renaming of existing chairs and alteration of Resolutions.

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

Not applicable.

Action requested

Senate is invited to make observations on the attached draft Resolution No. 6/2019: Foundation of a Personal Chair Fluid Mechanics

How will any action agreed be implemented and communicated?

Via Senate's report to University Court.

Resource / Risk / Compliance

1. Resource implications (including staffing)

There are no resource implications. Part of the approval process involved confirmation of the funding in place to support new Chairs.

2. Risk assessment

The paper does not include a risk analysis. There are reputational considerations in establishing and renaming Chairs and updating regulations, which are considered as part of the University's approval processes.

3. Equality and Diversity

There are no specific equality and diversity issues associated with this paper. However equality and diversity best practice and agreed procedures are adopted in appointing individuals to chairs.

4. Freedom of information

Open paper.

Key words

Court, Resolutions, Chairs

Originator of the paper

Ms K Graham, Deputy Head of Court Services
January 2019

UNIVERSITY OF EDINBURGH

Draft Resolution of the University Court No. 6/2019

Foundation of a Personal Chair of Fluid Mechanics

At Edinburgh, the Eighteenth day of February, Two thousand and nineteen.

WHEREAS the University Court deems it expedient to found a Personal Chair of Fluid Mechanics:

THEREFORE the University Court, after consultation with the Senatus Academicus and in exercise of the powers conferred upon it by Section 3 of the Universities (Scotland) Act, 1966, with special reference to paragraph 5 of Part II of Schedule 2 to that Act, hereby resolves:

1. There shall be a Personal Chair of Fluid Mechanics in the University of Edinburgh.
2. The patronage of the Chair shall be vested in and exercised by the University Court of the University of Edinburgh.
3. Notwithstanding the personal nature of this Chair, the terms and conditions of appointment and tenure which by Statute, Ordinance and otherwise apply to other Chairs in the University shall be deemed to apply in like manner to the Personal Chair of Fluid Mechanics together with all other rights, privileges and duties attaching to the office of Professor.
4. This Resolution shall come into force with effect from 1 January Two thousand and nineteen.

For and on behalf of the University Court

SARAH SMITH

University Secretary

The University of Edinburgh

Senate

6 February 2019

Report from Central Academic Promotions Committee

Executive Summary

This paper is to report the Out of Cycle Personal Chair recommendations of the Central Academic Promotions Committee.

It is important to be able to periodically review Out of Cycle Personal Chairs to fulfil the University Strategic Plan People Objectives to recruit, reward, develop and retain high-performing staff.

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

Action Requested

For Information

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

Resource/Risk/Compliance

1. Resource implications

Does the paper have resource implications? Yes, increased salaries will impact on the individual College's staff budget.

2. Risk Assessment

Does the paper include a risk analysis? No

3. Equality and Diversity

Has due consideration been given to the equality impact assessment? Not directly applicable to each individual case. Equality and diversity impact is monitored centrally in relation to the Grade 10 population, new appointments and promotions. Remuneration Committee also considers data relating to the Grade 10 population with specific focus on equality and diversity indicators.

4. Freedom of Information

Open

Originator of the paper

Louise Kidd, University HR
21 January 2019

REPORT FROM THE CENTRAL ACADEMIC PROMOTIONS COMMITTEE

Since the last report from the Central Academic Promotions Committee one further Personal Chair has been awarded.

Personal Chairs

Professor Alexander Morozov, Personal Chair of Fluid Mechanics with effect from 1 January 2019.

Louise Kidd
University HR
21 January 2019