<u>The University of Edinburgh</u>

Senate Education Committee
Thursday 7th March 2024, 2-5pm
Hybrid meeting: Liberton Tower Room, Murchison House, King's Buildings
and Microsoft Teams

A G E N D A

* Standing item   + Committee priority

1.	**Welcome and Apologies**	
2.	**Minutes of the previous meeting** To approve • 18th January 2024	SEC 23/24 4A
3.	**Matters Arising** • Convener's communications	
4.	**SUBSTANTIVE ITEMS**	
4.1	**Curriculum Transformation Programme+*** For discussion and endorsement.	SEC 23/24 4B
4.2	**Committee Priorities for 2024/25** For discussion.	SEC 23/24 4C
4.3	**Student Experience Update*:** **i)** Student Support Framework (for review and approval) **ii)** Student Support Leadership Framework (for information only)	SEC 23/24 4D
4.4	**School Accessibility Reviews** For discussion.	SEC 23/24 4E
5.	**ITEMS FOR INFORMATION/NOTING**	
5.1	**Learn Ultra: Evaluation Impact** For information.	SEC 23/24 4F
5.2	**Assessment and Feedback Groups+** For information.	SEC 23/24 4G
5.3	**QESR oversight group** For information.	SEC 23/24 4H
5.4	**Doctoral College**	Verbal update

6.	**RESOURCES**	
6.1	**Generative AI+** New Quality Assurance Agency resources https://www.qaa.ac.uk/membership/membership-areas-of-work/generative-artificial-intelligence	
6.2	**EngagEd in… Community Building** https://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/student-engagement/resources	
7.	**Any Other Business**	
8.	**Date of next meeting** Thursday 9th May 2024 Hybrid - Cuillin Room Charles, Stewart House and Microsoft Teams	

Senate Education Committee

Thursday 18th January 2024 2.30-4.30pm
Hybrid meeting: Cuillin Room, Charles Stewart House and Microsoft Teams
and via Microsoft Teams

1. Attendance

Present	Position
Colm Harmon	Vice Principal, Students (Convener)
Tina Harrison	Deputy Vice Principal, Students (Enhancement) (Vice-Convener)
Nikos Avramidis	PGR Student Representative
Sian Bayne	Assistant Principal Digital Education
Laura Bradley	Representative of CAHSS (Postgraduate Research)
Mary Brennan	Representative of CAHSS (Learning and Teaching)
Marianne Brown	Head of Student Analytics, Insights and Modelling
Shane Collins	Director of Student Recruitment and Admissions
Jamie Davies	Representative of CMVM (Learning and Teaching, UG)
Shelagh Green	Director for Careers & Employability
Paddy Hadoke	Representative of CMVM (Postgraduate Research)
Sarah Henderson	Representative of CMVM (Learning and Teaching, PGT)
Melissa Highton	Director of Learning, Teaching and Web Division of Information Services; Assistant Principal (Online and Open Learning)
James Hopgood	Senate Representative
Lisa Kendall	Representative of CAHSS (Learning and Teaching)
Nichola Kett	Director of Academic Services
Jason Love	Head of School, CSE
Antony Maciocia	Representative of CSE (Postgraduate Research)
Velda McCune	Representing Director of Institute for Academic Development
Susan Morrow	Senate Representative
Callum Paterson	EUSA Academic Engagement and Policy Coordinator
Jo Shaw	Head of School, CAHSS
Mike Shipston	Head of Deanery, CMVM
Tim Stratford	Representative of CSE (Learning and Teaching)
Tamara Trodd	Senate Representative
Patrick Walsh	Representative of CSE (Learning and Teaching)
Sinéad Docherty	Committee Secretary, Academic Services
In Attendance	
Rena Gertz	Data Protection Officer
Apologies	
Lucy Evans	Deputy Secretary, Students
Carl Harper	Vice- President Education, Edinburgh University Students' Association

2. Minutes of Meeting held on 9ᵗʰ November 2023

The Committee approved the minutes of the meeting held on 9ᵗʰ November 2023, with minor amendments to sections 4.3 and 4.4.

3. Convener's Communications and Matters Arising

- **Recent Curriculum Transformation Programme session for Senate & SEC members**

The Convener thanked members for attending and contributing to the CTP session held earlier in the week. A member of SEC informed the Committee that they and other elected members of Senate had compiled a response to the CTP discussion which will be presented to Senate at its February meeting.

Action: Committee Secretary to circulate the response from elected members of Senate to SEC.

- **Quality Enhancement and Standards Review outcomes**

The Committee were informed that the QESR report from QAA Scotland had been received and the outcome was that of confidence in the University's management of quality and standards. There is, however, a sense of urgency with some key recommendations, including assessment and feedback.

The report will be made publicly available on 24th January 2024, and the University will publish a response to the content of the report.

A reshaped ELIR oversight group, which reports to both SEC and SQAC, will take forward the recommendations from the external review.

4. Substantive Items

4.1 Committee Priorities

This item was brought forward in the agenda due to the availability of the Convener, and discussion addressed two papers; the mid-year reflection on committee priorities and the proposed revision to SEC plan of activities for 2024. The Convener outlined that the priorities of 2024/25 are yet to be decided and the discussion of the committee will feed into the priorities for the coming year. In setting priorities, the Committee were reminded to consider how those priorities relate to the Committee remit, and to consider what is achievable within scope and resourcing.

The presenter of the proposal to revise priorities set out three key areas; NSS results, lost learning and the Tutors and Demonstrators policy. The discussion of these items included the following points:

- It is hoped that revised priorities will allow SEC to discuss issues raised by colleagues in the wider Senate, and issues that can be raised from grassroots upwards.
- Sharing good practice and successes in relation to improving NSS scores was felt to be helpful to Schools. Lots of this comes through in annual quality processes, but information sharing is not always effective.
- It was noted that clear communication in plain English and information sharing is vital to the efforts to drive improvements across the University.
- The impact of lost learning may vary across Schools and Colleges; it would be valuable for Schools to have the opportunity to relay what they would find helpful and useful.
- A member of the Committee raised concern that the account of T&D work and policy in the paper included factual inaccuracies. It was clarified that the working group completed their work and implementation activities, and the dialogue with UCU will continue.
- Following this clarification, it was agreed that the Convener would check with HR as to the training arrangements for T&Ds.
- It was acknowledged by the Convener that NSS results and Tutors & Demonstrators policy is embedded in recommendations from both ELIR and QESR, and are institutional strategies.

Action: Convener to consult with HR in regards to the minimum training standards for Tutors & Demonstrators, and report back to the Committee.

Action: Deputy Secretary, Students to continue to provide updates on work undertaken to improve NSS results to the Committee.

4.2   Online Data Protection Training

The Data Protection Officer was in attendance to speak to this paper. The Committee were asked to approve auto-enrolment of students into online data protection training through Learn Ultra, following changes to the system which has meant that students are no longer able to self-enrol. It was confirmed that auto-enrolment does not mean mandatory, and there is no mandate for students to compete this training.

It was highlighted during discussion that an unintended consequence of courses listed as essential, although not mandatory, risks overwhelming students with too many proposed courses. There was some concern around how best to communicate who should take essential courses, and the need for more guidance around this.

It was also highlighted that there is no way to track the completion of these courses, and that is a concern when students are required to have completed the course as part of their studies if they are gathering data. It was noted that a function such as a "completed" button at the end of the course to track completion would transform the impact of these types of courses.

> **Action:** Director of Learning, Teaching and Web Division of Information Services to follow up with course design team to explore feasibility of a tracking function.

The Committee approved the request for Online Data Protection Training to be added to the suite of essential courses on Learn Ultra.

4.3   Student Support Model update

This paper was presented for noting, with questions to be submitted to the author (not in attendance) outside of the meeting. The Committee were informed by the Head of Student Analytics, Insights and Modelling that data gathered so far has come from staff and focus groups with students and student advisors. The long-term monitoring will involve an evaluation model which is in development with staff from SPS.

Members of the Committee raised the following questions and points around the new student support model:

- Reports of issues at time of enrolment, with not enough student advisors to manage the practicalities in School offices.
- Concern around the role of cohort leads, with some student reporting that they miss the 1:1 academic support contact that was previously provided by PTs.
- There may be heightened importance on the dissertation relationship that students will come to have in the later stages of their programme.
- Is there a correlation between the change in student support and increase in ESC cases?
- What measures are in place to identify and communicate with students who are not engaging in the early stages of their programme?
- The rise in complex cases referred to Wellbeing Advisors highlights the need for oversight of serious, ongoing issues and risk of pressure on the service.
- Members would welcome an audit of the new model to understand how well it is working.
- There is room for flexibility within the new model, and some ownership lies with Schools to build in aspects which they find most valuable for their students.

> **Action:** Committee Secretary to share details of this discussion with the paper author (Deputy Secretary, Students).

4.4   Postgraduate Taught Experience Survey (PTES) 2024 Institutional Questions

The committee approved the proposed institutional questions for the 2024 PTES survey.

4.5   Doctoral College*: Postgraduate Researcher Experience Survey College Reponses (closed item)

This item was presented by the representative of CSE for PGR for noting and comment. During discussion, it was noted that supervisory relationships received positive feedback, although the sense of community and issues with research culture are identified as consistent areas for improvement across all Colleges. Initiatives are underway to improve community and encourage interdisciplinary work across Schools and there is some funding available to support this work. The Committee were informed of the recently published Community Building Guide which aims to support efforts to build a sense of community.

A member of the Committee highlighted that the University must give PGR students a reason to come to campus, especially those who do not work in labs or studios. The lack of postgraduate social and study space affects how students use campus. There is also the impact of competing demands on PGR students, such as time spent in employment, training or on secondment. Funding also has an impact on the student experience, as some PGR students do not have secure funding for the duration of their PhD and there are some who are self-funding. It is important that students are equipped to consider whether self-funding is the right course for them.

The EUSA Academic Engagement and Policy Coordinator informed the Committee that representation and student voices are areas of concern for PGR students, and EUSA is undertaking work to improve PGR representation.

The Doctoral College is working on the Research Cultures Action Plan with the Institute for Academic Development, and this will make recommendations in relation to the PGR student experience.

5. For information/noting

- **Assessment & Feedback Task Groups**

The Deputy Vice Principal, Students (Enhancement) requested that the Committee review the task groups working on assessment and feedback (the Assessment and Feedback Strategy Group and the Assessment and Feedback Guidance, Procedures, Data, Systems and Evaluation (AFGPDSE) Group) and disband the latter, which had a more operational focus. This proposed change is in response to the QESR visit and its recommendations around assessment & feedback.

The Committee approved the proposal to dissolve the AFGPDSE Group and reconstitute the Assessment and Feedback Strategy Group with a refreshed membership and remit focused on delivering the outcome of the QESR and longer-term ambitions for assessment and feedback. The Group will continue to report to SEC with a revised terms of reference and membership.

6. Any Other Business

There was no other business.

Sinéad Docherty
Academic Services
January 2024

Senate Education Committee

7th March 2024

Taught Postgraduate (PGT) Curriculum Framework and Programme Archetypes

Description of paper

1. This paper sets out a proposal for the introduction of a new Taught Postgraduate (PGT) Curriculum Framework developed as part of the University Curriculum Transformation Project (CTP)[1]. It is based upon the results of engagement with members of the University PGT community during autumn 2023. We are seeking endorsement from SEC for the framework and the proposed approach to its introduction prior to consideration by Senate at its meeting in May 2024.

2. Curriculum Transformation contributes to Strategy 2030 outcomes ii, v, vi, and ix, and is relevant to other outcomes including iv, x and xiii.

Action requested / recommendation

3. For discussion and endorsement.

4. SEC members are invited to comment on all aspects of the proposal.
   Key questions for SEC include:
   - Does the proposed framework meet current and future requirements?
   - Is the proposed approach for implementation appropriate and achievable?
   - Are there specific model programme structures or applications of the framework that should be prioritised during the transitional phase?
   - Are there specific areas of the proposed framework and approach to implementation that require further discussion and scrutiny in advance of its consideration by Senate in May 2024?

Background and context

5. Curriculum Transformation is a major long term investment project for the University.

6. At the heart of the Curriculum Transformation Project is the development of a new Curriculum Framework.

7. The development of an initial proposition for the PGT Framework and archetypes was led by the Curriculum Transformation Taught Postgraduate Working Group[2] who drew on a wide range of internal and external insights, including Internal Periodic Reviews and other Quality Assurance processes. The first iteration of the proposed PGT Framework was published in August 2022. The reaction to this, particularly the programme archetypes, was positive. Further in-depth engagement between August and December 2023, including College and University workshops, discussions with Schools, programmes and other groups has informed the development of the revised set of PGT programme archetypes presented in this paper.

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[1] https://uoe.sharepoint.com/sites/CurriculumTransformation
[2] Two reports produced by the group are available from the curriculum transformation hub: https://uoe.sharepoint.com/sites/CurriculumTransformation/SitePages/Workstreams-Overview.aspx#postgraduate-group

8. At its meeting on 7th February 2024 Senate approved the following motion: "Acknowledging that the PGT proposals attracted many positive comments from members at the January special session, CTP leadership will prepare formal proposals for the PGT Framework and bring these to Senate for approval as a priority action, with separate proposals for the UG Framework to follow at a later date."

9. The proposal presented in this paper was endorsed by the Curriculum Transformation Project Board on 6th February 2024. The proposal will be taken to Senate Quality Assurance Committee (SQAC) on 22nd February. SQAC members have been invited to comment on all aspects of the proposal with a particular focus on Quality Assurance, monitoring and review. Colleges have been asked to provide feedback on the framework and its application during February to April 2024. This includes consideration of the likely scale of work associated with the adoption of the PGT Curriculum Framework and priorities for the transition phase.

10. Feedback from SQAC, SEC and Colleges will be used to update the proposal ready for consideration and approval by Senate in May 2024. Senate Academic Policy & Regulations Committee (APRC) would then take forward the technical implementation and detail of policies.

11. If approved, Schools and programmes would be able to begin using the PGT Curriculum Framework, archetypes and model programme structures as early adopters from AY24/25, looking towards September 2026 (AY26/27) for its university wide adoption.

Discussion
12. Outcomes from Autumn 2023 engagement

13. The latest phase of engagement has gone well and provided a wealth of insight and worked examples that we are using to inform the formal proposal for a new Taught Postgraduate Curriculum Framework and archetypes. Several high-level themes have come through particularly clearly.

14. We already have a broad and diverse range of provision at taught postgraduate level. Every indication is that we will need this diversity and breadth to expand further in the future.   A major challenge that we face is that our current diverse provision operates within an institutional paradigm that is dominated by the sense that PGT education is synonymous with Masters education; and that Masters education equates to programmes that are full time, on campus, with two semesters of taught courses and an academic research-based dissertation or project.   While this structure is and will continue to be important, we need to change the paradigm and fully embrace a vision for PGT education that is broad, adaptable and responsive.

15. We need a Curriculum Framework that supports a wide range of provision (including stand-alone courses, collections of courses, Certificates, Diplomas and Masters); with multiple and flexible modes of study (on-campus, online, hybrid; full time, part time, stackable); and with regulations, systems and processes that support and reflect this vision and diversity.   The Framework needs to be adaptable and responsive to the requirements of different educational contexts and purposes, domestic and international demand for postgraduate study and lifelong learning, and the needs of our students and educators.

16. This phase of engagement has confirmed a high level of comfort and confidence that the archetypes and Framework can be developed to meet the current and future requirements of taught postgraduate provision across the University.   All 86 respondents to a survey we ran during the workshops stated that the archetypes as presented either

fully (38%) or partially (62%) meet current and future requirements in their areas. We now need to confirm that the archetypes are flexible enough to support all of our current and forecast future structural requirements. This flexibility will be tested and developed in the updated versions of the archetypes that are previewed below using case studies and examples gathered from across the institution.

17. Other significant findings include the importance to many programmes of bridging content. This includes pre-arrival teaching and support to prepare students for postgraduate study (sometimes provided as an entry requirement or pathway to entry). It includes support for transitions, cohort building, mentoring, academic writing and other skills and methods training around week 0 and running alongside and between the credit bearing elements of programmes throughout the academic year. Bridging content is often provided as stand-alone sessions, is sometimes optional and co-curricular, occasionally credit-bearing. What is apparent is the need to develop processes and systems (e.g. timetabling) able to accommodate these bridging elements alongside core credit-bearing courses. There are also examples and opportunities to share bridging elements across multiple programmes or cohorts.

18. Block teaching, where material is taught intensively over a shorter period of time (e.g. two full days rather than 1 hour for ten weeks), is often used to provide bridging content. There are other examples of block teaching in current programmes (e.g. for methods training or field work) and interest in developing this further, particularly through the stackable Mode 3 archetype where organising teaching in intensive blocks would be beneficial for specific cohorts. The level of interest and potential for block teaching means we should build this style of teaching into the Curriculum Framework and its supporting infrastructure.

19. Engagement has helped to identify other key enablers needed to support the successful adoption of the archetypes and Curriculum Design Principles. It has highlighted questions and concerns that colleagues have about when and how these enablers will be implemented and capacity within and outwith programme teams to fully adopt the archetypes and design principles.

20. In workshops, with programmes, Schools and other groups, we encouraged colleagues to think about will be needed from a Curriculum Framework in 5-10 years as well as now and in the shorter term. It was encouraging to see a number of immediate and early priorities for the development of regulatory flexibility and associated rules and guidance that would be enabled by these proposals, together with areas where the proposed changes will generate immediate or rapid benefits. Several areas and programmes have flagged their desire to adopt the archetypes at the earliest opportunity.

21. Proposed Framework and Archetypes

22. Recent engagement has confirmed that the three proposed archetypes have the potential to meet current and future structural requirements. There is no need for the development of additional archetypes.

23. The three proposed archetypes are:
    Mode 1 – Course Based;
    Mode 2 – Activity Based (research, professional or creative practice);
    Mode 3 – Stackable;
    are proposing that the Taught Postgraduate Curriculum Framework should be built around these three interconnected archetypes and an accompanying set of Curriculum Design Principles (Figure 1).

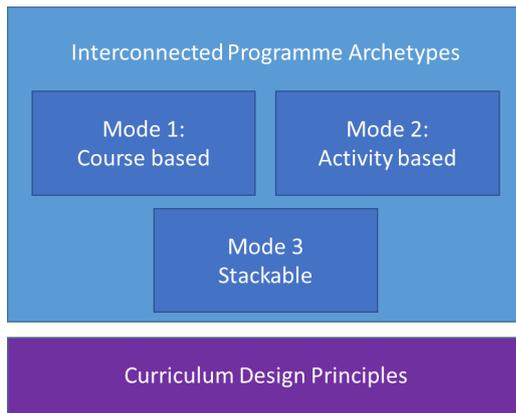24. Rather than view these as three separate and discrete archetypes we

Figure 1
Proposed PGT Curriculum Framework

25. The Mode 1 archetype considers the construction of provision from sets of connected courses, Mode 2 is focussed on student or learner led activities (creative or professional practice, research etc), and Mode 3 concentrates on mechanisms to build additional flexibility into the design of provision by supporting stackable credits. While much of our current and future provision fits in one or other of these archetypes it is the overlap and interconnectivity between the archetypes where there is the greatest scope for innovation and future proofing. This will be illustrated by the examples of potential model programme structures provided below.

26. For this second iteration of the PGT archetypes we refer to 60 credit blocks of study rather than semesters or years. Blocks of study could be a single semester for a traditional full-time degree, or 1 year for a 3-year part time Masters programme. Other examples of blocks of study would the 5-year stackable block proposed for Mode 3, or other time periods built around block teaching. 20 credit courses are used in the illustrations that follow for ease of presentation. Other course credit weightings will be permitted.

27. Mode 1 - Course Based

28. In its simplest form the Mode 1 archetype provides scope for a 180 credit Masters programme (with associated PG Certificate and PG Diploma awards) to be fully taught or to include a capstone project or activity in Block 3 (Figure 2). This flexibility has been welcomed. Several programmes have expressed an interest in using this archetype to offer fully taught Masters programmes or include shorter or alternative capstone elements (e.g. 20 credits of intensively taught methods training [block teaching] followed by a 40 credit applied project). Until recently these approaches have required exemptions to be approved at College and sometimes University level, bringing with it additional administrative steps and delays and making it harder to respond to market demand.

29. Mode 1 also covers fully taught PG Certificates and PG Diplomas as well as stand-alone credit-bearing courses.
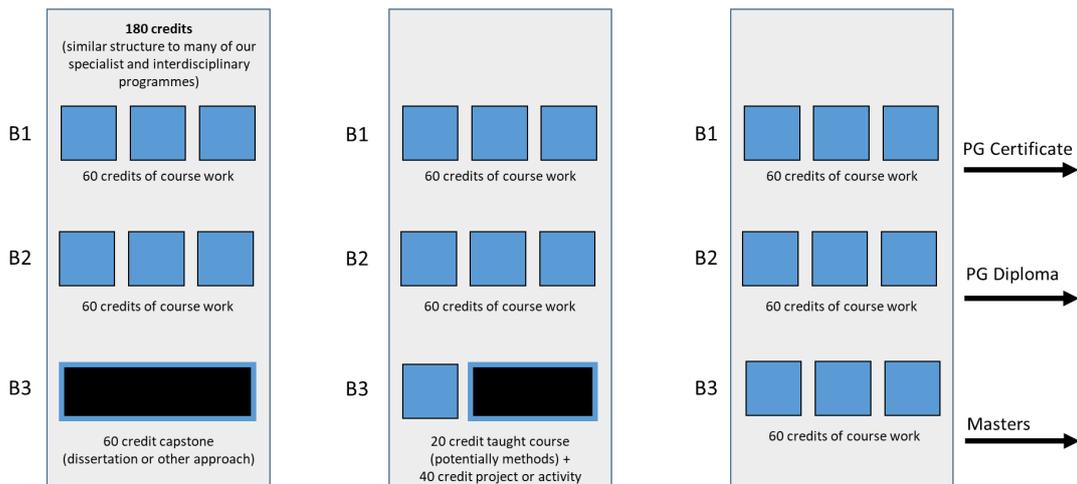
Figure 2 – Mode 1 (with or without a capstone)

30. Combining Mode 1 with the additional flexibility in study period facilitated by the stackable Mode 3 archetype would provide programmes with a straightforward way to reach additional students. For example, on the Masters in Religion & Literature programme full-time study is suited to students using the programme as research/PhD preparation while a longer, more flexible part time option would attract additional mid-career participants.
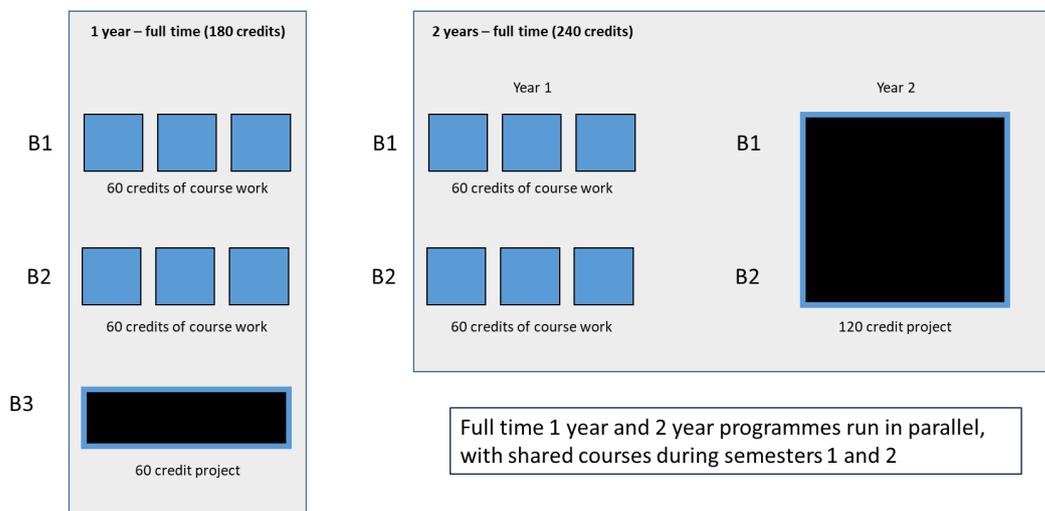

Figure 3 – Mode 1 applied to 2-year (240 credit) Masters

31. The Mode 1 archetype is flexible enough to be used to support a number of other model programme structures. This includes the development of 2-year (240 credit) Masters programmes (Figure 3). In this model, illustrated by Advanced Power Systems Engineering, a 2-year full time (240 credit) Masters runs alongside a traditional 1-year (180 credit) programme. Running the 1 year and 2-year programmes in parallel helps tailor the programme to different market segments. The 1-year programme admits around 30 students each year attracted by the potential of obtaining their Masters in one year. The 2-year programme attracts students wanting to work in areas (e.g. China and India) where a 2-year MSc is the required entry qualification for power systems

engineers. The taught elements (Blocks 1 & 2/semesters 1 & 2) run across both programmes. At that point students on the 1-year programme begin their 60 credit project. Students on the 2-year programme take a break from study at this point (with many taking internships or working for the summer). They return for a 120 credit research project running over semesters 1 & 2 of their second year.

32. An advantage of the 2-year Masters programme for staff and students is that students can work on a more substantive project, often generating one or two publications. This provides staff with an opportunity to more tightly connect project supervision to their own research and better manage time and work pressures by reducing summer project supervision commitments. Transfers between the 1- and 2-year programmes are possible although this happens rarely in practice (with visa requirements a consideration). This is a model structure that several other Schools and subject areas have expressed interest in.

33. The Mode 1 archetype can be used to support pathway programmes where students can enrol on a single programme with multiple specialist exit awards (Figure 4). In this example all students select from a set of shared core & optional courses during Block 1 (semester 1 for full time programmes).   This links to a PG Certificate exit route in the core discipline/theme. For Blocks 2 & 3 students either continue with the core discipline or take courses and a capstone linked to one or more specialist pathways leading to PG Diploma and Masters exit routes. There is interest in using the Mode 1 archetype in this way to simplify programme administration and support opportunities for specialism (including areas where programmes already share some courses).
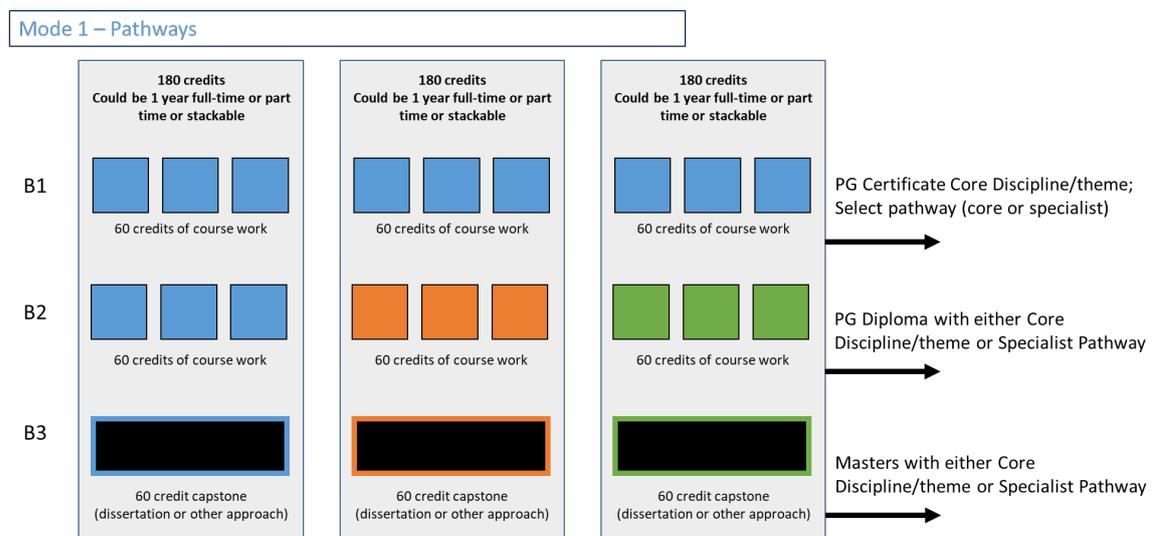
Figure 4 – Mode 1 applied to pathway programmes

34. Mode 2 – Activity Based

35. The Mode 2 archetype is centred on student-led activity. This could be professional practice, research-based or studio-based. The initial proposition was for a student-led activity that would run throughout the study period with a weighting ranging from 60 to 180 credits. This activity would be supported by some combination of supervision, mentoring, skills training or other co-curricular support and could be combined with credit bearing courses (Mode 1).

36. In updating the Mode 2 proposition based on the recent phase of engagement we are emphasising the flexibility of where in the study programme the student-led activity takes

place. It could be spread evenly across three study blocks or concentrated in one or more blocks of study (Figure 5). The traditional masters model of two blocks (semesters) of taught courses followed by a 60 credit capstone would align with this definition of the Mode 2 archetype.

37. In this iteration of the Mode 2 archetype there is no minimum or maximum credit weighting for the student-led activity. Instead there is a requirement for the student-led activity to be supported by some combination of supervision, mentoring, skills training or other co-curricular support, and for progression points linked to the student-led activity to be designed and built in to the programme of study. These would support student learning, help monitor progress and ensure that students could exit with an interim award if necessary. The nature of the progression point and associated assessment task would be tailored to the student-led activity. For professional practice this could be linked to the achievement of interim learning goals (potentially co-created). For research they could be linked to activities like the development of a research proposal, systematic literature review, or project plan.
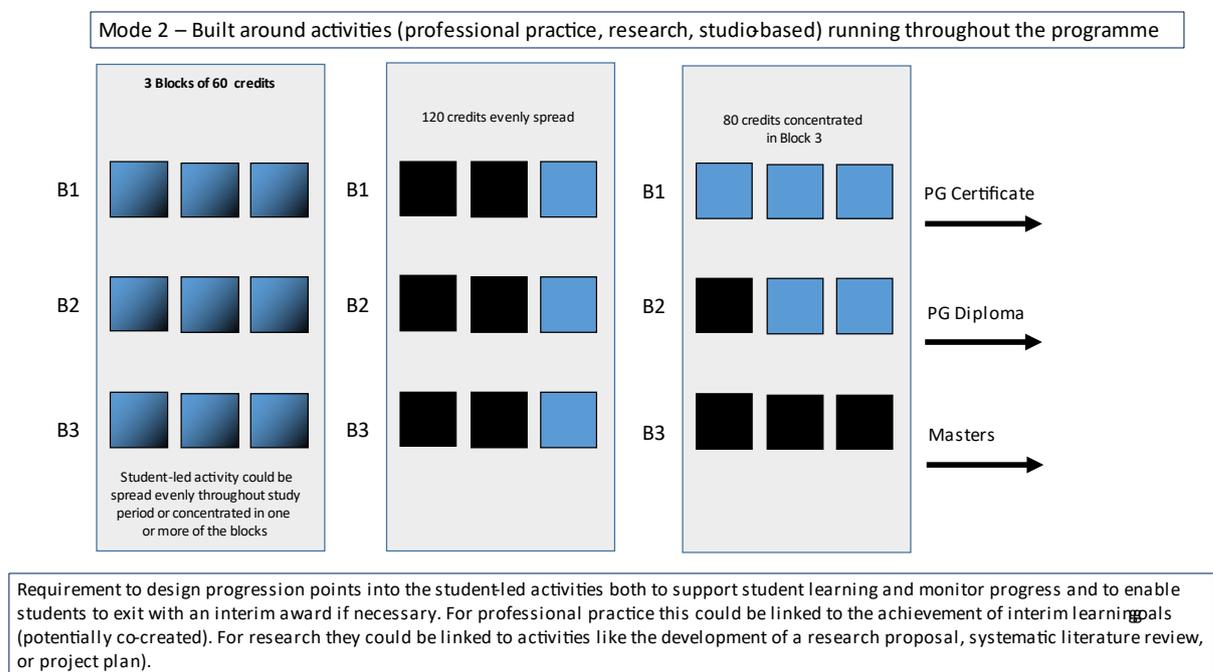
Figure 5 – Mode 2

38. We will work with the Doctoral College to test the applicability of the Mode 2 archetype to Masters by Research programmes and the PGT archetypes as a whole to structured Doctoral provision.   We will also include additional examples and case studies for the application of Mode 2 to professional practice programmes.

39. Mode 3 – Stackable

40. For the first iteration of the PGT Framework the thinking behind the Mode 3 archetype was to support more flexible and longer (potentially open-ended) study periods, and to develop a structure that would make it easier to bring together credit from multiple sources, that could be used to explore connections to micro-credentials and build links from CPD or PPD[3] into credit bearing programmes. In discussions with colleagues the major concerns with the original version of this archetype were risks around coherence,

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[3] Continuing Professional Development and Personal Professional Development

in maintaining the currency and value of learning, and of students losing their sense of connection and belonging over such an extended or open-ended study period, as well as the administrative costs and risks associated with open-ended matriculation and access to systems and services.

41. We have therefore re-framed Mode 3 to focus on the concept of stackable credit and how this could be implemented. Two specific applications of stackable credits that we want to build into the Curriculum Framework proposition are illustrated in Figure 6.
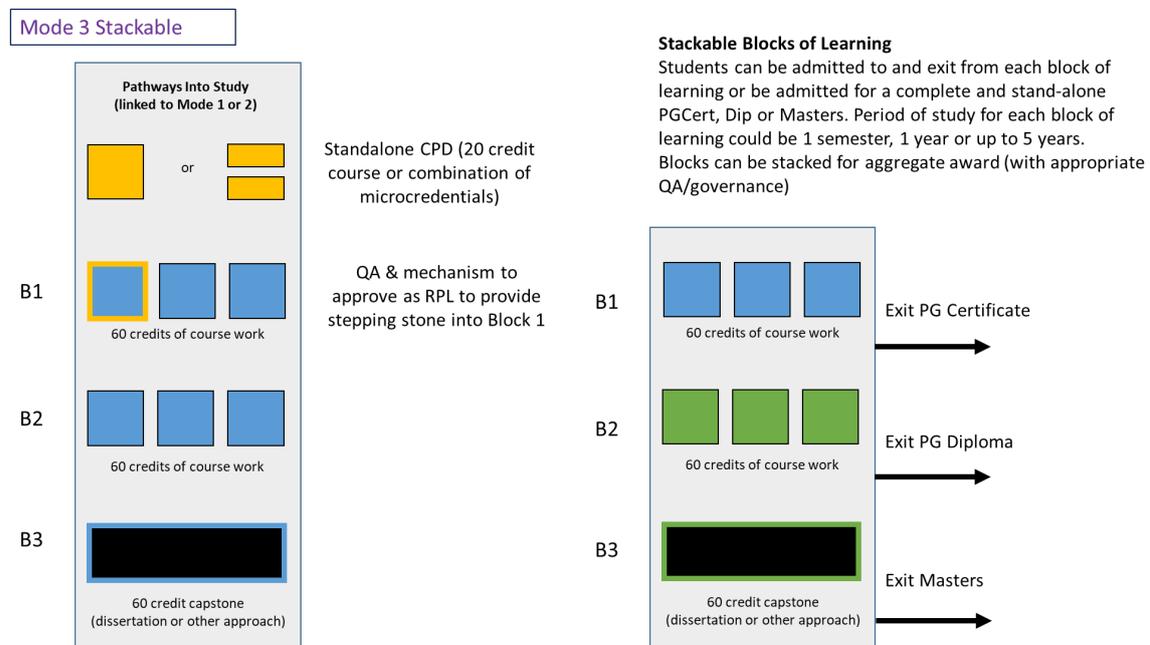

Figure 6 – Mode 3 (Stackable Learning)

42. Standalone CPD courses are run outside the University credit-bearing teaching infrastructure and are not assessed for the award of University credit. There is significant interest from some areas of the University in being able to offer successful completion of these CPD courses or other relevant micro credentials as a stepping stone to study on a credit-bearing award. This is particularly relevant to some professional training and where there is overlap between the content of CPD and credit bearing courses. Access to an appropriately Quality Assured and robust Recognition of Prior Leaning (RPL) mechanism would be a positive recruitment tool for these programmes. It would also provide an opportunity for learners and the University to reassure themselves of their preparedness for postgraduate study (particularly important for those either new to or returning to Higher Education after a long absence) and support PGT widening access. This type of stackable pathway to study could be used for study programmes designed in line with either the Mode 1 or 2 archetypes.

43. The development of stackable blocks of learning, where students have up to 5 years to complete 60 credits of learning, would help manage the risks associated with open-ended study models. Students could be charged on a course-by-course basis during this 5-year window and on completion would have 60 credits of learning linked to a PGT award. With appropriate governance and QA in place these learning blocks could be stacked for an aggregate award over an extended period. Mode 3, 5-year stackable learning blocks could be combined with Modes 1 & 2 to permit more flexible study periods, while the combination of Mode 3 with either Modes 1 or 2 could accommodate more flexible pathways for entry/ or modes of study on admission (e.g. in response to student demand) and/or while on programme (e.g. if a student's circumstances change).

44. Taken together these options for stackable blocks of learning could be used as the foundation to build long term learning relationships with individuals and organisations. The Mode 3 archetype provides the space we need to explore how micro credentials and CPD could be aligned with other areas of the PGT framework, including thinking around Executive Education and short courses, and opportunities to add value and surface skills for Masters students. The Mode 3 archetype could be used to test and support models for block teaching as part of the credit bearing core of programmes or as bridging contact pre-arrival or alongside credit bearing courses.

45. **Curriculum Design Principles**

46. The PGT Framework includes a set of Curriculum Design Principles intended to guide decision making and planning for curriculum design, development and support for courses, programmes, Schools/Deaneries and the Institution (Figure 7).

Curriculum Design Principles

1. Be future ready

The next decade and beyond will bring unprecedented systemic changes to bear across the world. Is our approach resilient enough to adapt and respond at pace? Are our students, programmes and institution better prepared as a result?

2. Extend our impact

We are a force for change recognised globally. More than delivering high quality learning, being part of the UoE means actively learning to shape the future in areas like climate change, sustainability and social equity. Does our approach enable this to happen? How can we foster positive citizenship and give more agency to our students, programme portfolio and institution?

3. Foster disciplinary community & belonging

We value each and every discipline, large and small, and the community they create both within and outside of Edinburgh. We adopt an inclusive, welcoming approach and encourage connections.

4. Learn across boundaries

Complex social challenges require collaboration and curiosity, that's why we have a wealth of opportunity and knowledge at our fingertips that extends beyond traditional roles, disciplines and pathways. Not only that, but our students are changing too with different routes in and out of education. Our job should be to chart a path through this that delivers powerful outcomes and meaningful experiences at Edinburgh.

5. Focus on needs, inclusivity and wellbeing

The experience of studying and teaching here is as important as the content itself. We take the time to understand what students, staff and stakeholders need from us. We are welcoming and mindful of truly diverse needs and perspectives.

6. Amplify Edinburgh's excellence

Edinburgh has an incredible heritage, disciplinary excellence and place in the world. How can we identify what is distinctive about Edinburgh and our University and take full advantage in programmes, courses and day to day experiences and connections.

By doing this, we can give… **student & staff agency & consequence** which in turn creates a… **resilient institution** driven by our principles
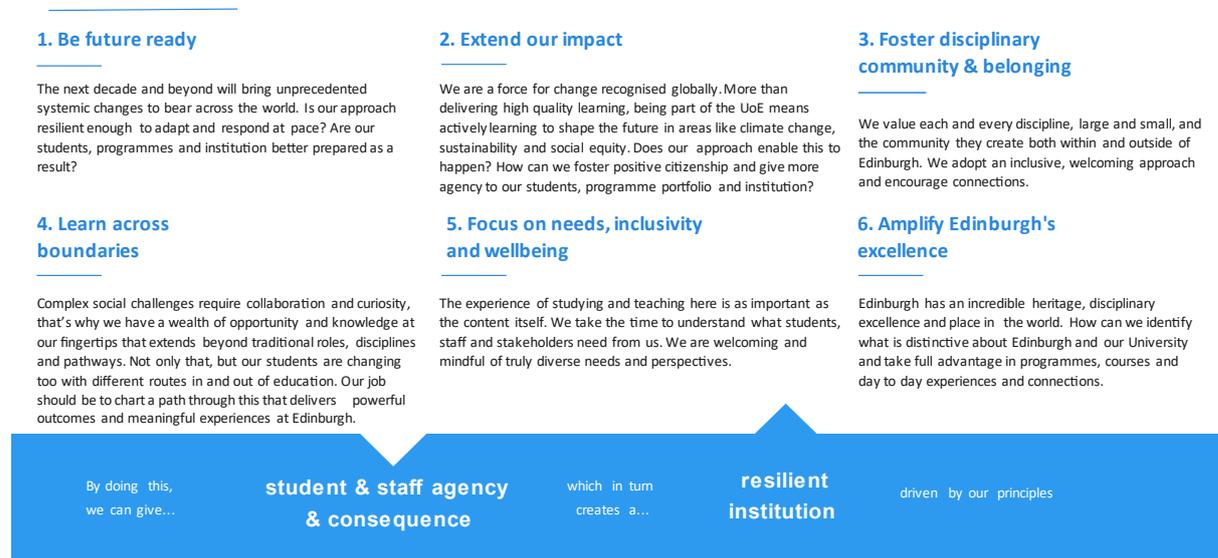
Figure 7 Curriculum Design Principles

47. The Curriculum Design Principles are shared across both the Undergraduate and Taught Postgraduate Curriculum Frameworks and were developed through an iterative process as part of the Curriculum Design Principles & Architecture workstream. They are intended to speak directly to the content of the Edinburgh Student Vision and consultation. This includes consideration of how our curriculum helps students to be future ready and able to learn across boundaries, how we can amplify and play to Edinburgh's strengths, and with a focus on wellbeing, inclusivity and societal impact.

48. Discussion with Schools and other groups indicates a good alignment between the Curriculum Design Principles and priority areas for Schools and the questions colleagues have. The Curriculum Design Principles are intended as prompts to assist programme and course teams, teaching organisations and support services in developing and supporting the curriculum and approaches to teaching and assessment. This includes the introduction of the Assessment & Feedback Principles & Priorities and approaches that support learning at programme level. Guidance and resources (including examples of practice from across the University and sector) are being developed to inform the use of the principles by different individuals and groups (e.g. programme director, course

organiser, teaching office, lecturer, teaching assistant, support service) for specific tasks (e.g. programme design, review, communication, prioritisation & planning).

49. Together the programme archetypes and Curriculum Design Principles provide a framework to support consistent action in support of priority areas and themes across the institution. Adoption of the framework, together with the local and institutional discussions that will accompany this, provide an opportunity for consistent, contextualised and concerted action across the institution.

50. Regulatory Enablers

51. In addition to the requirement to update the University Curriculum Framework[4], beginning with the Taught Postgraduate Curriculum Framework, programme archetypes and model programme structures set out in this paper, we have identified a number of regulatory issues and changes that need to be worked through to enable effective adoption of the PGT programme archetypes. This includes a proposal to remove progression hurdles (unless specified at a programme level) in favour of progression points, development of a Quality Assurance (QA) process for the assessment of Recognition of Prior Learning (RPL) in line with the Mode 3 proposals, and consideration of the impact on current regulations around PGT study periods. It will also be important to make sure that the purpose of the PGT Curriculum Framework (to support and enable a vision for PGT education that is broad, adaptable and responsive) is reflected in the framing and use of the Degree and Assessment Regulations.

52. **Progression Hurdles and Points** - Our current Taught Assessment Regulations include the requirement that "For [postgraduate] programmes where there is an identifiable taught component followed by a project or dissertation component, students must pass the assessment requirements of the taught stage at an appropriate level at the first attempt before progression to the dissertation"[5], often referred to as a progression hurdle. In order to enable the flexibility inherent to the new PGT framework and archetypes our recommendation is that this mandatory requirement for progression hurdles be removed.

53. Instead, we propose the introduction of progression points linked to Mode 2 student-led learning activities for each 60-credit block of learning. The inclusion of these progression points would help support student learning, monitor progress and ensure that students could exit with an interim award if necessary. One or more of these progression points could become a progression hurdle (with students required to have met a specified set of requirements) where required for specific programmes (e.g. linked to the requirements for external accreditation). Individual programmes could take a similar approach (introduction of a specific progression hurdle) at the end of learning block 1 or learning block 2 for programmes built around the Mode 1 archetype where required.   The system and process implications of this will have to be explored and assessed.

54. **QA Process for RPL -** We will need to review and update University Regulations around RPL[6] to align with the Mode 3 stackable archetype and its use to support more flexible paths to entry and stackable awards. This will include the development of a QA process that programmes will be able to use to approve RPL for entry and particularly for entry with credit and credit transfer in line with SCQF (Scottish Credit and Qualifications Framework)[7] requirements.   Initial applications of this RPL process will include:

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[4] https://www.ed.ac.uk/academic-services/staff/curriculum/curriculum-framework

[5] Regulation 56 https://www.ed.ac.uk/sites/default/files/atoms/files/taughtassessmentregulations.pdf

[6] Sections 16-18 http://www.drps.ed.ac.uk/23-24/regulations/PGDRPS23-24.pdf

[7] Section 4 https://scqf.org.uk/media/svxnjdts/scqf_handbook_web_final_2015.pdf

- RPL for specific UoE credit and non-credit bearing short courses as pathways to postgraduate programmes (Certificate, Diploma, Masters).
- Use of internal credit transfer to support assignment of stackable blocks of learning towards awards (Diploma and Masters).

55. **Impact on study periods and maximum allowable time** - Our current regulations[8] specify that students must complete their degree programme within the prescribed period of study, plus any permitted submission period and any approved concession(s). With a mix of permitted study periods for Postgraduate Certificates, Diplomas and Masters, based upon full-time, part-time continuous and part-time intermittent study, and the potential of concessions (interruption of study and extensions) this results in a wide range of potential study periods (see Postgraduate Study Period Table[9]).

56. We will need to review the impact of the archetypes on these study periods and explore the potential for simplification. It may, for example, be possible to use 5-year stackable learning blocks to accommodate both the prescribed period and any approved concessions to ensure coherence and currency of learning.

57. We should also consider the potential impact of Block Teaching (where teaching takes place intensively over a short/set period of time) on study periods and interest in intense shorter duration programmes (e.g. 9 month Masters). This may require the development of additional guidance on notional hours as applied to Block Teaching and shorter duration study periods.

58. We should also consider whether 5 years (rather than 2, 3 or 4 years) is the optimum maximum time period for the proposed Mode 3, 60-credit stackable learning block.

59. **Approach to phasing**

60. As illustrated above, these archetypes can be combined to support a wide range of model programme structures. The intention is that programmes and Schools would decide on the model structure or structures they want to use. They would also decide upon the mode of study (online, on-campus, hybrid) and define the course collections that would contribute to their programmes.

61. Schools/Programmes could choose to recruit to and/or support multiple modes of study and align course collections to more than one model structure. An example of this flexibility would be a Masters programme (with certificate, diploma and masters exit points) that could accommodate full time study over 1-year; part time study over 3-years; and study through three Mode 3 stackable blocks (each of 60 credits within 5 years).

62. The combination of archetypes and model programme structures opens up some important opportunities for phasing. This could involve a transition phase where programmes are able to choose to become early adopters and move to one of the archetypes and permitted model structures in advance of the University wide adoption of the Framework.

63. **Transition Phase (from AY24/25)** - If the PGT Framework and archetypes are approved by SEC and Senate by the end of AY23/24 (or at the start of AY24/25) Schools and programmes could prepare proposals for approval during AY24/25 ready for students joining in AY25/26. Schools and programmes could choose to introduce

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[8] Regulations 26-28 http://www.drps.ed.ac.uk/23-24/regulations/PGDRPS23-24.pdf

[9] Postgraduate Study Period Table http://www.ed.ac.uk/files/atoms/files/studyperiodtable.pdf

enhancements and changes that do not need to go through a formal approvals process (particularly linked to the Curriculum Design Principles) more quickly.

64. During this transition phase, priority model programme structures would be identified and used to roll out regulatory, approval, process and system changes or interim workarounds. The vast majority of the model structures discussed in this paper are already running somewhere in the University but need complex and sometimes unstable workarounds, requiring significant amounts of manual intervention, and with multiple different workarounds adopted to address the same purpose in different areas. During this transition phase programmes would be operating in an environment that has not been fully optimised to support the archetypes. Adoption of the model programme structures would become easier as system/process enablers and changes are introduced prior to the University wide full adoption of the framework at the end of the transition phase.

65. Priority model structures to support and fast track during the transition phase could include:
   - Mode 1
     - With flexibility to support full time, part time (3 years) or part time stackable (up to 5 years for each study block). May initially need to be offered either as on-campus or online (rather than mixed mode or hybrid)
     - With flexibility to use Block 3 for a 60 credit capstone (traditional), for 60 credits of teaching or a mix of teaching and capstone (including block teaching)
     - With ability to provide stackable pathway into study (RPL of CPD course, micro-credentials or other prior learning) – all modes of study
     - 120 credit, 2-year Masters (2nd year project based)
     - Specialist pathway models (common core for Block 1 with specialism available in Blocks 2 and 3)
   - Mode 2
     - Explore potential application to Masters by Research
     - Test application (including progression/exit points) with Professional Practice programmes
   - Mode 3
     - Test application of Mode 3 to programmes that currently have extended or open-ended study periods
     - Test application to block teaching
     - Test application to CPD and micro credentials as pathways to support lifelong learning

66. **Compulsory, University-wide Phase (from AY26/27) -** The sense from School discussions is that adopting the PGT archetypes would have modest workload implications but be impactful in freeing up Schools to innovate in PGT design, and also react and respond to the evolving PGT market where there are challenges (e.g stronger demand for employability focus; stronger emphasis on stackable credentials over time). It is therefore proposed that we plan to move to the compulsory, University-wide adoption of the PGT Curriculum Framework and archetypes from September 2026 (AY26/27), with approval and verification being completed during AY25/26.

67. Work is under way now, and will be included in the Curriculum Transformation Outline Business Case, to confirm the system and process changes needed in advance of compulsory, University-wide adoption. We need to be sure of these constraints and requirements before confirming this timeline for phasing, and have confirmed that the workload for Schools and Colleges in preparing for this change is manageable. This will

include an assessment of the number of programmes requiring major changes, minor changes or no changes (verification).

68. **Approach to Approvals and Verification** - We will be able to use existing approval mechanisms for programmes making minor or major changes using the new PGT Framework and archetypes. Based on our engagement activities during autumn 2023 we estimate that as many as 80% of our current postgraduate programmes are already aligned with the archetypes and model programme structures presented in this paper. Our recommendation is that we should develop a light touch verification process linked to annual programme QA reporting. As part of the summer 2025 programme QA report these programmes would be required to confirm their alignment with specific model programme structures and archetypes, and provide an action plan for any adjustments needed to support this alignment (e.g. around programme documentation). Guidance for this process would be issued in autumn 2024.

Resource implications

69. The project resources to date have been managed through the project team staff time to support the development of the curriculum framework and the supporting the curriculum work.

70. An Outline Business Case is being prepared that sets out the resource requirements and implications of Curriculum Transformation. This includes consideration of the investment needed at an institutional level, in Schools and through the project team to support the design, development and implementation of the project.

Risk management

71. The project team maintain a risk register which is reviewed, presented and discussed at the Curriculum Transformation Project Board in addition to follow up actions with the risk owners and those responsible for taking any actions set out to mitigate the risks. The approach to risk management will be reviewed and refined in response to the recommendations of the external review of People & Money.

Responding to the Climate Emergency & Sustainable Development Goals

72. Curriculum Transformation will support a positive contribution to the Sustainable Development Goals (SDGs) by the University. Objectives around inclusive and equitable access to education (SDG4), wellbeing (SDG3) and gender equality (SDG5) align with the purpose of Curriculum Transformation and the prototype Curriculum Design Principles. SDG13 (action to combat climate change and its impact) features directly in the Edinburgh Student Vision and through consideration by a Climate and Sustainability working group

Equality & diversity

73. An Equality Impact Assessment (EqIA) for the overall approach to Curriculum Transformation, the organisation and management of the Curriculum Transformation Project was completed in November 2022. Further EqIA will be undertaken as part of the development and implementation phases of Curriculum Transformation.

74. Work is underway, based on discussions with the Curriculum Transformation Board, the University Equality, Diversity & Inclusion Committee and other stakeholders, on the development of an Equality Impact Assessment for the proposed Curriculum Framework. The approach being taken is to identify opportunities to design in positive action and support for equity, diversity and inclusion, and to identify risks and amelioration around roll out and adoption. This will be discussed by the Board and with Senate Quality Assurance Committee.

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

75. The proposal presented in this paper will be discussed through College Committees during February to April 2024. Feedback from SQAC, SEC and Colleges will be used to update the proposal ready for consideration and approval by Senate in May 2024.

76. Regular updates will be provided to Colleges, Senate Committees, Directors of Teaching and other groups alongside updates via the Bulletin and other routes.

Author   **Presenter**
Professor Colm Harmon   *Jon Turner*
Vice Principal Students
(Curriculum Transformation Project Sponsor)

Dr Jon Turner
Curriculum Transformation Project Lead
19th February 2024

Freedom of Information
Open

Senate Education Committee

7 March 2024

Committee Priorities 2024/25

Description of paper
1. The paper asks the Committee to discuss and agree proposed priorities for academic year 2024/25.

Action requested / recommendation
2. The Committee is asked to discuss and agree the proposed priorities for 2024/25, outlining areas of focus and objectives.

Background and context
3. In semester two of each academic year, Senate Standing Committees identify priorities to focus on throughout the following academic year.

4. Registry Services have taken the following into consideration when proposing priorities across the Standing Committees:

   - Committee remits
   - Feedback from Senate and standing committees
   - University strategic priorities
   - External and regulatory requirements
   - Outcomes of quality processes, including external review

5. Member input (including from the constituencies they represent) is critical to shaping the proposed priorities and the associated areas of focus and objectives. Members are therefore invited to shape the draft priorities below or to suggest additional priorities to reach agreement on a set of proposed priorities which are relevant to the committee remit and the University's strategic priorities, and are achievable within resources. As such, members are asked to consider SMART criteria when discussing and agreeing the proposed priorities. Ideally, the objectives of the priorities should be specific, measurable, achievable, relevant and time-bound.

6. The Standing Committees' proposed priorities will be reported to Senate in May 2024 for endorsement.

Discussion

DRAFT Committee priorities 2024/25

Proposed priority	Curriculum Transformation
Rationale and fit with remit	Curriculum Transformation is a major University strategic priority which aligns to Strategy 2030. It is also relevant to the committee remit: 2.1 Promote strategically-led initiatives and university-wide changes designed to enhance the educational experience of students and learners 2.2 Promote innovations in learning, teaching and assessment, embrace new teaching methods and consider cross-cutting themes such as research-led and technology-enhanced learning, digital and information literacy, education for employability, internationalisation and lifelong learning. Consider and promote local developments or initiatives with substantial implications for University learning and teaching strategy, policy, services or operations
Area of focus and objectives	• Committee to contribute to and guide development and adoption of UG and PGT Curriculum Frameworks (including Challenge Courses and experiential learning) • Committee to have oversight of priority areas for enhancement linked to Curriculum Transformation (e.g. programme level assessment, sustainability & climate, accessibility & inclusion)
Regulatory/external requirement?	No

Proposed priority	Student experience – actions taken in response to National Student Survey results
Rationale and fit with remit	• Relevant to committee remit 2.3: Oversee policy relating to students' academic experience and proactively engage with high-level issues and themes arising from student feedback • Feedback from Senate via elected members (January 2024, Paper F) • Also fits with Senate Quality Assurance remit 2.6 Identify areas for innovation and enhancement of the student experience and ensure that these inform Senate Education Committee's policy development.
Area of focus and objectives	• For the Committee to continue to receive and consider updates on work undertaken to improve the NSS results from the Deputy Secretary (Students). • By the end of AY 23/24, for the Committee to have worked in partnership with Senate Quality Assurance Committee to facilitate the sharing of good practice and successes in relation to improving NSS results to support Schools.
Regulatory/external requirement?	Yes – Quality Code advice and guidance Student Engagement

Proposed priority	Assessment and feedback
Rationale and fit with remit	• Relevant to committee remit 2.3: Oversee policy relating to students' academic experience and proactively engage with high-level issues and themes arising from student feedback. • Also fits with Senate Quality Assurance remit 2.5 Support the University's engagement with external quality requirements and activities, including: Enhancement-Led Institutional Review, the UK Quality Code, and responses to consultations and initiatives.
Area of focus and objectives	• Ensure ongoing implementation of the Assessment and Feedback Principles and Priorities • Ensure mechanisms are in place for the continued monitoring of feedback turnaround times (to the three-week standard) • Ensure mechanisms are in place for the continued monitoring of feedback quality
Regulatory/external requirement?	Yes – This was a recommendation in the QAA ELIR 2021 Report and has been re-emphasised in the QAA QESR Report (published January 2024).

Proposed priority	Learning and Teaching Strategy
Rationale and fit with remit	• Relevant to committee remit 2.1 Promote strategically-led initiatives and university-wide changes designed to enhance the educational experience of students and learners • Relevant to committee remit 2.2 Promote innovations in learning, teaching and assessment, embrace new teaching methods and consider cross-cutting themes such as research-led and technology-enhanced learning, digital and information literacy, education for employability, internationalisation and lifelong learning. Consider and promote local developments or initiatives with substantial implications for University learning and teaching strategy, policy, services or operations.
Area of focus and objectives	• Launch a Learning and Teaching Strategy from AY 2024/25 that aligns with Strategy 2030 • Provides strategic direction for learning, teaching • Facilitate curriculum development, student engagement and inspire and support teaching excellence.
Regulatory/external requirement?	Yes – This was a recommendation in the QAA ELIR 2021 Report and has been re-emphasised in the QAA QESR Report (published January 2024).

Resource implications

7. Standing Committees' work has implications not only for Registry Services, but also for the membership and stakeholders the Committee may need to consult and work with in relation to a particular priority. Resource implications should be outlined and considered on an ongoing basis as work on priorities progresses.

Risk management

8. Work on priorities is vital to the Committee fulfilling its remit. Failure to fulfil its remit raises potential risks associated with the University's framework of academic policy and regulations and the student experience.

Responding to the Climate Emergency & Sustainable Development Goals

9. This paper does not respond to the climate emergency or contribute to the Sustainable Development Goals.

Equality & diversity

10. Equality and diversity implications should be outlined and considered on an ongoing basis as work on priorities progresses.

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

11. Registry Services will use the discussion at the meeting to finalise the proposed priorities. The proposed priorities will be reported to Senate in May for endorsement. Additionally, the Senate Committees' Newsletter provides information on standing committee business.

Author
Registry Services
29 February 2024

Presenter
Colm Harmon and Nichola Kett

Freedom of Information *Open*

Senate Education Committee
7ᵗʰ March 2024

Title: Student Support Framework Revisions

Description of paper

1. This paper presents revisions to the student support framework for review and approval. The student support framework provides an overall governance and quality assurance framework for student support within the University

2. Also provided for information only:
    a. Student support leadership – this is a guidance document setting out leadership of the student support framework. This document was approved by the Project Board, shared with Heads of School to support planning decisions and published on the student support briefing resources site.

Action requested / recommendation
3. Approve revised student support framework to take effect from start of academic year 2024-25.

4. Approve retiring of student support framework May 2023, to take effect from start of academic year 2024-25.

5. Endorse the student support leadership framework providing additional guidance to Schools/Deaneries. The implementation of this framework will be monitored through the evaluation and monitoring of the model.

Background and context

6. Court and the University Executive approved the full implementation of the new student support model from 2023-24, following the first phase of implementation in 2022-23.

7. In May 2023, SEC approved a student support framework, which replaced the previous Academic and Pastoral Support Policy. This provided governance for student support based on initial implementation of the new model. This submission to SEC updates and replaces the previous framework, taking into account feedback gathered through project evaluation and monitoring and received via College Implementation Groups.

8. Revisions to the framework have been agreed in consultation with the Project Management Group, and with input from Schools/Deaneries via the College Implementation Groups. The Project Board has approved these changes.

9. It is proposed that further review of the framework would take place in 12 months as the new ways of supporting students are further embedded.

Discussion

10. Changes have been made to the framework since May 2023, therefore it is proposed this new draft replaces the previous version in its entirety

Resource implications

11. N/A - While governance/quality assurance of student support does require resources, the framework changes do not in themselves add any further resource requirements for Colleges, Schools or Deaneries.

Risk management

12. Provides a regulatory framework on which Heads of Schools, and the Deputy Secretary, Students will ensure processes and ways of working are embedded to provide timely joined up support at the right time to our students.

Responding to the Climate Emergency & Sustainable Development Goals

13. N/A

Equality & diversity

14. The proposed changes do not directly affect EDI considerations. However, this framework does provide governance/quality assurance structures for student support, which will enhance student experience, including EDI considerations when students are seeking support.

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

15. Registry Services will promote these changes in their annual updates on policies and regulations, and related newsletter.

16. Implementation of the framework is the responsibility of the Head of School. An evaluation model for student support is in development in partnership with Professor John Devaney.

Author	**Presenter**
Rosie Edwards /Lisa Dawson	*Lucy Evans*

16 February 2024

Freedom of Information *(Is the paper 'open' or 'closed')* – ***Open***

Purpose of Framework

To set out the University's approach to, and expectations for, the provision of student support.

Overview

The framework specifically covers support for students provided within Colleges, Schools and Deaneries, and the Student Wellbeing Service in Student Experience Services. It provides principles for all specialist services providing support to students.

Staff working in Colleges, Schools and Deaneries will work with specialist services providing support to students, such as the Information Services Helpdesk, Residence Life, EdHelp, Student Counselling Service and the Institute for Academic Development (not an exclusive list). However, it is not a framework intended to cover all aspects of the student experience.

Scope:

Mandatory - The framework applies to all taught students in its entirety. For the Student Wellbeing Service, this covers taught and research students.

Contact Officer	Lisa Dawson	Academic Registrar	

Document control

Dates	Approved:	Starts: 01-08-2024	Equality impact assessment: Student Support Model EQIA 2023	Amendments: N/A	Next Review: 2024/25
Approving authority		Senate Education Committee (SEC)			
Consultation undertaken		Registry Services; Deputy Secretary Students; Academic Registrar; Deans of Students; Deans of Learning and Teaching; Student Support Model Management Group; EUSA VP (Education); EUSA VP (Welfare); Student Support Project Board; Senior Policy & Projects Adviser – Students			
Section responsible for policy maintenance & review		Student Experience Service; Deputy Secretary, Students			
Related policies, procedures, guidelines & regulations		• See Appendix A			
UK Quality Code					
Policies superseded by this policy		Student Support Framework 2023 Academic and Pastoral Support Policy 2022 Interim Guidance 2020			
Alternative format		If you require this document in an alternative format please email or telephone			
Keywords		Student Support; Student Adviser; Student Wellbeing Service; Cohort Lead; Peer Support Student Coordinator; Support; Wellbeing			

Student Support Framework

This framework covers expectations of the provision of Student Support. It provides, or links to, guidance, where appropriate. The related guidance, Student Support Leadership Framework and Student Support Standards, should be considered in conjunction with this overall Student Support Framework.

Contents

Student Support at the University

1. Overview of Student Support

The University is committed to providing its students with effective academic guidance and wellbeing support. The aim is to ensure that students have access to a support ecosystem of high quality and consistent support that meets their needs.

Joined-up teams of academics, Professional Services staff and fellow students work together to give students clear, actionable guidance and advice with practical matters, their wellbeing or their studies. A wide range of student support, in academic, personal and administrative areas, is made available to students through student support services, which complement provision in Schools, Deaneries and Colleges. The effectiveness of these services, and the cohesion between them and the wider academic University community, are fundamental to a high-quality student experience.

All staff will have a baseline understanding of the student support structures available to students in the University and be able to signpost students to them as appropriate.

The University's approach to student support aims to offer students consistent and timely information, academic guidance and personal and wellbeing support.

2. Expectations and Standards

All support to students will be provided within the expectations and standards set out by current University policies, guidance and regulations.

Guidance on "Student Support Standards" will be made available to staff to ensure they are able to appropriately set students' expectations.

Students

For this framework, "students" means all taught students who are enrolled on a programme of study, i.e. not including those on short courses, or International Summer School courses.

Our ambition is for student support to enable and empower all students to prosper in their studies. The University recognises each student is an individual and their support needs will vary. Some will be met by support embedded within routine University activities; others will require specialist interventions. All students should expect that the University will provide reasonable support for them to succeed in their studies and that they are clear about what that support is. Taught students can also expect to have a named Student Adviser and Cohort Lead, and that staff will provide opportunities to review their progress in their academic studies.

Each student will reflect on their academic progress, including how their learning contributes to their longer-term aspirations. They will take responsibility for their own progress, informing their Student Adviser promptly, in the first instance, of any relevant matters affecting their studies, to enable effective support to be offered, and then acting on the advice, referral or information given.

Academic Guidance and Support – Taught students will have appropriate academic guidance and academic skills support from the University. This means each taught student will have:

- Support in building a good understanding of their core programme, with access to specialised subject related guidance, advice on their degree programme and help with course selection
- Support in their learning, including regular contact with the academics who teach them
- Access to academic skills provision through the Institute of Academic Development
- Support in navigating and fulfilling requirements of the administration of their academic studies
- Support through induction and key transitions during their student journey
- Opportunities to meet and collaborate with other students, helping to shape a sense of belonging to their degree programme, and the wider University
- Time and opportunities for reflecting on their learning and academic progress
- Access to academic support from their peers through student-led schemes, with coordinating support from the University

Personal and Wellbeing Support – All students will have appropriate personal and wellbeing support. This means each student will have;

- Support from a named individual (Student Adviser) who knows who they are. The Student Adviser will be the first point of contact and will proactively reach out to them at key times in their studies. If that person is unavailable, the student will have access to a wider student support team
- Access to individual and group personal development opportunities to allow them to make the most of their studies and face challenges that impact their ability to study
- Support with matters relating to their personal life and support with their overall wellbeing, and if they need more specialist support, they will be helped in navigating specialist services and relevant support networks, as well as receive advice on how to contact specialist support beyond the University

Student Services Providing Specialist Support – All students will have appropriate support from a wide range of specialist services across the University, for example (including but not limited to) Student Counselling Service, Careers Service, Student Immigration Service, language and literacy development, etc. This means that:

- Providers of specialist support to students will make clear, through a range of appropriate channels:
    - o the services and levels of support they offer
    - o who can access these services
    - o how to access these services
- Specialist teams providing support to students will:
    - o Respond to requests and enquiries accurately, promptly and efficiently
    - o Maintain and develop effective links with other areas of the University, Edinburgh University Students' Association and external organisations in order to facilitate effective referral and coherent delivery of student support
    - o Ensure that all staff delivering the service are appropriately qualified, trained, supported and developed in their roles
    - o Seek and respond to regular feedback from users, and make clear who students must contact with any complaint, positive feedback or suggestion
    - o Monitor, review and seek to enhance their performance regularly, taking on board and acting upon feedback from students and by participating in appropriate quality assurance and enhancement processes within the University and/or within their professional arena

Teaching Teams - Teaching teams (including but not limited to Lecturers, Course Organisers, Teaching Assistants, Lab Tutors, Studio Tutors, and professional practitioners) play a role in supporting students to transition into and through their studies both within and alongside the taught curriculum. This means all such staff (and external providers of teaching) will:

- Have a basic understanding of the student support structures available to students in the University, and
- Be able to signpost students to those structures appropriately

3. Overview of Key Roles in Student Support

Where possible, direct links have been provided to job descriptions (current at the time of publishing). Otherwise, staff can access a full role/job description in the student support Briefing Resources site. Briefing Resources Site

Student Advisers

Each School/Deanery has a team of trained professional Student Advisers who undertake the day-to-day work of supporting and advising students, both proactively and reactively.

Student Advisers provide a key contact point for students within their School/Deanery, providing guidance and support, including additional assistance where needed, to those navigating the University support services and systems. Where any student is unsure what support is appropriate for them, or how to access it, their Student Adviser is their first point of contact.

Working closely with academic and specialist services teams, the role is a source of guidance and support for students, centred on their School/Deanery and programme (including any relevant professional responsibilities/accreditation criteria), helping to ensure parity of experience for all students.

The Student Adviser will coordinate support, consider students' wellbeing and make proactive contact with or referrals to the Student Wellbeing Service (or Residence Life) where appropriate.

Schools should use a standard Job Description when recruiting Student Advisers.

Wellbeing Advisers

Wellbeing Advisers support students with their wellbeing and mental health challenges, both proactively and reactively. Student Wellbeing Services work with staff based in each School/Deanery and are available to support all taught (in the case of Wellbeing Advisers, this also extends to research studentsduring their time in the University.

A student can request wellbeing support either through their Student Adviser or Supervisor or directly with the Student Wellbeing Service.

For taught students, it is strongly recommended that referrals to the Student Wellbeing Service are primarily made via a Student Adviser to enable coordinated support for the more complex situations students may be experiencing.

Academic Cohort Leads

Academic staff in the role of Cohort Leads are responsible for creating a sense of cohort belonging, encouraging students to reflect on their development, leading on induction and transition activities throughout the programme, and taking the lead on the following areas:

- Welcome, induction and transition
- Community building
- Academic guidance and support

Cohort Leads provide a visible academic presence for students as they navigate their University academic journey. These roles will typically be performed by a member of academic staff teaching on that programme, and activities would normally be undertaken with groups of students.

Peer Support Coordinator
Peer Support recognises the benefits of students supporting each other. This includes building a sense of belonging for students, environments to consolidate their learning and safe spaces to ask questions that students may be reluctant to ask staff directly.

The Peer Support Student Coordinator role will play a key role within student support and will assist students in developing, facilitating and delivering high quality inclusive and supportive peer support activity. The peer support framework provides a job description for recruitment of these Professional Services roles. A School/Deanery may choose to fulfil these responsibilities as part of an alternative role.

4. Limits of Support Responsibilities
While Student Advisers, and other staff, have a responsibility for coordinating support for students, neither they nor Wellbeing Advisers are expected to provide clinical wellbeing care and should not attempt to do so.

In cases where a student appears to be experiencing severe distress (e.g. serious physical or mental health problems), they should be encouraged to seek help from appropriate services, e.g. Wellbeing Advisers. In some circumstances the University may be obliged to call in support from the Emergency Services. Staff must follow the Helping Distressed Students Guide

It may occasionally be necessary for any student-facing School/Deanery staff to establish explicit boundaries, especially if the student is reluctant to seek professional support or if their behaviour is having a disruptive effect on others. For further guidance, staff should refer to the Support for Study Guide (and Policy) and follow its processes and escalate to a line manager should they be concerned.

5. Confidentiality
Where any member of staff is concerned about the wellbeing of a student they may need to share personal information about the student with relevant staff whose role is to provide specialist support in such circumstances. Similarly, staff may wish to share personal information about a student with a third party, such as a registered GP or through the Trusted Contact Process Guidance on Communicating with Student Trusted Contacts, because of significant concerns regarding the person's wellbeing. Any such actions should be made in accordance with the University's HYPERLINK "https://www.ed.ac.uk/data-protection"Data Protection policies.   policies.

Support Leadership Responsibilities
This section covers the leadership of student support provided within Schools/Deaneries and identifies key leadership responsibilities.

Heads of Schools/Deaneries have overall responsibility for Student Support within their area, and this should be reflected in their senior management team. They may delegate tasks and

responsibilities for Student Support to a team of relevant senior academic and Professional Services colleagues. They should ensure that sufficient cover is in place for planned and unplanned absences, and may choose to appoint a specific named deputy to achieve that.

Heads of Schools/Deaneries will ensure all taught students have access to quality academic guidance and wellbeing support within the School/Deanery comprising four interrelated elements: Academic Cohort Leadership, Professional Services Student Experience Teams, Teaching Teams, and Peer Support:

Element	Key related responsibilities of leadership for student support
Cohort Leadership	Dotted line reporting of academics acting as Cohort Leads, with clear boundaries working with relevant line management; Ensuring quality of Cohort Leadership recruitment, capacity, and skills; Overview of cohort activities within their area
Professional Services	Oversight of quality of provision of student support within School/Deanery by Student Advisers (or Student Experience Teams), working with relevant line managers as appropriate; Ensuring structures are in place to support those staff
Teaching Teams	Ensuring clear and effective communication to teaching teams (all staff providing teaching to students, whether directly or indirectly in the classroom) in School/Deanery to raise awareness of the support needs of their students, an understanding of how their role can affect those, and are fully conversant with the local processes by which they should escalate students of concern to the Student Adviser teams in Schools/Deaneries
Peer Support	Ensure School/Deanery (further) develops peer support activity, with appropriate staff resourcing; Oversight of staff resource to provide effective and sustainable peer support, putting in place evaluation and monitoring as required. For further guidance on this, please refer to the Peer Support Framework

6. Student Support Leadership

Heads of Schools/Deaneries will appoint a Director of Students. The Director of Students, acting with delegated authority from the Head of School/Deanery, and in collaboration with relevant senior academic and Professional Services colleagues, will have holistic oversight of the Student Support model in a School/Deanery.

The "Student Support Leadership Framework" provides guidance for Schools/ Deaneries.

7. Deans of Students

The Dean of Students is normally a member of the College Senior Management team, who reports to the Head of College. They will have responsibility for oversight of student support in their College, working with Schools/Deaneries to ensure effective and appropriate student support. They will provide strategic direction to Directors of Students in interpreting staff and student feedback to guide enhancement of student support

Main Responsibilities are to:
- report directly to the Head of College;
- liaise with other Deans in the College, with the Deans of Students in the other Colleges and with relevant Vice-Principals and Assistant Principals;
- ensure that adequate and appropriate training and professional development is undertaken by academic staff identified to meet the responsibilities of the Student Support Leadership Framework and by Cohort Leads;
- collaborate with support services and Schools/Deaneries regarding the design and delivery of student support training and professional development;
- coordinate, meet and advise others in key support roles;
- foster regular interchanges between academic leaders in student support, and student representatives.

Student Support Governance

This section covers the overall ownership/governance of student support in the University and specifies how it will be implemented, evaluated and monitored.

8. The Deputy Secretary, Students

Student Wellbeing Service

The Deputy Secretary, Students will:
- Ensure the provision of a Student Wellbeing Service (SWS) available to all students, including all taught and postgraduate research students, and provide them access to suitably trained and experienced advisers, within the boundaries of University wellbeing provision
- Ensure the SWS is sufficiently resourced with Wellbeing Advisers to provide wellbeing support for students who may benefit from:
    - Proactive and preventative support
    - An assessment of their needs and behaviours
    - A professional wellbeing intervention
    - An action plan to support their on-going wellbeing
    - Provide advice on how to contact specialist support beyond the University

Application of Student Support Framework

The Deputy Secretary, Students is:
Accountable for:

- Quality Assurance of the Student Support Framework – ensuring it is applied consistently across all Colleges, and that sufficient evaluation and monitoring of student support across all Schools/Deaneries is in place
- University governance groups (Senate; Court; Executive) and standing committees (APRC; SEC; SQAC) are **informed** of relevant Quality Assurance findings and reports, including any recommendations from those

Responsible for:
- Ensuring strategic direction from University governance groups is implemented
- Ensuring evaluation and monitoring for Student Support model is in place, shared and responded to
- Ensuring that Student Support Framework, standards and areas of priority are communicated to Colleges/Schools
- Ensure that communities of practice are in place and supported for Student Support roles across the University

- Reviewing every two years the Student Support Framework (and the Student Support Leadership Framework and Peer Support Framework that define how those elements of the overall Student Support Framework should be delivered)
- Ensuring a culture of continuous improvement is established and reported to relevant University governance bodies
- Inform the Vice Principal Students and University Secretary on key matters related to Student Support
- Work in partnership with Head of College and Schools to ensure delivery of the requirements and benefits of Student Support

9. Heads of Colleges

Heads of College are **accountable** for the delivery of the student support framework in their College. They will ensure, through their Deans of Students and Deans of Learning and Teaching (or equivalent):

- That each School/Deanery in their College has informed students of support provision in their area
- That their College has an established mechanism to oversee the model ensuring consistency of approach across Schools/Deaneries
- Role descriptions and committee remits are in place to oversee the quality of provision of academic guidance and Student Support across Schools/Deaneries in their College
- Work in partnership with the Deputy Secretary Students to ensure delivery of the requirements and benefits of Student Support

10. Heads of Schools/Deaneries
Overall Support for Students
Heads of School/Deanery are responsible for implementing the Student Support Framework in their School/Deanery. In practice, these responsibilities may be delegated to an appropriate senior manager, e.g. a Director of Professional Services

To do this they must ensure that:
- Suitable individuals are appointed as student support leaders (e.g. Directors of Students or equivalent) to meet all responsibilities of the Student Support Leadership Framework, and provide oversight of them
- Suitable mechanisms are in place to raise operational issues/potential enhancements with the communities of practice as necessary
- Taught students (including MScR students where appropriate) are informed how Student Adviser and Cohort Lead engagement will be delivered
- Provision of a readily accessible, student-facing office as the primary point of contact for students seeking advice and information is provided. This office must ensure that where necessary, students are directed to the appropriate member of staff or source of information. This office will also proactively reach out to all taught students at key points in the academic cycle of their programme
- Ensure Student Support is sufficiently resourced with Student Advisers to provide support for students and that they appropriately trained and developed in the School/Deanery and communities of practice.

- Every undergraduate and taught postgraduate student is assigned a Student Adviser prior to the start of their programme or academic year. For students on a joint degree, the School/Deanery responsible for the student's programme also has responsibility for provision of a Student Adviser
- Regular student review (enhanced support) meetings are held to consider and support individual taught students experiencing personal or academic challenges
- Appropriate structures of support for provision of academic guidance, and building a students' sense of belonging are in place
- Cohort leadership support is provided by academics, either as a specific responsibility or within their current role, e.g., as a Programme Director
- All students are:
  - Welcomed into their respective academic communities to feel they are a valued member of the University
  - Informed which teams, individuals and service(s) will offer them support
- They work in partnership with the Deputy Secretary Students to ensure delivery of the requirements and benefits of Student Support

Peer Support
Heads of School/Deanery will ensure that in their School/Deanery:
- A Peer Support Student Coordinator and/or other relevant academic or Professional Services staff member is in place, responsible for proactively developing, facilitating and delivering peer support for undergraduate (UG) and postgraduate taught (PGT) student cohorts
- The named member(s) of staff complete essential training, including Equality, Diversity & Inclusion training. Where the member of staff is also a UoE student, they must complete the EUSA-developed Student Leader course

The "Peer Support Framework" should be reviewed for further guidance on how this can be delivered.

Staff Interacting with Students
Heads of School/Deanery will ensure that in their School/Deanery:
- Staff supporting students can access support for their own personal and professional development and self-care at work , including working with Human Resources/Health and Safety
- A process is in place to inform all staff, including those in technical roles, who are involved in the delivery of teaching and learning to students, of the student support structures in their School/Deanery and College
- All members of teaching teams are trained, as a minimum, to sign-post individual students in need of support to the appropriate student support, e.g. to their Student Adviser
- Staff will work cross-School/College/Service in communities of practice to share experience, initiatives and developments.

Support Leadership
Heads of School/Deanery will ensure that in their School/Deanery:
- Responsibility for Student Support within their area is reflected in their senior management team. They may delegate tasks and responsibilities for Student Support to a team of relevant senior academic and Professional Services colleagues

- Sufficient cover is in place for planned and unplanned absences
- Staff in support leadership roles complete all relevant training

Quality Assurance

Heads of School/Deanery will ensure that in their School/Deanery:

- Students are informed of support provision in their area
- Staff in support leadership roles contribute to School/Deanery quality assurance processes
- Content of student support elements of annual School Quality Report is provided to relevant Quality Assurance committees, with guidance for Schools on how to address that to be provided by Assistant Principal, Academic Standards and Quality Assurance
- They liaise with key support model leaders (such as Directors of Students), and relevant managers, in their area to identify operational or quality assurance issues of the model needing addressed

11. Monitoring and Evaluation of Student Support

Schools/Deaneries will reflect on their Student Support arrangements as part of annual monitoring, review and reporting processes, using briefing resources such as the Student Support Standards guidance as a reference point. The Deputy Secretary, Students is responsible for updates to Senate Education Committee (SEC) and Senate Quality Assurance Committee (SQAC) to ensure effective oversight and evaluation of student support arrangements, and to make recommendations to develop this approach. Registry Services will provide support for the evaluation of student support arrangements, providing analysis of data and reporting and develop an approach for a continual learning model.

The Deputy Secretary, Students, will annually evaluate the workings of the central support teams through the Student Support Services Annual Review procedures.

Appendix A – Related Policies and Guidance

- Helping Distressed Students Guide and Policy
- Support for Study Policy (and Guide)
- Fitness to Practice (request from relevant College Office)
- Student Support Services and Support
- Student Mental Health Strategy
- International student attendance and engagement policy
- Code of Practice for Supervisors and Research Students
- Student Support Leadership Framework
- Student Support Standards

Student Support Leadership Framework

February 2024

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Overview of Student Support Leadership Framework

Student Support is critical to the University's strategic ambitions to deliver an excellent student experience with a University-wide approach. Our support ensures students have appropriate academic guidance, and personal and wellbeing support, with these working in alignment and focused on improving the transactional and transitional experiences of students over their University lifecycle.

The overall aim is to benefit our students – to ensure that they have access to consistent levels of timely, professional, empathetic support covering both academic and pastoral matters from within their School, providing support in a more cohort or community-focused environment for students when and where they need it.

Schools/Deaneries are responsible and accountable for the oversight, assurance and governance of Student Support within their local areas. This document is intended to provide Schools/Deaneries with guidance on the local academic leadership required to ensure accountability and responsibility for Student Support for students on taught programmes.

The University's Student Experience Services (SES) (which comprise, among other services, the Student Wellbeing Service, the Student Counselling Service, and the Disability and Learning Support Service) have responsibility for Student Support in their respective areas of responsibility. The leadership of the Student Experience Services is exercised through the Deputy Secretary Students and relevant Directors of Student Experience Services.

Intended audience
- College Deans of Students
- College professional services staff with responsibility for students
- Heads of School/Deanery
- School/Deanery management/executive, including Directors of Professional Services
- School/Deanery Head of Student Services or equivalent Head of Student Support/Experience
- Cohort Leads
- Student Advisers/Wellbeing Advisers
- Teaching Teams (e.g. Course Organisers, Demonstrators, Tutors, Workshop Leaders, Lab/Studio Technicians and Teaching Office teams)

Principles for Leadership of Student Support

Heads of Schools/Deaneries have overall responsibility for Student Support within their areas, with oversight and liaison provided by the College Dean of Students. Heads of School/Deaneries should delegate tasks and responsibilities for Student Support to relevant senior academic colleagues as indicated within this guidance document. They should ensure that sufficient cover is in place for planned and unplanned absences.

Director of Students
This section maybe used as a template Role Descriptor.

Core purpose

Student Support is intended to ensure that all taught students have access to quality consistent and appropriate academic guidance and personal and wellbeing support within the School/Deanery. It comprises an ecosystem of support made up of: Professional Student Support/Experience teams, Academic Cohort Leads, Teaching Teams, and Peer Support.

Heads of Schools/Deaneries will appoint a Director of Students. The Director of Students, acting with delegated authority from the Head of School/Deanery, and in collaboration with relevant senior academic and Professional Services colleagues in School, College and SES teams, will have holistic oversight of Student Support in a School/Deanery.

Main tasks

- Oversight of the coordinated delivery of Student Support in Schools/Deaneries through Student Adviser/Wellbeing Adviser Teams, Cohort Leads, Teaching Teams, and Peer Support.
- In partnership with Teaching Directorates, Cohort Leads, Teaching Teams and Professional Student Support Services' colleagues (in Schools, Colleges and SES), ensure that students have consistent access to quality, consistent and appropriate academic guidance, and personal and wellbeing support relevant to their programme of study.
- Ensure that all academic staff supporting students, whether directly or indirectly in teaching roles, are fully conversant with the local processes by which they should escalate students of concern to the Student Adviser/Experience teams in Schools/Deaneries
- Ensure that effective and sustainable Peer Support activity is delivered within the School/Deanery, with appropriate monitoring and evaluation.
- Ensure, in collaboration with the Student Experience Services and other relevant University services, that appropriate and up-to-date training is provided for all academic staff involved in supporting students (including cohort leads).
- Working in partnership with relevant Professional Services' teams and teaching directorates, ensure that the School/Deanery publishes clear, accessible and up-to-date information on Student Support, including details on how students can obtain appropriate and timely support.
- In partnership with Student Advisers, Wellbeing Advisers, Directors of Teaching, Programme Directors, Cohort Leads, Teaching Teams, and Peer Support Networks, increase proactive awareness of Student Support, including wellbeing issues, wellbeing in the curriculum, and the professional Student Support available to students across the University.
- Lead on strategic discussions about Student Support structures and processes at School/Deanery level and contribute to wider College or University Student Support strategic discussions, fora and networks.
- In partnership with the Director of Quality (School/Deanery) and/or Dean of Quality (College), contribute to quality assurance (QA) processes (e.g. Student Staff Liaison Committees, Quality Assurance reports), and identify enhancements as required.
- It is intended that the Director of Students will contribute to School management teams as appropriate, as well as serving on School Boards of Studies, Student Staff Liaison committees etc.

The Director of Students has responsibility within their School/Deanery for the Cohort Leads as critical role holders within the local ecosystem of Student Support. Leadership and coordination of the Cohort Leads will be undertaken in partnership with relevant Professional Services' leads and academic teaching leads (including, for example, Director of Teaching, Director of UG Programmes, Head of Subject Areas/Institutes, Director of PGT Programmes), and will involve:

- Overseeing the overall operation of academic Cohort Leads, including cohort activities, within their School, and ensuring a joined-up team approach
- Ensuring quality and consistency of Cohort Leadership within the School/Deanery.
- Ensuring academic Cohort Leads have an appropriate mechanism to report to the Director of Students on Cohort Lead delivery, progress and initiative. This does not replace relevant academic line management.

The Director of Students is further responsible for complex case escalation within a School/Deanery. This will be undertaken in partnership with relevant Professional Services' leads and SES where appropriate, and will involve:

- Acting as the lead academic contact for student review (enhanced support) meetings and the escalation of complex cases to College and the relevant ResLife/Student Experience Services
- Ensuring that local escalation processes for such complex cases are robust and consistent following clear and transparent guidelines.
- Ensuring appropriate academic attendance at School-level enhanced support management group meetings to monitor complex student cases/students of concern and, where appropriate, ensuring University escalation protocols are being observed.
- Working collaboratively with, and providing advice to, teaching colleagues and Professional Services' teams on cases related to such matters as student non-attendance, progression, degree programme requirements, full-time and part-time repeat years, and unusual or complex issues.
- Where appropriate, approving Authorised Interruptions of Study, Leaves of Absence, and Return to Study plans and related procedures delegated to Schools.
- Ensuring local processes for the application of the University's Support for Study policy (or Fitness to Practice where applicable) are followed.

Training
The Director of Students should complete relevant training. This includes but is not limited to Leadership Skills, Trauma Informed Practice to support conversations, Unconscious Bias, Disability Awareness, Widening Participation Awareness, particularly for Care Experienced and Estranged Students, Board of Examiner training, etc.

Essential qualities
- High degree of familiarity with the various academic, professional and wellbeing support services on offer in the School/Deanery and across the University.
- Thorough understanding of all policies and regulations relating to UG and PGT students.
- Highly developed communication skills with the ability to demonstrate empathy and compassion whilst maintaining boundaries and following due process.
- Has undertaken, or will commit to undertaking, core training, as outlined above
- Proven ability to work collaboratively as part of a multi-functional team of colleagues.

Grading/WAM

It is recommended that the Director of Students should be a current member of staff in the relevant School/Deanery, employed on an open-ended contract, and at least grade 9 (plus at least two years' experience in UoE). In certain circumstances, however, it might be necessary for a Head of School/Deanery to make an appointment at grade 8 (in consultation with the College Dean of Students). It is recommended that the role is undertaken for a minimum of three years.

It is suggested that a suitable FTE/WAM would be 0.5 depending on the School/Deanery and the local demands of the role. If a School/Deanery appoints a Deputy Director (or Co-Director) (please see below), then the 0.5 allocation may be reduced by the Head of School/Deanery accordingly.

Line management/career enhancement

The Director of Students should be line managed by the Head of School, either directly or via their delegate/deputy. There is also dotted-line responsibility to the College Dean of Students.

It is intended that the role of Director of Students will have a clearly defined value within the School/Deanery with opportunities to contribute to both Learning & Teaching as well as School Management committees when appropriate.

The role will thus provide enhanced career opportunities for members of academic staff who wish to make a significant contribution to the University in the sphere of Student Support and can be included as substantive evidence of leadership in promotion applications. Heads of School/Deanery would be expected to incentivise the role in line with University Pay and Reward policies.

Partnership working within Schools/Deaneries

As indicated above, it is expected that the Director of Students will work in close partnership with both senior academic office bearers and Heads of Professional Services' teams in Schools/Deaneries and, where appropriate, Student Experience, ResLife, and other University services. In particular, the continued management of complex student cases, supporting students of concern, and advising teaching colleagues on progression and policy, is likely to be undertaken by, or in close collaboration with, Professional Services' Heads of Student Support/Experience in Schools/Deaneries. Schools/Deaneries should make arrangements to ensure such effective local partnership working.

Deputy Director of Students

Schools/Deaneries might wish to appoint a Deputy Director of Students (or Deputies) to assist the Director of Students in carrying out the main tasks outlined above. Such appointment(s) will be devolved to the Head of School/Deanery and will be contingent on the size, structure and nature of the School. For example, a Deputy Director of Students might be delegated to oversee complex student cases in a School under the direction of the Director of Students; or a Deputy Director of Students might be delegated to oversee the operation of the academic cohort lead system; or a Deputy Director of Students might be delegated to oversee the operation of Student Support as applied to taught postgraduate students within a School/Deanery. In certain

circumstances, the configuration of a School/Deanery and the associated staffing arrangements might make it necessary to appoint Co-Directors of Students, e.g. as job share arrangement.

The Head of School will decide on the criteria for such delegated roles, the precise remits, and the appropriate grading/WAM allocation. The Head of School/Deanery (and/or the Director of Students) will ensure that the responsibilities of any deputy roles are clearly communicated to all staff in Schools.

Senate Education Committee

7th March 2024

Learning Materials Accessibility Review: change since last year

Description of paper
(Should also explain how any proposals will contribute to one of more of the Strategy 2030 outcomes)

1. This paper provides the Senate Education Committee (SEC) with an update on the annual Accessibility Reviews conducted via the Learn Ultra project. SEC reviewed the 2022 accessibility results in May 2023. This paper for March 2024 highlights school improvements, challenges and changes in practice identified in the 2023 review.

2. This paper contributes to the Strategy 2030 by supporting colleagues to make their online course instances accessible:
    a. We will have more user-friendly processes and efficient systems to support our work.
    b. We will widen participation so that students from any background can come to study with us. We will offer accessible, responsive and efficient educational services as well as personal, pastoral and professional support.

Action requested / recommendation
3. This paper is for noting only.

Background and context
4. In 2019, Learning, Teaching and Web (LTW) introduced an annual internship (the Learn Foundations Internship), employing student interns each summer to help with course preparations.

5. As part of the interns' work, each year, a random selection of courses are reviewed against an accessibility matrix (Appendix One) to provide an indication of the accessibility of course materials within the Virtual Learning Environment (VLE).

6. The accessibility matrix has been designed to enable the accessibility reviews against the WCAG 2.1 guidelines. From 2024, the updated WCAG 2.2 guidelines will underpin the accessibility reviews.

7. It is important to note that only a snapshot selection of content is reviewed within the selected courses, providing an accessibility overview. No courses have 100% of content reviewed.

8. At the May 2023 SEC meeting, the Director of LTW provided an update on the 2022 accessibility reviews, including an overview of which schools had gained good results and highlighting training needs in areas of poorer performance.

9. This paper follows on from the May 2023 update, providing an overview of the 2023 accessibility reviews conducted via the summer Learn Foundations Interns working May-August 2023.

10. 1463 pre-selected courses from 21 Schools and Deaneries were reviewed against a defined selection of accessibility criteria. This review surveyed a random selection of materials uploaded, URLs, images, audio files, and more. Around 15,000 documents, URLs, audio, text, and image files were reviewed.

11. As part of the Learn Ultra Upgrade, a new accessibility tool (Ally) was delivered to support colleagues in their journey to make accessible content within courses. Ally provides support and guidance to enhance accessibility within courses; however, it is not a replacement for accessible content.

12. The review is based on the key criteria detailed within Appendix One, specifically those of greatest benefit as per Government guidance. This includes the following criteria:
    - Course compliancy with the accessibility regulations (WCAG 2.1 AA compliant);
    - Naming convention of documents, folders, and links for consistency and predictability;
    - Material using accessible formatting including font type, italic, bold or underlined formatting, type of justification, and extent of colour-conveyed meaning;
    - Availability of alternative format tagline in content and alternative text for images;
    - Errors identified in the Microsoft Office Suite via the inbuilt accessibility tracker;
    - Subtitles and/or transcripts available for video/audio content
    - This review identifies the equal importance of making both embedded and Learn page content accessible (documents/URLs/files).

Discussion

13. During the 2023 accessibility review undertaken, five Schools were not included in the review as a result of local discussions with the intern team.

14. Approx. 30% of courses per School were reviewed as part of the accessibility review in 2023. Exceptions being for smaller Schools where course volumes are limited. For those Schools, larger volumes of courses were reviewed to give a more representative data set.

15. Accessibility review 2023 headlines:
    a. From the courses reviewed, the University of Edinburgh was found to be 77% complaint – a decrease of 1% from 2022:
        i. **Documents:** 75% compliance – no change from 2022;
        ii. **URLs:** 83% compliance – a decrease of 10% from 2022;
        iii. **Audio/Video:** 69% compliance – an increase of 4% from 2022;
        iv. **Page Text (course pages):** 78% compliance – a decrease of 1% from 2022.
    b. Key challenges identified:
        i. **Naming convention:** Almost 90% of documents reviewed were found to be named appropriately – allowing students to understand what should be contained within the document before being opened.
        ii. **Headers**: Less than 50% of documents checked made use of Styles within the document(s). For documents which do not make use of Styles, screen-readers may not be able to navigate content effectively.
        iii. **Alternative Format Statement:** Less than 5% of all documents reviewed contained an alternative format statement to make students aware of who they should contact should they wish to request the document in an alternative format.
        iv. **Subtitles:** Around 65% of audio and video files provided subtitles to support the file.
        v. **Transcripts:** Only 23% of audio and video files provided a transcript to support the file.
        vi. **Alternative Text:** Less than 20% of images provided alternative text to support screen readers in identifying the purpose of the image.
    c. Changes in Practice:
        i. With the move to Learn Ultra, the new [Ally tool](#) provides colleagues with the opportunity to review their accessibility as they create their courses each year. This will support colleagues in creating accessible courses moving forward and provides students with an easy way to obtain alternative formats of content without the need to ask their course team.
        ii. As part of the move to Learn Ultra, good practice guidance [for course development](#) was created and is available via the Learn SharePoint.

16. An overview of the individual School reviews can be found in Appendix Two of this paper. Findings have been reviewed by the ISG Data and Equality Officer.

17. Overall accessibility compliance levels decreased in 2023 when compared to the 2022 review. However, it is important to note that significantly more courses were reviewed in 2023 than previous years (approx. 40% increase in courses reviewed from 2022) due to additional intern resource being available meaning a year-on-year analysis would not be appropriate.

18. Each School (via Head of School and local learning Technologist) received an accessibility report based on the analysis undertaken which highlights areas where the School performed well and areas for improvement.

19. Details on the accessibility reviews, insights, recommended guidance can be reviewed in the [All-School Accessibility Report](#).

Resource implications

20. There is potentially a resource requirement for any colleague who may need to amend content within their course to make this accessible, and this should be assessed at school level.

Risk management

21. All risks are currently being managed via the Learn Ultra risk matrix; however, by having inaccessible content within the VLE, this can impact:

   a. Risk of not supporting the University to reach its goals to widen participation, improve the student and staff experience and progress strategic projects focussed on reviewing the curriculum.
   b. Risk to student and staff experience around accessibility of content within the VLE.
   c. Risk that the University does not meet the current government accessibility requirements for public sector websites and apps.

Responding to the Climate Emergency & Sustainable Development Goals

22. UNSDG 4: Ensure inclusive and equitable quality education lifelong learning opportunities for all.

Equality & diversity

23. Use of the VLE supports the Accessible and Inclusive Learning policy in a variety of ways, enhancing the student experience at the University of Edinburgh:
   a. Enhanced accessibility with Learn being built with Universal Design in mind.

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

24. All communication, implementation and evaluation activities are being actively managed via the project governance and have been detailed throughout this paper.

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Lee-Ann Simpson
March 2024

Presenter
Melissa Highton
March 2024

Freedom of Information: Open

Appendix One

Documents (Word, PowerPoint, Excel or PDF)
Does the name of the document give you a reasonable expectation of its content (before opening)?
If it was in a folder, did the folder name give you a reasonable expectation of its content (before opening)?
Is text generally in a sans-serif font?
If there are headings, have they been created with Styles?
Are blocks of the text left-justified or right-justified, rather than fully justified?
Check contrast between the colours of the text and the background using WebAim (https://webaim.org/resources/contrastchecker/). Report if passes at AAA (best), AA, A, or none
Are there blocks of italic text? (more than occasional words or short phrases)
Are there blocks of capitalised text? (more than occasional words or short phrases)
Is there any information conveyed by colour alone? (e.g. 'The key topics are in red')
If there are graphs, are different areas/data points etc. differentiated by colour alone?
If there are tables, are entries emphasised by colour alone?
If there is hyperlinked text, can you tell where it links to (before you click on it)?
Is there a statement on 'Alternative Formats'?
Click on the File tab > Info > Check for issues > Check for accessibility and look at what is in the Accessibility Checker window. Can you run the Accessibility Checker? Y or N (if Y, report the number of errors below)
Web Links
Can you tell before clicking on it, where the link will take you? (click to test your assumption)
Video/Audio
Did the name of the video/audio give you a reasonable expectation of its content?
If it was in a folder, did the name of the folder give you a reasonable expectation of its content?
Can you see the duration of the video/audio before you press play?
Are there subtitles (or, if it has no sound including music, is that made clear)?
If there are subtitles, are they of reasonable quality (only minor inaccuracies if any)?
Is there a transcript? (separate text version of the audio content)
Page/Text Images
Image: Is there alt text for the image?
Image: If there is the alt text, is it meaningful? (describes the image if it could not be seen)
Image: If the image is hyperlinked, does the alt text include the link information?

Image: Are there any flashing images?
Text: Is a sans-serif font generally used for text?
Text: Are blocks of text left-justified or right-justified (rather than fully justified)? (ignore headings)
Text: Is there a reasonable amount of contrast between the colours of the text and the background?
Text: Check contrast between the colours of the text and the background using WebAim (https://webaim.org/resources/contrastchecker/). Report if passes at AAA (best), AA or none
Text: Are there blocks of capitalised text? (more than occasional words or short phrases)
Text: Is there text emphasised by colour alone? (ignore headings)
Text: If there is hyperlinked text, can you tell where it links to (before you click on it)?
Text: Is there any scrolling text?

Appendix Two

School/Deanery	Percentage of courses checked	Documents	Web Links	Audio Video	Page Text		2023 School/Deanery average
Deanery of Biomedical Sciences	35%	80%	97%	73%	74%		81%
Deanery of Clinical Sciences (Dentistry)	100%	76%	76%	60%	74%		71%
Deanery of Molecular, Genetic and Populations Health Sciences (Usher)	46%	80%	76%	82%	78%		79%
Edinburgh College of Art	30%	78%	86%	66%	79%		77%
Edinburgh Law School	31%	77%	94%	71%	75%		79%
Edinburgh Medical School	n/a	n/a	n/a	n/a	n/a		n/a
Moray House, School of Sport and Education	35%	75%	82%	66%	74%		74%
School of Biological Sciences	42%	75%	89%	64%	76%		76%
School of Chemistry	91%	73%	76%	70%	81%		75%
School of Divinity	50%	76%	78%	67%	76%		74%
School of Economics	100%	69%	87%	61%	79%		74%
School of Engineering	39%	76%	83%	77%	77%		78%
School of Geosciences	37%	75%	78%	67%	77%		74%
School of Health in Social Sciences	29%	78%	85%	74%	99%		84%
School of History, Classics and Archaeology	42%	74%	88%	74%	83%		80%
School of Informatics	60%	72%	83%	74%	77%		77%
School of Literatures, Languages and Cultures	31%	73%	84%	63%	76%		74%
School of Mathematics	37%	65%	76%	81%	75%		74%
School of Philosophy, Psychology and Language Sciences	43%	75%	87%	73%	79%		78%

	Percentage of courses checked	Documents	Web Links	Audio Video	Page Text		2023 Overall School/Deanery average
Edinburgh Futures Institute	100%	80%	78%	66%	96%		80%
School of Business	30%	79%	83%	70%	74%		76%
School of Social and Political Science	n/a	n/a	n/a	n/a	n/a		n/a
School of Physics and Astronomy	35%	68%	84%	58%	80%		72%

	Percentage of courses checked	Documents	Web Links	Audio Video	Page Text		2023 Overall School/Deanery average
University-wide data analysis	50%	75%	83%	69%	79%		77%

Senate Education Committee

7th March 2024

Learn Ultra: Evaluation Impact

Description of paper
(Should also explain how any proposals will contribute to one of more of the Strategy 2030 outcomes)

1. This paper provides the Senate Education Committee (SEC) with an overview of the Learn Ultra Evaluation currently underway, providing an update on the agreed methodology and timescales.

2. The information contained within this paper was approved by the February 2024 project board.

Action requested / recommendation

3. This paper is <u>for noting</u> only.

Background and context

4. The Learn Ultra programme has been complex, with several strands and impacts on those involved in learning and teaching across all parts of the university. The work has supported, enabled and overlapped with other interventions with shared and similar aims, such as improving the student experience, inclusive learning design, accessibility of learning materials, extended use of resources lists, lecture recordings, academic integrity and diversifying assessment.

5. There have been multiple interventions and innovations, extensive communications and engagement alongside technical and data-reporting work. In many cases the interventions have been customised to local schools or adapted from learnings in other peer universities.

6. In this programme we have worked together across all schools with groups centrally and locally through Learning Technologists, early adopters and user groups. Likely impacts are long term and will bring benefits for larger, future programmes such as enabling Curriculum Transformation and 'size and shape' planning (along with reporting).

Discussion

7. The Learn Ultra Evaluation aims to evaluate the delivery of change within the University, looking at whether (and how) the project benefits, successes and risk mitigations were achieved. The Impact and Evaluation Officer will focus on four key areas of the programme which have had a core impact on the delivery of change within the wider University:
    a. Students;
    b. Schools;
    c. Information Services Group (ISG);
    d. Board and Governance.

8. The Learn Ultra project adopted Kotter's 8-step change model, allowing for a structured yet responsive approach to managing a large-scale change project within the University.

9. In order to evaluate change delivered as a result of the Learn Ultra project, an overarching evaluation methodology was designed to allow for the Impact and Evaluation Officer to identify key themes, obtain and analyse relevant data, producing key outputs as a result.

10. The methodology is a combined approach that gathers both qualitative and quantitative data for analysis:
    a. Qualitative data gathering and analysis:
        i. User and Focus Group sessions;
        ii. Semi Structured Interviews with key stakeholders;
        iii. Secondary analysis on existing qualitative project data.
    b. Quantitative data gathering and analysis:
        i. Student survey;
        ii. Secondary analysis on existing quantitative project data.

11. Existing qualitative and quantitative data:
    a. Early Adopter data including feedback case studies;
    b. User Experience data obtained via Learn Ultra;
    c. Training and Support data obtained via the at-scale training programme roll-out;
    d. Communications and Engagement data.

12. Taking a mixed approach allows for a holistic view on the reach and impact of change as a direct result of the Learn Ultra Upgrade.

Activity	Stakeholders	Detail	Timeline
User Group	**Board and Governance**: Learning and Teaching Implementation Group	Open ended discussion to identify themes for change using the 'Stop, Start, Continue' method	January 2024
User Group	**Board and Governance**: Technical Implementation Group	Open ended discussion to identify themes for change using the 'Stop, Start, Continue' method	February 2024
User Group	**Board and Governance**: Project Board	Open ended discussion to identify themes for change	February 2024
User Group	**Schools**: Academic User Group and the Professional Services User Group	Open ended discussion to identify themes for change	February 2024
Semi Structured Interviews	**Schools**: Heads of IT **Schools**: Learning Technologist **Schools**: Academic **ISG Colleagues**	Pre-defined questions that will be asked during an interview setting.	February to April 2024

Survey	Students (split per cohort – online/on-campus)	Pre-defined survey that will ask open and closed questions.	April 2024
Secondary Analysis	All	Review and analysis of all existing data	April 2024
Initial draft of Evaluation report	N/A	N/A	Beginning May 2024
Final draft of Evaluation report	N/A	N/A	End May 2024
Additional resources including Framework for change	N/A	N/A	July 2024

Table 1: Timeline of Evaluation Activities

All appropriate outputs will be shared with the relevant University Committees.

Resource implications

13. Project resource has been secured until May 2024 with the recruitment of the Impact and Evaluation Officer.

Risk management

14. There are risks that can arise if is this evaluation is not done thoroughly:
    a. Learnings from the programme are ignored;
    b. A report sits unread;
    c. Mistakes are repeated in the future;
    d. Value (ROI) of the programme is not realised;
    e. Low Survey Response;
    f. Unable to interview key stakeholders;
    g. Low engagement during focus groups

15. To mitigate these risks an Impact and Evaluation Officer has been appointed and a comms/engagement plan has been created to support the gathering and dissemination of findings to close the loop.

Responding to the Climate Emergency & Sustainable Development Goals

16. UNSDG 4: Ensure inclusive and equitable quality education lifelong learning opportunities for all.

Equality & diversity

17. Where possible, intersectional approaches will be used to understanding our data, acknowledging that different people experience our services in different ways

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

18. All communication, implementation and evaluation activities are being actively managed via the project governance and have been detailed throughout this paper.

Author
Lee-Ann Simpson
March 2024

Presenter
Melissa Highton
March 2024

Freedom of Information: Open

<u>The University of Edinburgh</u>
Senate Education Committee

7 March 2024

**Assessment and Feedback Strategy Group
Terms of Reference (Revised)**

Description of paper
1. The revised Terms of Reference for Assessment and Feedback Strategy Group.

Action requested / recommendation
2. For information.

Background and context
3. At the meeting held on Thursday 18 January 2024 Senate Education Committee approved the proposal to reconstitute the Assessment and Feedback Strategy Group with a refreshed membership and remit focused on delivering the outcome of the [Quality Enhancement and Standards Review (QESR)](#) and longer-term ambitions for assessment and feedback.

Discussion
4. The Assessment and Feedback Strategy Group Terms of Reference (see appendix) have been revised to include reference to the QESR and an additional requirement to advise the Student Experience Delivery and Monitoring Board (SEDaMOB) and the University Executive on progress against the recommendations and on areas of concern.

5. The membership of the Group remains unchanged and reference to the disbanded Assessment and Feedback Guidance, Procedures, Data, Systems and Evaluation (AFGPDSE) Group has been removed.

Resource implications
6. No resource implications are directly associated with the paper which is a minor revision to the current Terms of Reference. The workplan of the Group will need to take account of available resources and this is likely to require a degree of prioritisation, and may require the phasing of some activities.

Risk management
7. The aim of the Group is to enhance the assessment and feedback experience for students, reducing the risks associated with poor performance in assessment and feedback and the likelihood of an unsatisfactory outcome in future external quality reviews from not taking action.

Equality & diversity
8. One of the Assessment and Feedback principles directly addresses inclusive assessment practice and equality in assessment outcomes, and it is likely that some of the planned activities will relate to developing the University's understanding of student progression, attainment and completion for students with different characteristics and backgrounds.

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

9. The Committee should consider communication, implementation and evaluation of any actions resulting from the paper.

<u>**Author:**</u>
Professor Tina Harrison,
Deputy Vice-Principal Students (Enhancement)
February 2024

Freedom of Information: The paper is **open**.

The University of Edinburgh
Senate Education Committee

7 March 2024

**Assessment and Feedback Strategy Group
Terms of Reference (Revised)**

1. Purpose and Role

1.1 To provide direction, oversight and ensure local implementation of the actions being taken to progress recommendations from the Enhancement Led Institutional Review (ELIR) and the Quality Enhancement and Standards Review (QESR) in relation to assessment and feedback.

2. Remit

2.1 To oversee Schools' activities, ensuring consistent implementation of the Assessment and Feedback Principles and Priorities, and coordinate management responses where required.

2.2 To develop institutional strategy around assessment and feedback.

2.3 To develop institutional strategy around academic integrity in assessment.

2.4 To develop institutional policy around mode of examinations.

3. Operation

3.1 The Group will report to Senate Education Committee (SEC) and make recommendations where formal Committee approval is required (for example, for a change to institutional policy).

3.2 The Group will advise the Student Experience Delivery and Monitoring Board (SEDaMOB) and the University Executive on progress against the recommendations and on areas of concern.

3.3 The Group will link to the Student Lifecycle group, the Student Support Model project board, and the Curriculum Transformation Programme project board via shared membership.

4. Composition

Role	Member
Vice Convenor of Senate Education Committee (SEC) and Deputy Vice Principal Students (Enhancement)	Professor Tina Harrison

Deputy Secretary, Students	Lucy Evans
Dean of Education, CAHSS	Professor Mary Brennan
Dean of Education, CMVM	Professor Jamie Davies
Dean of Learning and Teaching, CSE	Professor Tim Stratford
Assistant Principal Digital Education	Professor Sian Bayne
Director of Teaching, CAHSS	Dr Steve Loughnan
Director of Teaching, CMVM	Dr Phil Larkman
Director of Teaching, CSE	Dr Patrick Walsh
Co-Director of the Institute for Academic Development	Professor Cathy Bovill
Co-Director of the Institute for Academic Development	Olivia Eadie
Director of Learning Teaching & Web Services, Information Services Group	Dr Melissa Highton
Vice President Education, Edinburgh University Students' Association	Carl Harper
Edinburgh University Students' Association Academic Engagement Coordinator	Callum Paterson
Head of Quality Assurance and Enhancement, Academic Services	Brian Connolly

February 2024

7 March 2024

Quality Enhancement and Standards Review

Description of paper

1. The [final report](#) from the University's Quality Enhancement and Standards Review (QESR).

Action requested / recommendation

2. For information.

Background and context

3. [QESR](#) is the current method used by the Quality Assurance Agency (QAA) to review higher education institutions in Scotland for the academic sessions 2022-23 and 2023-24. It forms Phase 1 of a two-phase approach to external institutional quality review which is being developed within the context of a major Scottish Funding Council (SFC) review, [Coherent Provision and Sustainability: A Review of Tertiary Education and Research](#). The SFC is currently working with the Scottish sector to develop tertiary arrangements for quality assurance and enhancement which will be implemented from the start of academic session 2024-25.

4. On Wednesday 24 January, 2024, QAA Scotland published the [final report](#) from the University's QESR that took place on 16 November, 2023.

Discussion

5. The overall headline outcome of the review is positive, but we still have considerable work to do. Overall, the review team was confident that the University is making effective progress in continuing to monitor, review and enhance its provision to enable effective arrangements to be in place for managing academic standards and the quality of the student learning experience.

6. The QESR team commended the Institute for Academic Development in establishing a network of secondees and associates embedded within Schools to support developments in learning and teaching.

7. The QESR team assessed our progress with the 10 recommendations from the previous review ([ELIR 4](#)). The team considered sufficient progress to have been taken in relation to four of the recommendations and recognised that action had been initiated in all the areas, but there was still "further work to be done to progress a number where the impact of the action being undertaken is not yet complete". The team also made a number of additional recommendations, two of which require immediate action within the remainder of this academic year and which require School-level action.

    a. The QESR team recommends that we take "immediate action within the current academic year to ensure the new Assessment and Feedback

Principles and Priorities (developed in response to ELIR 4) are fully implemented in all schools, that feedback turnaround times and quality are monitored effectively, and that prompt action is taken to address shortcomings".

b. The QESR team recommends that we take "prompt action, within the current academic year, to consistently implement its updated policy and to ensure that training for PGRs who teach is required at University and School-level, and that this action is monitored on an ongoing basis to ensure all PGRs are fully supported in undertaking their duties."

8. We have established the External Quality Review Oversight Group (see appendix for Terms of Reference) to take the recommendations forward and ensure they are all addressed within the timelines indicated. The Group will report to Senate Education Committee (SEC) and Senate Quality Assurance Committee (SQAC) to allow the Committees to monitor progress against recommendations and ensure that appropriate action is being taken.

Resource implications
9. No resource implications are directly associated with the paper which is a report on activity. The action plan in response to the ELIR and QESR recommendations will need to take account of available resources and this is likely to require a degree of prioritisation, and may require the phasing of some activities.

Risk management
10. Failure to address the ELIR and QESR recommendations will increase the likelihood of an unsatisfactory outcome in future external quality reviews, with associated reputational risks.

Equality & diversity
11. No equality and diversity implications are directly associated with the paper but they were a key concern of the ELIR and QESR process and the subsequent recommendations.

Communication, implementation and evaluation of the impact of any action agreed
12. The Committee should consider communication, implementation and evaluation of any actions resulting from the paper.

Author:
Professor Tina Harrison,
Deputy Vice-Principal Students (Enhancement)
February 2024

Freedom of Information: The paper is **open**.

External Quality Review Oversight Group
Terms of Reference

1. Purpose and Role

1.1 To provide direction, oversight and ensure implementation of the actions being taken to progress recommendations from the [Enhancement Led Institutional Review (ELIR)](#) and the [Quality Enhancement and Standards Review (QESR)](#).

2. Remit

2.1 To coordinate and monitor the Action Plan, which outlines the University's response to the review recommendations, ensuring that appropriate action is being taken and advising accordingly on areas of concern.

2.2 To identify links and synergies with existing activities, advising on alignment with actions to progress review recommendations.

2.3 To advise on stakeholder engagement and communications relating to actions to progress review recommendations.

3. Operation

3.1 The Group will report to Senate Education Committee (SEC) and Senate Quality Assurance Committee (SQAC) to allow the Committees to monitor progress against recommendations and ensure that appropriate action is being taken.

3.2 The Group will advise the Student Experience Delivery and Monitoring Board (SEDaMOB) and the University Executive on progress against the recommendations and on areas of concern.

3.3 Members will be expected to lead and/or contribute to actions to progress review recommendations as appropriate to their role.

4. Composition

Role	Member
Vice Principal Students	Professor Colm Harmon
Deputy Vice-Principal Students (Enhancement)	Professor Tina Harrison
Deputy Secretary, Students	Lucy Evans

Dean of Education, CAHSS	Professor Mary Brennan
Dean of Education, CMVM	Professor Jamie Davies
Dean of Learning and Teaching, CSE	Professor Tim Stratford
Dean of Quality Assurance and Curriculum Approval, CAHSS	Dr Emily Taylor
Dean of Quality, CMVM	Professor Matthew Bailey
Dean of Education Quality Assurance and Culture, CSE	Professor Linda Kirstein
Co-Director of the Institute for Academic Development	Professor Cathy Bovill
Co-Director of the Institute for Academic Development	Olivia Eadie
Head of Academic Administration, CAHSS	Lynsey Dinwoodie
Head of Academic Administration, CMVM	Philippa Burrell
Head of Academic Affairs, CSE	Alex Laidlaw
Vice President Education, Edinburgh University Students' Association	Carl Harper
Edinburgh University Students' Association Academic Engagement Coordinator	Callum Paterson
Head of Quality Assurance and Enhancement, Academic Services	Brian Connolly

February 2024