<u>The University of Edinburgh</u>
Senate Quality Assurance Committee

**Meeting to be held on Thursday 8 December 2022
at 2pm in the Cuillin Room, Charles Stewart House and via Microsoft Teams**

A G E N D A

1.	**Welcome and Apologies**	
2.	Minutes of the meeting held on Tuesday 13 September 2022	SQAC 22/23 2A
3.	**Matters Arising** 3.1 Business via Correspondence: External Examiners	

For Discussion

4.	Student Support: Monitoring and Evaluation	SQAC 22/23 2B
5.	College Annual Quality Reports 2021-22:	
	5.1 College of Arts, Humanities, and Social Sciences	SQAC 22/23 2C
	5.2 College of Medicine and Veterinary Medicine	SQAC 22/23 2D
	5.3 College of Science and Engineering	SQAC 22/23 2E
6.	Annual Monitoring and Reporting: Reporting Template Enhancements	SQAC 22/23 2F
7.	External Examiner Reporting System (EERS): Undergraduate Report Status 2021/22	SQAC 22/23 2G
8.	Massive Open Online Courses (MOOCS): Annual Report 2021-22	SQAC 22/23 2H
9.	Senate Committees Internal Review Report	SQAC 22/23 2I

For Information and Formal Business

10.	Enhancement Themes: Year 3 Plan	SQAC 22/23 2J
11.	Internal Periodic Review: Reports and Responses	SQAC 22/23 2K
12.	**Any Other Business**	
13.	**Date of Next Meeting:** Thursday 23 February 2023 at 2pm in the Torridon Room, Charles Stewart House	

<u>The University of Edinburgh</u>
Senate Quality Assurance Committee

**Minutes of the meeting held on Tuesday 13 September 2022
at 2pm via Microsoft Teams**

Present:

Professor Tina Harrison **(Convener)**	Assistant Principal Academic Standards and Quality Assurance
Professor Matthew Bailey	Dean of Quality, College of Medicine and Veterinary Medicine
Marianne Brown	Co-opted member with expertise in Student Systems
Brian Connolly	Head of Quality Assurance and Enhancement Team (Interim), Academic Services
Dr Gail Duursma	School Representative (Engineering), College of Science and Engineering
Olivia Eadie	Assistant Director and Head of Operations and Projects, Institute for Academic Development
Dr Jeni Harden	School Representative (School of Molecular, Genetic and Population Health Sciences), College of Medicine and Veterinary Medicine
Dr Katherine Inglis	School Representative (Literatures, Languages and Cultures), College of Arts, Humanities and Social Sciences
Professor Linda Kirstein	Dean of Education Quality Assurance and Culture, College of Science and Engineering
Sam MacCallum	Vice President (Education), Students' Association
Dr Paul Norris	Dean of Quality Assurance and Curriculum Approval, College of Arts, Humanities and Social Sciences
Dr Claire Phillips	Dean of Quality Assurance, College of Medicine and Veterinary Medicine

Apologies:

Professor Leigh Sparks	Deputy Principal, University of Stirling

In attendance:

Patrick Jack   Academic Governance Officer, Academic and Student
                                Administration, College of Arts, Humanities and Social
                                Sciences

Tom Ward   Director, Academic Services

1.   Welcome and Apologies

The Convener welcomed Sam MacCallum (new Students' Association VP
Education) and Professor Matthew Bailey (Dean of Quality, CMVM) to their
first meeting. The Convenor also welcomed Tom Ward (Director of Academic
Services) and Patrick Jack (Academic Governance Officer, CAHSS) in
attendance to observe proceedings.

2.   Minutes of the meeting held on Thursday 19 May 2022

The Committee approved the minutes of the previous meeting.

3.   Matters Arising

3.1 Quality Arrangements
The Convenor reported that the Scottish Funding Council recently published
guidance on sector quality arrangements for 2022-23 and 2023-24. During
this period QAA Scotland (QAAS) will focus activities on Quality
Enhancement and Standards Review (QESR) and Institutional Liaison
Meetings (ILM) as it continues to develop a new external institutional review
method following the completion of the fourth cycle of Enhancement Led
Institutional Review (ELIR).

3.2 External Examiner Principles
The Convenor noted that in November 2022 the QASS will publish advice
that expands on the External Examining Principles, giving practical help to
external examiners and the degree-awarding bodies that appoint them. It will
set out typical activities and optional functions and practices for external
examiners and institutions, and will apply to postgraduate and undergraduate
courses.

3.3 Subject Benchmark Statement Review
The Convenor reported that the QASS will shortly call for expressions of
interest to join Advisory Groups for the review of QAA Subject Benchmark
Statements. This will be a great opportunity, especially for any teaching-
focused colleagues, looking to demonstrate leadership and impact at a
sector level within their subject areas.

3.4 Senate Committee Operations (tabled paper)
The Convenor reported that Senate, at its 11 August 2022 meeting,
approved some guidelines for the operation of the Senate Committees,
including arrangements for access to and production of Senate Committee
papers. The Committee noted the new guidelines (as set out in the tabled

paper) and agreed to take them into account when preparing Committee papers.

The Convenor reported that Senate, also at its 11 August 2022 meeting, agreed to add three elected Senate members to each Senate Standing Committees. Senate Conveners will meet with a group of interested Senate members in September 2022 to discuss the mechanisms for this, with a view to presenting proposals to Senate's October 2022 meeting.

The Convenor reported that Senate, at its May 2022 meeting, agreed to bring forward to 2022-23 an external effectiveness review of Senate, and at its August meeting approved the terms of reference for the review. The review will cover the Senate Committees as well as Senate itself (for example, the effectiveness of the relationship between Senate and its Committees, and the effectiveness and suitability of the current membership of the Senate Committees). In due course Committee members will have opportunities to engage with the review.

For Discussion

4.   **School Annual Quality Reports 2021-22: Sub Group Report**

The Committee discussed the report from the sub-group tasked with reviewing the School annual quality reports.

It was noted that the light touch, interim approach had been maintained for the 2021-22 reporting cycle focusing on the impact of and learning from the Covid-19 pandemic. The streamlined reporting template was used and Schools were informed that reports should include consideration of the approach and effectiveness of student voice activities in line with the new Student Voice Policy and the move to locally managed course level feedback. Schools were also advised that SQAC would be particularly interested in their reflections on student progression and outcomes (focussing on the difference in attainment of groups of students with in year, rather than comparing against other years) and student support (in relation to the current Personal Tutor system and wider support for students). Also, whether the industrial action has impacted the quality of provision and student experience, and, if so, how this has been mitigated.

The following themes for further development at University level were noted:

- **Extensions and Special Circumstances (ESC)** - the significant increase in students seeking extensions and special circumstances in the recent period is an increasing cause of concern across the Schools and Deaneries, in particular leading to knock-on effects in delays for marking and feedback turnaround times. Concerns were also raised about potential issues with communication between the recently developed central ESC system and local course teams in Schools making it difficult to manage expectations and local communications with students.

Action: Committee Secretary to refer issue to the Convenor of the Academic Regulations and Policy Committee review of Extensions and Special Circumstances.

- **Resourcing** - a number of issues were grouped under a broad theme of resourcing including estates/space, IT/systems, and staff workload/welfare. As the University returned to campus and 'business as usual', reports noted difficulties accessing suitable teaching and office space particularly given the move towards new ways of hybrid working and the expansion of various professional service teams (due to the new student support approach). Reports also noted issues arising from the EUCLID system 'going down' at key times (e.g. welcome week and awards publication) and the knock-on effects of certain publication dates (particularly on Fridays). It was noted that these resource issues exacerbated existing concerns in relation to staffing and workload pressures and there is a need to consider these holistically.

  Action: Committee Secretary to refer issue to the University Executive.

- **On-Campus Transition** - Schools and Deaneries reported concerns that student on-campus lecture/class attendance remained relatively low compared to pre-pandemic levels. While the return to on-campus teaching was broadly welcomed, reports noted specific challenges related to teaching on-campus when Covid cases are high. It was also suggested that some students may be unused to on-campus teaching and may have struggled to attend for personal reasons and that some have adjusted to online provision and may prefer this mode of delivery for reasons of increased flexibility or accessibility.

  Action: Committee Secretary to refer issue to the University Executive.

- **Student Voice Policy** - the first year of operation of the new Policy, with a move from centralised to localised management of course feedback (in response to requests from Schools/Deaneries) was welcomed, but it was acknowledged that this increased flexibility had created additional work for Schools. Schools took varying approaches to implementation with a number of Schools taking a School-wide approach. Further monitoring will continue to ensure effective approaches are taken in Schools and effective approaches are shared. Some Schools also queried how locally managed course evaluation data could be used as benchmarked evidence of excellence in teaching.

  Action: Committee Secretary to refer issue to the University Executive.

The Committee noted that the streamlined interim process had worked well again this year and commended the Directors of Quality and all the School staff who had collaborated in the process for their excellent work once again under very challenging circumstances. However, it was agreed that there needed to be more consistency across reports in the way data is selected and used as evidence.

Action: Academic Services and Student Systems to provide more directed guidance to Schools on the use of data in the annual quality reporting processes.

The Committee noted that the reports represented a rich depository of good practice that should be shared across the University. It was agreed that the College Deans would nominate outstanding examples of innovative learning and teaching practice for Academic Services and the Institute for Academic Development to share at University level. It was also noted that the School and Programme Quality System (SPQS) had again worked very well and that a move to a fully online reporting process across all three Colleges would allow for more efficient analysis and utilization of the data held within the reports.

Action: College Deans to send Academic Services examples of innovative learning and teaching practice to Academic Services.

The Committee agreed that a themed template would allow for a more standardised approach to reporting while also allowing Schools the scope to expand on specific local issues and activities. It was agreed that Academic Services would explore reporting options, and the plans for the next QA reporting cycle, and discuss with the College Deans during the first semester.

Action: Academic Services to explore reporting options, and the plans for the next QA reporting cycle, and discuss with the College Deans during the first semester.

The Committee confirmed that it was content that local quality assurance processes were effective in ensuring the quality of provision and academic standards across the University, as evidenced in the School annual quality reports.

5.   **Internal Periodic Review Themes 2021-22**

The Committee discussed and approved the areas of good practice and further development arising from internal periodic reviews held in 2021-22, and the responsibilities for action in response.

Action: Academic Services to report areas for further development identified in the 2021-22 internal periodic reviews to the University Executive for information.

6.   Students' Association Priorities 2022-23

The Committee noted the following priorities of the Students' Association Vice President Education for the academic year 2021/22:

- Increasing academic transparency and student academic support

    Post-pandemic assessment literacy has been identified as a key priority for students, particularly undergraduates entering honours without previous experience of in-person examinations. The VP will seek to ensure that adequate provision is in place to support students through this transition, particularly in relation to methods of assessment and accessibility and equitable outcomes. The VP will also work to improve student awareness of academic expectations, particularly in relation to academic misconduct and online assessment methods.

- Working towards a more accessible and inclusive curriculum

    The VP will seek to ensure that the student voice and experience, as well as staff workloads, are prioritised within the Curriculum Transformation Programme. The VP will push to create spaces for staff and students to work together on key issues surrounding curriculum decolonisation to inform design priorities. The VP will also work to ensure that experiential learning within teaching is accessible, particularly for disabled students and those from Widening Participation backgrounds, so that all students feel able to fully engage with opportunities available to them.

- Improving staff and student engagement with student voice

    The VP will continue to improve engagement and overall awareness with the Association's student voice structure across the University. They will work towards ensuring that student representatives have greater agency in learning and teaching matters, and that staff and students are partners in decisions impacting academic experience.

7.   Personal Tutor (PT) System Oversight Group

The Committee discussed an update on the activities of the Personal Tutor System Oversight Group, in particular the annual review of the School Personal Tutoring Statement (SPTS).

It was noted that the 2022-23 academic session will be a transitional year for student support across the University with some areas implementing the new model for some students in September 2022 (ahead of full implementation in September 2023). Those areas adopting the new model from September 2022 have submitted plans to the Student Support Project Board, setting out their baseline provision for students under the new system and how this aligns with current PT provision. The current PT system will still remain in

place for the majority of students during the coming year and therefore the existing quality assurance processes for the PT system will also continue for one more year, centred on the annual review of the SPTSs which the PT System Oversight Group has recently completed.

The Committee noted that the Student Support Project Board will continue for an agreed period beyond September 2023 in order to monitor consistency of implementation and evaluate the impact of these changes on the student experience. However, once mainstreamed, SQAC will have a central role in monitoring the quality and effectiveness of the new student support arrangements. It was noted that an overview of evaluation and monitoring plans during the implementation period and proposals for mainstreaming will be presented to SQAC at the December meeting for further consideration and discussion.

For Information and Formal Business

8. **Terms of Reference, Senate Committees Members' Guidance and Committee Priorities 2022-23**

    The Committee noted the Terms of Reference, Senate Committees Members' Guidance, and summary of the planned priorities for 2022-23 approved by Senate in May 2022.

9. **Scottish Funding Council Annual Report 2021-22**

    The Committee noted the University's annual statement on institution-led review and enhancement activity to the Scottish Funding Council (SFC).

10. **Enhancement Themes: End of Year Report**

    The Committee noted the University's end of year one report on Enhancement Theme activity.

11. **Internal Periodic Review: Reports and Responses**

    The Committee approved the final reports for: Biological Sciences (undergraduate and taught postgraduate provision); Data, Science, Technology and Innovation (postgraduate taught online provision); Informatics; Royal (Dick) School of Veterinary Studies (postgraduate taught provision).

    The Committee confirmed that it was content with progress in the year-on response from Oral Health and the 14 Week Response from Biological Sciences (postgraduate research provision).

12. **Any Other Business**

    There was no other business.

13. **Date of Next Meeting:** Thursday 8 December 2022 at 2pm in the Cuillin
Room, Charles Stewart House

The University of Edinburgh
Senate Quality Assurance Committee

8 December 2022

Student Support – Evaluation of model

Description of paper
1. To update the committee on the implementation of the new student support model; how the model is currently being overseen/evaluated by the project board during implementation, and how SQAC can work with the project board to ensure continued oversight of the new student support arrangements upon full implementation.
2. These University-wide improvements in how we support our students are one of the key programmes currently underway to support Strategy 2030 in each of our four key areas of focus.

Action requested / recommendation
3. The committee are asked to note and discuss this paper.

Background and context
4. In September 2022, a new model of student support launched for thousands of incoming students. Students are supported within their School by teams of Student Advisers, and Academic Cohort Leads who work together to provide timely and streamlined support. Early feedback from student focus groups tells us the support they are receiving is helpful and extensive.
5. We also have Wellbeing Advisers, who promote mental health and wellbeing for students and support our Student Advisers with their expertise and experience.
6. Academic Cohort Leads have introduced a range of academic and social activities that instil a sense of community in their Schools and get to know their students better. Designing activities around Cohorts, or small groups, supports better peer networking and provides opportunity to introduce academics and societies.

Discussion
7. The project board has approved a number of priority work packages, one of which is evaluation and monitoring of the model. This work seeks to understand how the model is being implemented across Schools and the experience of both staff working within the model and how students are receiving support. The outcomes from this work will inform iterations to the design and readiness for full rollout in September 2023. This work is currently underway with an update being presented to the project board in January 2023.
8. The project board has also approved a handover to service package of priority work. For evaluation and monitoring the aim of this work is to establish ownership of the continued approach to evaluation and monitoring of the model post-project.
9. The model of student support should be a continuous learning model and one where we will seek the support and input of academic colleagues within the University who specialise in this discipline.

10. Early discussions are taking place between teams within Registry Services (Quality Assurance – Academic Services and Student Insights, Analytics and Modelling) and Colleges/Schools to continue our partnership approach in how best to incorporate the evaluation of the model post project into current quality processes
11. This will also extend to other areas of continuous service improvements in student administration and student support that can improve the student experience

Resource implications
12. Resource to establish an approach is through the student support project team, the teams within Registry Services and the College implementation groups. As part of establishing a handover to service, resource to manage this will be reviewed.

Risk management
13. The University is investing in student support which is part of our drive to mitigate concerns in student satisfaction. Our evaluation and monitoring and being effectively governed seeks to mitigate risks to the success of the new model. Failure to deliver this model caries reputational risk and continues to affect the University's standing in national league tables.

Responding to the Climate Emergency & Sustainable Development Goals
14. This paper would support the SDG "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" as part the strategic objective to improve student experience. The proposals would not hinder the achievement of any other UN SDGs or exacerbate the Climate Emergency.

Equality & diversity
15. An Equality Impact Assessment (EIA) has been completed. The work undertaken will support greater equality, diversity and inclusion for students within our community.

Communication, implementation and evaluation of the impact of any action agreed
16. This paper presents an update for discussion. Action agreed will be shared with the student support project board and the operational management group which links with the College implementation groups.

Author
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Academic Registrar
1 December 2022

Presenter
Lisa Dawson
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1 December 2022

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

<u>The University of Edinburgh</u>
Senate Quality Assurance Committee

8 December 2022

College Annual Quality Reports
2021-22

Description of paper:
1. The College annual quality reports for 2021-22.

Action requested / recommendation:
2. For discussion.

Background and context:
3. The College annual quality reports for 2021-22.

Discussion:
4. See attached papers.

Resource implications:
5. Considered within the reports.

Risk management:
6. Considered within the reports.

Equality & diversity:
7. Considered within the reports.

Communication, implementation and evaluation of the impact of any action agreed:
8. College reports should be considered by the relevant College committee. Should the Committee agree any actions, consideration will be given to how to communicate these.

<u>**Authors**</u>

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December 2022

Freedom of Information: Open

UNIVERSITY OF EDINBURGH - ANNUAL MONITORING 2021/22
College Report

College of Arts, Humanities and Social Sciences

1. Reflection on progress with, and effectiveness of, actions from the last year
As far as possible, actions requested of College within 2020/21 School Annual Quality Reports were aligned under the four priority themes of the CAHSS Learning, Teaching and Student Experience (LTSE) plan: *I) Curriculum Review and Transformation*   *II) Student Support and Wellbeing;*   *III) Enhancing and Understanding Diversity;*   *IV) Size, Shape and Composition of Student Population*   This approach enabled the College to consolidate resource and ensured that QA actions were considered as part of a more holistic approach. In many cases, the actions requested by Schools gave further weight to priorities already identified. This approach has been continued for 2021/22 reports in reviewing and aligning College level actions.   CAHSS has made specific progress in fully addressing LTSE actions relating to the impact of Covid-19. This includes alleviating the Covid-related fears of applicants, so that they are encouraged to come to live and study in Edinburgh, particularly in relation to our undergraduate students. Our College has also made an effective return to, and providing regular updates to our Schools on, existing initiatives that had been postponed due to Covid-19. This includes the SSPT review and the development of undergraduate and joint programme directors aligned to this, as highlighted in 2019/20 College QA report.   Please find a progress report on last year's actions requested of College below. A small number of actions are either not directly linked to an existing College LTSE priority theme or relate more specifically the CAHSS People Plan. Progress against these actions is also included in the report below.

Strategic Area of Work in College	Action Requested	Progress
LTSE 1: Curriculum Review and Transformation	Support Schools in building student confidence in consistency of marking and transparency of marking criteria.	The [Assessment and Feedback Principles and Priorities](#) have now been published and were the main discussion point at the University Directors of Teaching (DoT) meeting on 19th October 2022. An essential component of the implementation of the Principles and Priorities is dialogue with students around assessment and feedback, and guidance for staff and guidance for students is intended to be rolled out by the University.
	Support the continuation of centrally timetabled in-person examinations in the post-Covid era.	A limited number of in-person exams were approved for summer diet 2022. Schools were asked to choose whether delivery of 2022/23 exams would be delivered in-person or online and scheduling was managed via the central timetabling unit. Some have chosen to retain online exam format and many others have opted to return to in-person. The central examinations team has administered the timetabling and invigilation for the in person on campus exams and will also continue to centrally schedule online exams where these have been requested. There are currently no resources to support scanning or digitisation of exam scripts and therefore markers will need to be aware that they are returning to marking hard copy scripts.

We recognise that many of our continuing students will have no experience of high stakes exams and/or in person exams and we have been discussing how best to support and prepare our students for these assessments as part of an overall approach to improving assessment literacy. There will be on-going discussion - and the development of associated guidance - on the balance of returning to in-person exams for many courses that have successfully moved to use of alternative forms of assessment. This will be a focus for Senate and College Education Committees in 2022/23.

It is noted this has been listed again in a 2021/22 school report for action by college/ university. |

	ECA requests analysis of any action needed regarding long-term (including pre-Covid years) in patterns of degree classification outcome for UoE students, but with due consideration for programme-specific issues that may be a result of assessment practices and course design.	In April each year, Senate QA Committee receives an annual report (produced by Strategic Planning) on degree classification outcomes of successfully exiting undergraduates, including sector trends in undergraduate degree classification outcomes. Either any Schools/subject areas considered to have diverged substantially from the University average or comparators in their discipline are then asked to specifically reflect on the issue, and any proposed remediation, in their School Annual Quality Report. SQAC then continues to monitor progress via this annual reporting process until the issue is considered to have been resolved. This approach ensures systematic University oversight whilst also encouraging Schools to engage with the specific data on attainment, reflect on the issues and context, and then seek local solutions.
	LLC notes TAR 2021-22's clarification of regulation 31, which covers provisions relating to marking adjustments. LLC requests guidance on (i) methods for identifying courses or components of assessment that require adjustment eg Power BI, APT (ii) how to scale a cohort's marks using available tools (APT), either at moderation or at Board of Examiners.	This was discussed at College Board of Examiners Briefings in Semester 1 and Semester 2. Our College teams have also passed these issues on to appropriate contacts in Student Systems and Academic Services.
LTSE 2: Student Support and Wellbeing	ECA requests work to rectify the major snagging encountered in the 20/21 initial rollout of the University's new Extensions and Special Circumstances (ESC) service	A CAHSS working group established some principles and workflows for processes post-ESC to support Board of Examiner decisions which were approved and adopted across the College in 2021/22. A central ESC User group has also been established with representation from all Schools and College office. A central ESC Review Report has been circulated to the oversight Group along with some recommendations to support the future of the ESC Service, enabling enhancements for our students and stakeholders. Schools are currently participating in a consultation exercise led by the ECS team to explore the key recommendations of the review. APRC agreed in January 2022 to review policies in relation to coursework extensions and special circumstances. The ESC review will work in partnership with this review and consultation aiming to make impact upon the 2023/24 academic session. An APRC task group will focus on this during 2022/23 with a view to reporting in January 2023 and again has representation from CAHSS Schools and College Office

	Consider ways to further support student wellbeing as the NSS indicated students feel there is a lack of mental health support at School and University level. The PRES also identified that wellbeing support does not meet students' needs.	The new 2021 – 2026 Student Mental Health Strategy was launched: UoE Mental Health Strategy Site The implementation of the evolved model of Student Support aims to ensure dedicated resource to support student wellbeing and mental health. The Wellbeing Service will provide support at all levels including PGR. View new CAHSS Student Support Implementation Hub The first CAHSS Learning and Teaching Community session of 2022 ran on 10th March on the theme of Wellbeing in the Curriculum. The session heard from the author of the 'Wellbeing in the Curriculum' briefing paper for the Curriculum Transformation Programme, as well as contributions from colleagues in MHSES and the Business School who have already taken steps to embed wellbeing in their approaches to learning and teaching in their Schools. View recording and presentation slides Read Curriculum Transformation Hub - Briefing Paper on Wellbeing in the Curriculum
LTSE 3: Enhancing and Understanding Diversity	CAHSS support contacts to visit New College to identify BI Suite and Power BI training and ongoing support needs for teaching and PGR professional services teams.	Specific support and training can be requested via cahss.bi@ed.ac.uk This also links also to the ELIR recommendation on addressing attainment gaps and the work of the SQAC data task force (See paper 3B from February 22 SQAC).
	Foster a more inclusive and supportive College by combatting the marginalization of certain demographic and WP constituencies	The CAHSS WP Network launched in May 2021 and since October 2021 meets monthly with this aim very much at its core. It brings together a range of relevant, interested and engaged colleagues and student reps to discuss issues relating to primarily on-programme student experience for those from under-represented or disadvantaged backgrounds. For example, the development of a proposal for PGT Scholarships for WP, student support and funding issues and accessing and understanding WP data. The network has been a positive force for awareness raising, sharing of good practice and led to collaborative activities such as running an "Academic skills" session open to all pre-honours WP students in the college with a panel of staff from across schools and central services. It is noted this has been raised again in a 2021/22 school report for action by college/ university.
LTSE 4: Size, Shape and Composition of Student Population	Work to improve staff/student ratios and to resource and support Schools and subject areas facing acute student numbers and staffing pressures. This in part also involves working to prevent over-recruitment, which leads to	College is developing a Student Recruitment Strategy, which focuses on diversity and sustainability. The key objectives of this emerging strategy are routinely discussed and monitored via the College's new Student Recruitment and Population Planning Committee, launched in April 2022. The College Office launched a new Market Insights Service this spring which will provide much more information to Schools about trends as well as internal and external applicant behaviour. In parallel, the

	underprivileged demographic and WP constituencies becoming ever more of a minority.	Admissions Teams have provided regular reports which are timed to coincide with key points in the cycle and have been able to predict with increasing accuracy the likely intake. In addition, the Admissions Services are working to ensure wherever possible that the priority is that we hit our targets while paying particular attention to Widening Participation students. It was agreed by the University Executive in discussions with the Colleges, SRA and Strategic Planning that the University would not go into Clearing for 2022/23 entry. We committed to keep our intake to, or under, our target headcount and the final outcomes for most areas were close to the agreed targets and very close to forecast intake projections shared with Schools in early summer. This ensured a more coordinated and consistent approach to planning for the start of semester. It is noted this has been raised again in a 2021-22 school report for action by College / University. Progress against staff resourcing is noted against the CAHSS people plan items below. Issues around staffing and resourcing should continue to be discussed at the CAHSS People Committee.
Other: Actions not directly linked to an existing College Action Plan	LLC requests guidance on supporting colleagues in seeking exemplars for excellence in teaching	A central document detailing exemplars of excellence in student education (grades 8-10) is available **here**. There remains a need to address exemplars for staff on grades 6-7 and this has been raised with IAD, HR and Academic Services. This will partly be delivered as part of the on-going respond to ELIR recommendations: ELIR Action Plan 6: *Recognition and support for academic staff development* and ELIR Action Plan 7: *Promotion of academic staff based on teaching.* It is noted this has been raised again in a 2021/22 school report for action by College / University.
	Promote strong communication and collaboration between COL and other Schools in CAHSS and UoE.	The College's governance review has now been completed and should contribute positively to achieving this through enhanced representation and reporting structures between the various networks and forums and explicit inclusion of foundation programmes into the Education Committee remit. College is supporting COL's current Access Evaluation Research project which will allow for better tracking of Access student progression into UG programmes in CAHSS. It is noted this has been raised again in the 2021/22 school report for action by College. College is in discussion with COL to support further development of other routes of communication and collaboration particularly connected to English Language provision.

	ECA requests support to trial a gathered-field admissions process for PGT programmes	CAHSS Postgraduate admissions are increasingly moving towards a gathered field approach of application processing. Five ECA programmes are now using staged admissions. This approach allows increased control over offer making practices and over cohort sizes.
CAHSS People Plan	Seeking discussion with colleagues at College to gain a greater understanding of their rationale for staffing processes to try to find a way to solve the challenges we face and ensure we can develop a sustainable staffing strategy. To explore how we might have more flexibility to appoint in good time when staff leave or have a long-term absence and when student numbers suddenly increase so that students are taught by a member of staff who is qualified and experienced in their area.	CAHSS People Committee is responsible for developing and overseeing College strategic priorities relating to staff, in support of the overall College Plan, University values and remaining cognisant of internally and externally driven developments in Human Resources and staffing policy.

The CAHSS People Committee has representation from CAHSS Schools through Heads of School and two Directors of Professional Services.

Staffing and resourcing matters should continue to be brought to this committee, which as noted below also receives regular reports from the CAHSS Work Allocation Model Forum.

Change to the planning cycle and the efforts to manage student intakes noted above for this year should also contribute to a more sustainable approach going forward. |
| | Reconsider the relative price of in-person and online teaching and marking activities. In order to incentivise innovation in teaching and hence the student experience, reconsider the allowances for designing tutorial and lab materials on new courses, refreshing lecture material and designing assessments. | The CAHSS Work Allocation Model (WAM) tariffs were approved by the CAHSS Staffing Management Committee (now the People Committee) in May 2020. The agreed tariffs were to be implemented by all Schools for the 2021/2022 academic year. Within the approved WAM governance it is possible for changes to be made to any of the tariffs. To do this, changes can be proposed at any time by School WAM Lead Coordinators in conjunction with their Head of School. These change requests are submitted to the CAHSS WAM Forum in the first instance. The CAHSS WAM forum analyses and discusses the proposed change noting impacts and benefits to the change. If agreed by the CAHSS WAM Forum, material changes then are taken for approval by the People Committee.

WAM is a standing item on the People Committee agenda, a report from the CAHSS WAM Lead on the recent business of the CAHSS WAM Forum is tabled at each meeting. People Committee members can raise any WAM related questions and queries at this point.

An audit of the CAHSS WAM implementation is planned late in Semester 2 of 2022/23 following two years of the WAM tariffs being in force. The parameters and method are yet to be confirmed and the outcome of this in relation to wholescale changes of tariffs is currently unclear. However, Schools are welcome to continue submitting change requests for individual tariffs. There is a workload implication in a School proposing a change to an individual tariff. However, this action has been previously taken by some Schools and when proposed the CAHSS WAM Lead, and Lead School WAM Coordinators provide ad much support as possible. |

2.	Changes to/additions made to actions from last year

[Guidance from Academic Services: Section 2 provides the College with an opportunity to report on any significant roadblocks to progress on Section 1 actions but more importantly any other major activities or achievements that we would like to share at University level.]

College Student-Staff Liaison Committee (CSSLC)
CSSLCs for Taught and Research students were launched for School representatives to meet with College Deans and College Office staff. Discussions have included reflections on hybrid learning, student rep induction and student engagement with the implementation of the new Student Support model. In May 2022, we ran a College Learning and Teaching Community session on Student Voices with presentations on a course in SPS and a PTAS project relating to co-creation of assessment and feedback. College has enhanced student representative induction and training and our CSSLC Taught will be further developed by adding College Committee reps and EFI reps. We will revisit the approach for PGR students as there was poor engagement with the CSSLC format and we would like to find better ways to engage with our PGR student communities.

Curriculum Management
The College has continued to support the work of the Edinburgh Futures Insitute (EFI) Curriculum Oversight Board. Six new PGT programmes were approved by the Board and launched for the first intake in 2022/23. A new UG programme and four further PGT programmes have also now been approved and will have begun marketing and recruitment for a first intake in 2023/24.

College will shortly be launching updated processes and timelines for new PGT programme validation from 2022/23 onwards. This offers three distinct routes / timescales for approval processes and will clarify what services and support is available for each option as well as the implications of each of the timelines e.g., in relation to marketing and recruitment.

Curriculum Transformation Programme (CTP)
College has continued to closely engage with the CTP, notably with multiple College participants in the recent Curriculum Design Workshops. The new College Education Committee has CTP as a standing item and all our forums and networks including a new Directors of Teaching forum provide opportunities for continued engagement with the CTP. Colleagues from the CTP programme have regularly attended various committees, groups and networks in College in 2021/22.

Student Experience Ecosystem
Recommendations for enhancing student support in CAHSS in 2021/22 have been implemented – across all Schools regular case management meetings are now routine with improved recording of case details. Concerns remain about consistency of recording and lack of a suitable case management tool to facilitate sharing across relevant teams/services. A College-level Escalation Framework has been developed with CSE and CMVM and circulated to Schools.

The CAHSS Student Support Implementation Group was constituted during 2021/22 to lead and coordinate phase one of the implementation of the new model of student support. Phase one was successfully delivered for new UG and PGT students across four Schools, EFI and for three pilot programmes in MHSES. The Implementation Group continues to meet each month and recent discussions have focussed on early feedback from those phase one Schools and pilot programmes. Overall, there have been some very positive experiences and Schools have worked with tremendous enthusiasm and creativity to offer interesting and engaging cohort activities as well

as putting in incredible effort and dedication to ensure consistent and accessible student support is available to all students, regardless of the model they are currently supported under. Colleagues are contributing to a range of monitoring and evaluation activities being led by the central project team who are seeking feedback from students and staff.

Course Enrolment and Quotas
College has continued to seek to address problems with managing the course enrolment processes. We revived the College Course Enrolment and Quotas working group, which identified some short-term improvements which were implemented, with limited success for the enrolment process in 2022/23. Although the bulk enrolment service has helped to relieve some of the pressure, we continue to lobby for longer term system and process solutions and note the critical dependency of this issue as an enabler for the successful implementation of the new model of student support.

PGR
While there was not a heavy focus on PGR-related items from last year's College QA Actions, this remains an area of focus for the College. We welcomed a new Dean of Postgraduate Research in August 2022 and have launched a new Postgraduate Research Committee as an outcome of the College's governance review. We anticipate a focus on building new opportunities for PGR students and in particular PGR funding and will contribute to institutional discussions on a coordinated Scholarship strategy.

EDI
The ELIR recommendation regarding the attainment gap asked us to "*consider how to address attainment gaps in student performance through the oversight, coordination and monitoring at an institutional level of school-level actions*." This continues to be a priority area for discussion in the new College Quality Assurance forum and reported to the College Education and EDI Committees. The College EDI plan also commits to supporting initiatives to reduce attainment gaps. College has led on the Doctoral College EDI working group as well as working alongside a central EDI intern in partnership with the Doctoral College. College WP Network and College PG Committee EDI Working Group also fed into the central proposal for WP scholarships for PGT level which was approved in principle by University Executive in 2022.

A College-specific response is planned to complement institutional level work in this area, which will link with CTP conversations especially in relation to inclusive assessment practices and guidance for students on assessment literacy. We will also be exploring ways to link this to the new model of student support with peer supported assessment workshops and transition skills development and training.

3. Actions

Actions identified for the College:

QA actions requested of College within 2021/22 annual School Quality reports have been grouped under the College's priority themes of the CAHSS LTSE and People plans to enable us to most effectively develop and monitor this work. Please find these listed below. Key themes arising from the actions remitted to College and University from the annual School Quality reports were discussed with School Quality Directors at the CAHSS QA Forum and the areas identified for **priority** response in the coming year are highlighted in the appropriate sections.

LTSE 1: Curriculum Transformation

- **Priority: Managing course enrolments and quotas across Schools.**
  Specifically: The College should consider whether (except where lab-space / placements preclude it) Schools should place quotas on pre-Honours courses that are part of the normal curriculum for their programmes.
- Provide appropriate opportunity for consultation and discussion with Schools in relation to implementing new baseline expectations concerning assessment.
- Improve the sharing of best practice across learning and teaching within CAHSS, through new governance structures, e.g., course-level feedback and student voice.
- Review processes and resources relating to academic misconduct and provide advice around how to limit academic misconduct in online tests and exams.
- College to work closely with the Timetabling Unit in relation to the return to in-person exams and how they are organised.
- Support COL colleagues in mapping a generic framework around how COL communicates and engages with other Schools, particularly in relation to English Language Education provision. Work closely with COL to identify opportunities to streamline the process of communicating with external Schools where possible.

LTSE 2 Student Support and Wellbeing

- **Priority: Review Extensions and Special Circumstances**
  Specifically: Proactively feed into University-level work in relation to Extensions and Special Circumstances (ESC): reviewing the impact, the systems and seek to "re-set" student expectations around extensions.
- Highlight to the Doctoral College that additional central University online infrastructure is required to provide support for online PhD programmes. For example, providing increased provision around student welcome, student support and wellbeing, language support, online research courses etc.

LTSE 3: Enhancing and Understanding Diversity

- Foster a more inclusive and supportive College by combatting the marginalization of certain demographic and WP constituencies.
- Working closely alongside the University's Student Analytics, Insights and Modelling team, produce enhanced guidance and training materials around utilising available data and Power BI apps to support staff in engaging with available data for use in compiling annual School Quality Reports and Annual Programme Reviews. More detailed knowledge and ownership of data could encourage a greater level of strategic planning of teaching and learning activities among staff more widely, particularly Programme Directors. Data should be standardised across all reports and the updated guidance should be in place and communicated to Schools in time for the 2022/23 annual monitoring cycle.

LTSE 4: Size, Shape and Composition of Student Population

- Address issues with UG joint degree target setting and cohort diversity within LLC.

- Work to address the increasingly large student-staff ratio within HCA**.**
- Consider the significant increase in the number of applications and enrolments of international students and the lack of capacity on pre-sessional English Language courses. Explore how sufficient capacity for in-session English language support could be ensured.
- Continue to support the School of Law in the implementation of gathered field approach to PGT admissions and in the operation of the fee-deposit scheme. Ensure that requirements for entry into individual programmes are fully met.

CAHSS People Plan (These items will be remitted to the CAHSS People Committee)
- Reconsider various WAM tariffs, particularly the relative price of in-person and online teaching and marking activities.
- Support MHSES in their work to ensure that there is sufficient capacity within programme teams so that if one or more staff are absent, the continuity and quality of provision is ensured.
- Address WAM issues relating to unacceptable workload levels within the School of Health in Social Science, particularly in relation to elevated student numbers on specific programmes and sector-wide transition. Work with the School to explore how to authorise required additional recruitment, which can also facilitate staff sabbaticals and ring-fenced time to undertake funded research opportunities.

Actions requested of the University:
The Senate Quality Assurance Committee's (SQAC) School Annual Quality Reports sub-group was tasked with reviewing 2021/22 School annual quality reports in order to collate positive practice and themes for further development at University level, and to agree on recommended actions. The sub-group reported to SQAC in September 2022 where alongside many positive developments and practice for sharing across the institution, they identified four key themes for further development at university level which emerged from 2021/22 School annual quality reports. These four key themes are: *Extensions and Special Circumstances (ESC); Resourcing; On-Campus Transition; Student Voice Policy.*

A number of actions requested of College in CAHSS annual School Quality reports fall under these four themes. College considers these actions to include a University-wide scope and that they should therefore also be remitted to and addressed at University level. College will continue to proactively contribute to and monitor the progress of these items.

Extensions and Special Circumstances
- **Priority:** Review the impact of high numbers of SCs and extensions, especially when those systems undermine the ability to provide rapid feedback to students.
- **Priority:** Consider more effective ways to "reset" student expectations regarding extensions and special circumstances.
- Review the impact of disregarded courses on academic standards, and review fairness to students who do not apply for SCs.

Resourcing
- **Priority: Consider rate and scale of change**
  Specifically: Develop and articulate an approach and set of priorities for change projects including curriculum transformation that is sensitive to and recognises the impact on staff and students - with note taken of the consistent and persistent impact on limited numbers of managerial roles (both academic and professional services).
- **Priority: Align Key Dates**
  Specifically:

i) Recalibrate College and University timelines to align with the Teaching and Assessment timeline and School / Subject Area planning cycles. More institutional support and dedicated resource to improve consistent and impactful workforce planning.
ii) Align QA reporting cycles and other College processes with University EDI and wellbeing commitments, particularly considering the need for staff to take appropriate time off for annual leave, school holidays and resultant caring responsibilities over the summer.
iii) There is an urgent need for the University to define graduation dates much earlier than at present, to allow sufficient planning of the other key work areas that ultimately lead up to graduation, for example Board of Examiner meetings.

- Address issues with Turnitin marking 'timeouts', for staff/students marking online.

On-Campus Transition
- Support the continuation of centrally timetabled in-person examinations in the post-Covid era, where appropriate.
- Clear guidance around minimum expected staff attendance and/or the provision of access to properly resourced hybrid meeting rooms would be beneficial.

Other
- Working closely alongside the University's Student Analytics, Insights and Modelling team, produce enhanced guidance and training materials around utilising available data and Power BI apps to support staff in engaging with available data for use in compiling annual School Quality Reports and Annual Programme Reviews. Data should be standardised across all reports and the updated guidance should be in place and communicated to Schools in time for the 2022/23 annual monitoring cycle.
- Circulate guidance on exemplars of excellence in learning and teaching, other than EvaSys surveys, aimed at grade 6 and 7 colleagues.

UNIVERSITY OF EDINBURGH - ANNUAL MONITORING 2021/22
College Report

Guidance:
- The interim process has been retained for this reporting cycle and will continue to focus on the impact of and learning from the Covid-19 pandemic as well as other aspects of academic standards, student performance and the student learning experience.
- Covers all types of credit-bearing provision: undergraduate, postgraduate taught, and postgraduate research, including collaborations. The report may be split by type of provision.
- The report should be **brief** (suggested length of no more than four pages). Use bullet points where possible.
- Reports should not contain information which identifies any individual – Data Protection Policy
- **Deadline**: TBC

1. Reflection on progress with, and effectiveness of, actions from the last year

Actions for CQAEC -2021/22.

1) Monitor/Review local plans for compliance with new Student Voice Policy - feedback.

   The College Quality Assurance and Enhancement (CQAE) Committee discussed plans for local engagement with the new Student Voice Policy throughout the year as these took shape. A template update document was send to each Director of Quality to complete ahead of the final meeting of the academic year to outline local approaches taken to the implementation of the new policy. Information contained on updates included when course feedback activity took place, what question sets were used and how the feedback was collected. Most areas had agreed a set of common questions that supported meaningful comparison across programmes in their local area. Most areas had also chosen to implement a reduced set of questions compared to the question set provided by the CEQ centrally managed system.

   Alongside receiving updates on the template, there was a discussion on the current direction of travel. This had evidently been a transitional year in the implementation of the new student voice policy. Schools/Deaneries are actively considering how they will review approaches taken. There is evidence across the College of active strategies to increase response rates and broad consensus that low response rates makes it difficult to plan meaningful responses. Some areas were developing plans to help students better understand the whole feedback process and embed the provision of feedback as a core skill for students to develop.

2) Review specific inclusion of EDI within course approval processes.

   It is clear that EDI is increasingly being taken into consideration during course development. For example, a student-led group on curriculum and inclusivity in the MBChB and work to addressing Sustainability, Decolonisation and Diversification in the BVM&S curriculum. Nevertheless a unified discussion point was that EDI activities would substantially benefit from more guidance and perhaps exemplars of good practice. For example, some areas ask more detailed questions to guide completion of course approval forms to ensure some level of consistency. We are speaking to the College EDI committee to ensure no duplication of effort and that activities are aligned. Examples of good practice from across the University would be very welcome.

The theme of the 2022 College Good Practice Showcase was Equality, Diversity and Inclusion. The live Showcase was unable to go ahead in March 2022 as planned, however, presenters kindly recorded the talks they would have given and these were published on the Teaching Matters Blog. The post can be accessed here: https://www.teaching-matters-blog.ed.ac.uk/cmvm-good-practice-showcase-2022-equality-diversity-and-inclusion/

3) Support the development of QAE processes for non-credit bearing provision across College.

   This was discussed extensively at College QAE Committee during 2021/22. An emerging theme was a lack of guidance for how non-credit bearing provision could be included in routine QA processes. It was decided it would be College action to develop forms for use in annual monitoring of non-credit bearing provision. Forms laid the minimum expected standard for review of this type of provision and outlined how they could be used for non-credit bearing offerings of different sizes.

4) Continue work to enhance student representation on College committees.

   This action is ongoing with limited progress made during 2021/22. This work will rollover into 2022/23.

5) Continue to gather updates from **College committees on Actions requested of the College which are out-with the remit of CQAEC**.

   a) A number of actions were requested of the college that were outwith the remit of the CQAE Committee. Particularly urgent are the ongoing requests related to staff resources. Programmes continue to report significant work pressures, also noted is the challenge of engaging staff within research centres into teaching. On a positive note, it is noted that some of the processes that had been impacting recruitment have improved.

   b) There are ongoing concerns around the operation of secure assessments online which will retain relevance for our digital offering going forward. The College QAE Committee facilitated conversations that allowed the sharing of good practice and provision of guidance. Some programmes, expressed a continued interest in online proctoring systems. This was particularly interesting for online programmes that had- pre-pandemic- used Vue Pearson centre for exams. Other discussion highlighted interest and challenges of holding online examinations in an invigilated setting within the University estate. Some approaches to mitigating risk included setting questions that required critical thinking, problem solving and strategies such as randomising the order of questions.

2.	Changes to/additions made to actions from last year

QAE Team: The College's Dean of Quality retired from the University in AY21/22. CQAEC formally noted thanks and acknowledged the Dean's substantial contribution to College leadership during her tenure. CQAEC recognised the Dean's achievements in raising the awareness of QAE activities and in driving increased alignment of processes in Schools and Deaneries. The Committee particularly noted that the Dean fostered a collegiate and collaborative approach to QAE that was highly valued by colleagues. In August, CMVM requested applications for the role of Dean. Head of College noted the engaged response from staff and, following interview, the new Dean of Quality was in post at the start of AY22/23.

Objective setting: during the start of AY22/23, the incoming Dean and the Quality Officer reviewed the "state-of-play" across the College. Noting significant uplift in structures and procedures over recent years, there is nevertheless need for further work around strategic alignment of resource with growth i.e. to ensure that resource is allocated to stimulate growth of student numbers within those programmes for which this is possible. There is also further work needed to clarify the resource that allows staff to progress in to leadership roles and to define more exactly the responsibilities that such roles have. This is a wider College objective and the College Senior Team have engaged a review of college management structures and planned a series of away days for key teams to ensure objective setting within a coherent and integrated strategy for learning, teaching and research. QAE activity is strongly embedded within this process, with representation by the Dean and/or Quality Officer in relevant groups.

Additionally, the Dean and QO have scheduled a series of in-person meetings with Quality Teams in our Schools and Deaneries. This activity complements and enhances existing college engagement with Quality processes in areas and has the objective of informally discussing the School Annual report to facilitate College support for local planned actions and to "close the loop" regarding actions deferred to College or to the University.

Roadblocks to previous actions: As reported in section 1, CQAEC has discussed EDI inclusion in QAE processes. From this, we appreciate a level of uncertainty regarding defined good practice and also regarding integration with EDI activities within the College. To address these uncertainties, we have invited the chair of the College EDI committee to provide CQAEC with a strategic overview of their activities and we will seek good practice for dissemination.

3. Actions

Actions identified for the College:
1) Continue work to enhance meaningful student engagement with College committee activity.
2) Continue to engage with local areas around implementation of the student voice policy and promote the sharing of good practice in this area.
3) Planning to hold the College annual Good Practice Showcase in person for the first time since the Covid-19 pandemic.
4) To review the implementation of PGT research project ethical review.

Actions requested of the University:
1) The College would welcome guidance and examples good practice of EDI being taken into consideration during course and programme development. For example, could a Board of Studies Network meeting have a focus on this topic?
2) We would also welcome examples where colleagues have had success increasing student feedback rates in relation to the student voice policy.
3) We would like an update on University activity around non-credit bearing provision. Many programmes across the College have expressed a desire for the development of a CPD platform.

April 2022

UNIVERSITY OF EDINBURGH - ANNUAL MONITORING 2021/22
College of Science and Engineering Report

1. Reflection on progress with, and effectiveness of, actions from the last year

1. **Establish Attainment and Progression Working Group with clearly defined outputs to mitigate identified issues.**
   - During the 21/22 Academic Year, the Terms of Reference for the Progression and Attainment (ProAttain) Working Group were agreed.
   - The next step is to recruit members to the working group by January 2023.
   - Initial data requirements are to be scoped and agreed Spring 2023, acknowledging that data quality is not always ideal in order to be able to drill down into specific demographics.
   - Work continues to align this work with wider Equality, Diversion and Inclusivity initiatives at both College and University level.

2. **Identify and deliver outputs within the remit of the Decolonisation Working Group (DWG).**
   - The Decolonisation Working Group has met regularly over the 21/22 Academic Year and is next due to meet in November 2022.
   - The DWG has to date focused on reviewing a variety of resources, including papers, presentations and case studies, developing a collective understanding.
   - A current focus is strategizing to broaden engagement over the wider community and the group is developing effective frameworks enabling issues to be recognised and understood.
   - Work is ongoing in considering mechanisms to implement positive transformation with a view to authoring guidance and recommendations.

3. **Engage with SWAY on a) review of International Exchanges, and b) clarification of arrangements around due diligence for individual student exchange agreements.**
   - Work to audit all Exchange Agreements continues. Work is taking place to update the list of agreements and ensure due diligence is taking place.
   - Efforts will continue over the coming Academic Year and the College will continue to liaise with SWAY colleagues to ensure all new and renewing Exchange Agreements are considered by the College Curriculum Approval Board (CCAB).

4. **The College's Postgraduate Research Committee had identified priorities and actions around the health and wellbeing of PGR students, promotion of baseline training for all PhD students, diversity and inclusion in PhD recruitment, tracking falling completion rates, and tackling toxic research environments.**
   - The Committee set these as their priorities for the 2021/22 academic year. The priorities were a standing item for discussion on the meeting agenda, which provided members of the Committee with an opportunity to report on related initiatives or activity arranged centrally for promotion within Schools, or to bring local School issues or activities to the Committee's attention to facilitate the sharing of knowledge and best practice.
   - The Committee felt that these priorities were of continued importance and they have therefore been retained as the priorities for 2022/23 (although, "tackling toxic research environments" was replaced with "Improving research environments" to widen the focus).

2. Changes to/additions made to actions from last year

Challenges:
Staff wellbeing and changes across the College:
- Academic and professional services staff across the University are exhausted as a result of changes implemented by the University in addition to those forced by Covid.

- Staff turnover in the Academic Affairs team has been high with many staff leaving for improved job opportunities outside of the University of Edinburgh. Some of these changes, specifically within the Academic Affairs team, have resulted in delays to some longer-term projects and in the continuity of business.
- Case referrals for Academic Misconduct and Concessions have remained significantly higher during the pandemic years, resulting in a requirement for more time to be devoted to supporting the management and resolution of cases, particularly at peak periods.
- Resourcing particularly of Teaching Organisations also remains challenging within Schools. There is a feeling that not enough value is placed on support staff within Professional Services teams, however they are relied upon to maintain core business within the College and University. The current living wage is £10.90 an hour. Those in Grade 4 roles earn between £11.85 and £12.99 per hour. Grade 5 roles earn between £13.31 and £15.30 per hour. We are now in a cost of living crisis so it is highly likely we may continue to see higher numbers of Grade 4 and 5 colleagues leaving for higher paid roles. The University may lose this expertise, which is invaluable.

Systems:
- During the 2021/22 Academic Year a lot of system changes have taken place, resulting in severe challenges to continuity of delivery and a requirement to amend local procedures to support new ways of working.
- Specifically the People and Money system has presented challenges across the College both in the timing of roll-outs and in the practicalities of using and working with the new system.
- The operation of Extensions and special circumstances and communications to Schools continues to be creating additional workload in Schools.
- Timetabling and late changes in room allocations had considerable impact on Schools abilities to enrol students on courses.
- An assessment of the suitability of EUCLID is required to determine whether it is still fit for purpose. This is particularly key in the context of the new student support model as there is currently no way for students to self-enrol on courses.

Space
- The College continues to have issues with its ability to provide suitable spaces for staff and students. This is an issue for all Schools in CSE exacerbated by delays in delivery of new/refurbished estate.
- New University wide projects including Student Support for example require space to accommodate new student advisers and wellbeing advisers. Holistic consideration in business cases of space is vital as currently CSE are struggling to provide appropriate space.

Curriculum Transformation
- There is currently great uncertainty around the requirements and timeline for delivery of the Curriculum Transformation project.
- The main challenge ahead for the Curriculum Transformation project is ensuring it is suitably resourced to deliver the project successfully.

Opportunities:
Student Support Implementation:
- All Schools within the College of Science and Engineering have adopted the new student support model, with all new UG and PGT students assigned a Student Advisor and enhanced Well-being support available to all students.
- Project management has taken place at College level with the creation of the Project Officer (Student Support Implementation) role to facilitate and support the roll out of the Student Support programme across the Schools in a consistent way.

- The true collaborative nature of this project across the College and the University, and the willingness of Schools to pro-actively engage has resulted in early positive feedback from students.
- Further adoption will take place next year to roll the programme out to all taught students.

Academic Misconduct online process:
- With a noticeable increase in Academic Misconduct referrals to the College Office, an opportunity arose to review the internal processes and procedures involved in the management of cases. The Academic Affairs team worked with colleagues in the College Office to create a SharePoint site that provides a hub for the secure upload of new cases by School Academic Misconduct Officers (SAMOs) and an ability to track the overall management of a case for colleagues in Teaching Organisations.
- This new system has proved very effective allowing for clear processing of each stage of a case and reducing the reliance on email to track the progress of a case from the Schools perspective. We are able to flag cases relating to high priority students as urgent and review them more quickly.
- Feedback on the online system has been positive and has been regularly sought to ensure continuous improvement to user experience.

Curriculum Transformation
- Curriculum transformation may help to simplify the programme offering and therefore address some of the timetabling challenges experienced at the start of the Academic Year 22/23 as well as facilitate the transition of students to University life.

Creation of the Teaching Organisation Support Team (TOST):
- The College Office created a new team of professional service support with 3 dedicated roles. These staff help to alleviate some of the challenges faced by Schools by providing time limited support in the form of assignments of typically up to four weeks. This helps Schools by supporting peak periods of activity e.g. Welcome week, exam boards, and assist with short-term cover during periods of limited staffing.
- Recruitment for the service took place in spring 2022, with 2 members of the team beginning in the summer. A period of training followed before assignments within Schools began from mid-late July.
- Colleagues in School Teaching Offices have received the team well, with support being provided to 5 of the 7 Schools within the College so far covering a range of absences and supporting both teaching organisation and student support work.
- We continue to collect feedback from colleagues in order to improve the service and the support we can offer to the Schools.
- It is hoped recruitment for the third post within the TOST team will take place in the New Year.

3.	Actions

Actions identified for the College:
1) **Continue to develop the remit and membership of the Progression and Attainment (ProAttain) Working Group. Have convened group in Spring 2023 with progress plan in place.**

2) **Further develop the Decolonisation Working Group (DWG) to implement structures for sharing guidance and recommendations, consider mechanisms to implement and track positive transformation.**

3) **Continue to review and prioritise the health and wellbeing of all staff including PhD students, improving work environments. Progress will partially depend on University investment in estate and training opportunities.**

4) **Review international partnerships and develop an understanding of the flow of visiting students. This will include reflection on how to support visiting students under the student support model and the timing of student exchanges.**

5) **Implement phase 2 of student support project rolling out new model to all students in CSE from 23/24.**

Actions requested of the University:

1. **Systems**
   - Consider the suitability of systems and the timing of roll-outs alongside the start of the Academic Year in order to minimise disruption as much as possible. For instance, the roll-out of the Finance aspect of People and Money in August coincided with planning for the upcoming 22/23 AY and led to huge pressure on staff to navigate new systems whilst trying to prepare for the coming year. The impact of changes is still being felt well into the Academic Year, particularly with the non-payment of PhD stipend payments and External Examiners. The University is suffering great reputational damage because of these issues.
   - The University needs to establish mechanisms that facilitate early course enrolment. This should include the relationship between PATH and EUCLID, the ability of students to self enrol, teaching organisations to bulk enrol students on courses as well as equitable and fair treatment of all students. How will this be done in a timely manner?
   - Timetabling needs to be brought forward so that the chaos experienced at the start of semester does not happen again.
   - Roll out of Learn Ultra – timing of training and implementation of the system should be carefully considered to minimise disruption as far as possible. Colleagues in Schools are understandably concerned about the roll out of this system, given the many system changes that have taken place in the last few years. We recommend that the roll of training and use of Learn Ultra is planned to avoid the start of, and key deadlines in, the Academic Year.

2. **Student Experience**
   - If the student population is to continue to grow at the current rate, consideration must be given to how the student experience can be improved at the University of Edinburgh.
   - Alongside this, thought must be given to the impact of increased numbers of students on the current space constraints (e.g. living accommodation within Edinburgh and University teaching and learning spaces) and the cost of living crisis on both the welfare and experience of our students.

3. **Exemplars of Teaching Excellence**
   - Review of guidance and support available to Academics on the promotion process and how excellence in teaching can be demonstrated. It is felt that the existing information still lacks some clarity and requires updating in light of recent changes e.g. new Student Support model, withdrawal of Centrally administered CEQs, knowledge on who can support reference writing etc.

4. **Clarity on Extensions and Special Circumstances Policy**
   - Schools continue to raise concerns about the Extensions and Special Circumstances Policy, with students able to apply without the Schools knowledge or awareness, meaning their applications do not have the appropriate advice from the School. This also means the Schools are not aware of additional support requirements, so providing meaningful support can be challenging.

- Schools feel there continues to be a lack of consistency in decision making, causing some feelings of unfairness amongst students. How will this be resolved?
- Delayed submissions and pending decisions impact on marking and the ability to release marks in a timely way. When will decisions be made regarding shortening the extension time e.g. from 1 week to 3 days?

5. **Estate and valuing staff**
   - The quality and size of the available estate across CSE presents several challenges that affect the ability of all Schools to undertake activities related to learning and teaching as well as research. This challenge is exacerbated by the continual growth in student numbers which has a direct impact on quality of provision without commensurate investment.
   - The KB Nucleus is a wonderful addition to KB estate but the result is movement of 1000s more students to KB for tutorials etc with no new provision for accommodating these students before and after. Student experience needs holistic consideration.
   - Staff contributions are under-valued as illustrated by the need for more strike action related to pay and conditions. The University needs to take a leading role across the sector to rebalance this and properly recognise that its people are its greatest asset.

April 2022

The University of Edinburgh
Senate Quality Assurance Committee

8 December 2022

**Annual Monitoring, Review and Reporting:
Reporting Template Enhancements**

Description of paper
1. Seeks approval of changes to the School and Programme annual reporting templates for 2022/23.

Action requested / recommendation
2. To approve the changes to the report templates.

Background and context
3. At the September 2022 meeting SQAC agreed that the streamlined, focused approach to reporting adopted during the pandemic had worked well. However, it also agreed that a themed template would allow for a more standardised approach to reporting while also allowing Schools the scope to expand on specific local issues and activities. It was agreed that Academic Services would explore reporting options, and the plans for the next QA reporting cycle, and discuss with the College Deans during the first semester.

Discussion

4. The templates have been amended to ensure that key institutional issues are reported on where required (by the addition of specific reporting boxes) while also allowing schools/deaneries the opportunity to report on issues specific to the local area (with a free text box). We have also reordered the templates to ensure that local issues/comments are considered first on each template.

5. The amended templates were discussed at the School Directors of Quality Network on Monday 28 November 2022 with no negative comments received.

Resource implications
6. The changes are relatively minor with the addition of a few extra reporting boxes.

Risk management
7. There are risks associated with ineffective monitoring, review and reporting.

Equality & diversity
8. An Equality Impact Assessment was carried out on the normal process. The templates encourage reflection on key institutional reporting priorities and demographic data is available on these in PowerBI.

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

9. Academic Services will work with College Deans of Quality and College quality contacts to continue to communicate with colleagues in key roles at appropriate times.

<u>Author</u>
Brian Connolly, Academic Services
November 2022

Freedom of Information
Open

UNIVERSITY OF EDINBURGH - ANNUAL MONITORING 2022/23
School/Deanery Report

Guidance:
- The streamlined approach employed during the pandemic has been retained however the template has been slightly adapted with the addition of separate boxes for key institutional priorities in order to ensure that each is addressed explicitly in the report.
- Covers all types of credit-bearing provision: undergraduate, postgraduate taught, and postgraduate research, including collaborations. The report may be split by type of provision.
- The report should be **brief** (suggested length of no more than four pages). Use bullet points where possible.
- The report will require discussion and input from across the School/Deanery.
- Reports should not contain information which identifies any individual – Data Protection Policy
- **Deadline**:
- **The report should be informed by reflection on the following data and evidence:** Insights Hub | Student Analytics, Insights & Modelling SharePoint (the Team will provide a School Analysis)| PowerBI help videos | updated Data to Support Annual Quality Processes

School/Deanery:	
Report written by (include contributors):	
Date of report:	

1. **Please report on progress with actions planned in last year's report (see Aide Memoire from Academic Services).**

> **Commented [BC2]:** Four core response boxes (which should remain static from year to year).

2. **What has worked well this past year?** Please include specific examples (2-3) of good practice for sharing.

3. **What could have worked better/requires further development?** Actions for the School/Deanery during the following year.

4. **Tell us about any barriers or challenges from outwith your School/Deanery.** Please identify areas for further development or improvement at College/University level (up to 5 bullet points).

> **Commented [BC1]:** Replacing the old catch-all College/University actions box (allocating actions issues between College/University levels tended to be a source of confusion for DoQs).

5. **Please use this free text space as an opportunity for general reflection on the past year or to comment on issues specific to the School/Deanery (which are not addressed elsewhere in the report).**

6. **Please report on the approach and effectiveness of student voice activities in line with the new Student Voice Policy and the move to locally managed course level feedback.**

7. **Please report on activities to align existing practice with the new Assessment and Feedback Principles and Priorities.**

8. **Please report on the effectiveness of student support arrangements in relation to both the Personal Tutor system and the implementation of the new student support model.**

9. **Has the industrial action impacted the quality of provision and student experience, and, if so, how this has been mitigated?**

UNIVERSITY OF EDINBURGH - ANNUAL MONITORING 2022/23
Programme/Programme Cluster Report

Guidance:

- The streamlined approach employed during the pandemic has been retained however the template has been slightly adapted with the addition of separate boxes for key institutional priorities in order to ensure that each is addressed explicitly in the report.
- Covers all types of credit-bearing provision: undergraduate, postgraduate taught, and postgraduate research, including collaborations.
- The report should be **brief** (suggested length of no more than four pages). Use bullet points where possible.
- Schools/Deaneries decide on the optimum clustering of programmes to enable effective reflection whilst avoiding duplication of effort.
- Reports should not contain information which identifies any individual – Data Protection Policy
- **Deadline**: to be determined by the School/Deanery.
- **The report should be informed by reflection on the following data and evidence:** Insights Hub | Student Analytics, Insights & Modelling SharePoint (the Team will provide a School Analysis)| PowerBI help videos | updated Data to Support Annual Quality Processes

Programme(s):	
Report written by (include contributors):	
Date of report:	

1. Please report on progress with actions planned in last year's report.

2. What has worked well this past year? This could include: changes to courses, including content, assessment and delivery methods; and changes to processes.

3. What could have worked better/requires further development? Please identify any actions or areas for improvement.

4. Please use this free text space as an opportunity for general reflection on the past year or other aspects of academic standards, student performance and the student learning experience (which are not addressed elsewhere in the report).

5. **Please report on the approach and effectiveness of student voice activities in line with the new Student Voice Policy and the move to locally managed course level feedback.**

6. **Please report on activities to align existing practice with the new Assessment and Feedback Principles and Priorities.**

The University of Edinburgh
Senate Quality Assurance Committee

8 December 2022

Taught External Examiner Reports:
Undergraduate Report Status 2021/22

Description of paper
1. Data from the External Examiner Reporting System (EERS). Provides an overview of the status of reports on undergraduate programmes for academic year 2021/22 and comparison with the previous year.

Action requested / recommendation
2. The Committee to note the report and identify any University-level actions (assigning to specific areas as appropriate). The Committee to note the comments in relation to resource implications.

Background and context
3. The University's External Examiners for Taught Programmes Policy states that the Senate Quality Assurance Committee uses information from External Examiners reports to identify common themes to help shape the strategic approach to quality assurance, quality enhancement and to enhance student experience. A paper providing thematic analysis will be presented to a future Committee meeting. The deadline for postgraduate reports is 30 November 2022 and therefore numbers, status and thematic analysis will be reported to a future Committee meeting.

4. Due to current resourcing in Academic Services, the SQAC Convener agreed to the 2021/22 undergraduate and postgraduate thematic analysis reports being combined into a single paper to be submitted in April 2023.

Discussion
5. The data presented is based on that available on 30 November 2022 for undergraduate reports.

Resource implications
6. The paper is a report on activity therefore there are no resource implications associated with it. Contextual analysis is done at course, programme, School and College level and report outputs are considered through annual monitoring and Internal Periodic Review. Any actions taken by Schools and Colleges as a result of External Examiner reports are expected to be met from within existing resources.

Risk management
7. The paper is a report on activity and no risks are identified.

Responding to the Climate Emergency & Sustainable Development Goals
8. This paper does not contribute to the Sustainable Development Goals as it is fulfilling external compliance within the quality framework.

Equality & diversity
9. The paper is a report on activity and an equality impact assessment is not required. Academic Services has not identified any major equality impacts in relation to this report.

Communication, implementation and evaluation of the impact of any action agreed
10. The Committee should consider implementation and communication of any agreed action. College representatives should ensure that the outcomes of the Committee's discussions are available for consideration by the relevant College committees.

Author
Susan Hunter, Academic Services
30 November 2022

Presenter
Nichola Kett

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

1. Overview of the number of Undergraduate External Examiner Reports

1.1 Table 1 shows the total number of undergraduate reports by College compared with the previous academic year.

Table 1: Number of undergraduate reports

	2021/22	2020/21
College of Arts, Humanities and Social Sciences (CAHSS)	114	103
College of Medicine and Veterinary Medicine (CMVM)	59	65
College of Science and Engineering (CSE)	34	34
Total number of reports	207	202

1.2 Table 2 shows the number and stage of undergraduate reports in each College for 2021/22 and 2020/21.

Table 2: Number and stage of reports

	Report Stage	2021/22	2020/21
AHSS	Response Submitted (complete)	55 (complete)	70
	Draft Response (response outstanding)	57 (in progress)	3
	Draft Report (report outstanding)	1 (late)	30
	Cancelled	1	0
MVM	Response Submitted	55 (complete)	62
	Draft Response	3 (in progress)	
	Draft Report	1 (late)	3
CSE	Response Submitted	21 (complete)	26
	Draft Response	13 (in progress)	
	Draft Report	0	8 (late)

1.3 Figures provided for both years are from the PowerBI Dashboard. No undergraduate reports were recorded as due to breach at the data capture point. The data capture point for 2020/21 was 7 January 2022.

1.4 Colleges are continuing to work with Schools to ensure any outstanding draft reports are received and that responses are completed as soon as possible.

Susan Hunter
Academic Services
30 November 2022

The University of Edinburgh
Senate Quality Assurance Committee

8 December 2022

MOOCs Overview and Updates

Description of paper

1. This paper provides a summary update to the Senate Quality Assurance Committee of MOOC related activities since the November 2021 update.

Action requested / recommendation

2. The Quality Assurance Committee are asked to;
    *   **note** the update on MOOC activities

Background and Context

3. MOOC governance is provided by the MOOC Strategy Group (see Appendix 1 for current and proposed new membership). This group meets 6 monthly to discuss the existing portfolio and to review proposals for new MOOCs.

4. To help the MOOC Strategy Group understand School support, each MOOC proposal must include Head of School, or equivalent, sign-off and a letter of support.

5. Before submitting proposals to the Group the Online Course Production Service will;
    *   work with academic teams to agree that the course would be suitable as a MOOC
    *   agree production effort and responsibilities
    *   ensure the academic team effort is understood and committed
    *   request confirmation of school or department support
    *   have initial conversations with MOOC partner platforms

6. MOOCs must also be presented and approved by the relevant School Board of Studies.

7. During the production of MOOCs, a number of quality checks are carried out and include;
    *   Reviewing that the content produced aligns to the agreed learning design and objectives
    *   Copy editing content and scripts for consistent language, along with peer reviews
    *   Accessibility, copyright and diversity checks throughout production
    *   Quality checks by the MOOC partner, and
    *   Reviews of learner feedback to improve the course for later iterations.

8. The University continues to benefit from partnering with the three MOOC partners; Coursera, edX and FutureLearn.

Discussion

MOOC Production Update

9. To date there are almost 5 million learners who have enrolled on our MOOCs. In 2023 we will celebrate 10 years of MOOCs at the University. The number of learners affirms that our MOOCs are still popular both with learners and within the University as a mechanism to disseminate our expertise to a wide audience through free, open education platforms. Some of our earliest courses such as Fundamentals of Music Theory which originally launched in 2014 are still running and have received a considerable content refresh to address learner feedback and keep the content current.

10. At the most recent MOOC Strategy Group on the 31 October 2022, a paper proposing a revised Terms of Reference and Membership was discussed. This is in response to the procurement of a Short Online Courses Platform which will facilitate consolidation of non-credited short courses from across the University. The group will now consider both proposals for MOOCs and review courses for the Short Online Courses Platform. This will ensure that the same quality checks are extended to the expanding portfolio of online lifelong learning, Continuing Professional Development and Executive Education which is a key stream of University business. The updated Membership will reflect the changing nature of the group. It reflects the need to have key stakeholders from across the University engaging and understanding their role in ensuring our portfolio of both MOOCs and Short Online Courses are relevant and have the correct internal support to fulfil our obligations in producing high quality online courses for a global audience.

11. As a team we are currently reviewing our process to work with course teams to develop a cycle for course reviews and changes to ensure courses, both in content and dissemination, remain current and engaging for our learners. By reviewing our processes, we can ensure that our portfolio is not stagnant and continues to deliver the highest quality courses, regardless of how long a course is in circulation.

12. In order to maximise the potential reach of our portfolio, we are going to host our courses on more than one platform through dual listing, as this is something the platform providers now allow. Although the top three countries for our learners are the same on all three platforms, each platform has a different global reach so dual-listing will allow a wider audience to access our courses.

LOCATION AND % OF EDINBURGH LEARNERS ON EACH PLATFORM May 2022			
	Coursera	**edX**	**FutureLearn**
1	USA 20%	USA 17%	UK 38%
2	India 12%	India 15%	India 8%
3	UK 6%	UK 9%	USA 5%
4	Mexico 4%	Brazil 3%	Australia 3%
5	Canada %3	Canada 3%	Pakistan 3%
6	Brazil 3%	Germany 2%	Egypt 2%
7	China 2%	Pakistan 2%	Nigeria 2%
8	Spain 2%	Nigeria 2%	Canada 2%
9	Colombia 2%	Egypt 2%	Ireland 1%
1 0	Australia 2%	Indonesia 2%	Spain 1%

13. In addition to dual listing, we can create course groups to direct learners to take a pathway of courses as a learning journey. We currently already have one of these, a Professional Certificate with edX in Digital Marketing which consistently performs well for us. We have plans to create course bundles with Coursera and will be approaching the School of Philosophy about this as their existing suite of Philosophy, Science and Religion courses would make a logical and potentially popular bundle. In the new year we are launching a new Professional Certificate on edX in Nitrogen studies, by combining the following courses: Nitrogen a Global Challenge and Nitrogen Related Field Measurements. By bundling our course on the platforms, we hope to increase the engagement with our courses, create a more substantial experience for the learner and increase revenue for course teams.

14. Our portfolio of short online courses is attractive to organisations looking to reskill and upskill their workforce as they adapt to changing business needs, as such we will be exploring offering our MOOCS as part of the Enterprise offerings with both Coursera and edX. By embarking on these additional strands of the platforms offerings we will show our commitment to lifelong learning and sharing our content to a wider audience.

15. Ten new MOOCs were launched in 2022 and there are three MOOCS which have just been approved to launch in 2023. Appendix 2 lists these courses along with relevant data for each.

16. In addition to the above new MOOCs a further two have been substantially revamped and relaunched to ensure the courses remain current and we are addressing learner feedback to continue to improve our MOOCs. This has included the creation of our first open textbook *Fundamentals of Music Theory* which was developed from the content of the MOOC and on-campus course.

17. Learners can publicly provide feedback on MOOCs hosted on FutureLearn and Coursera. They are also encouraged to rate the courses out of 5 and currently all Edinburgh courses are rated 4.5 and above. Public feedback and ranking is not available on edX however post-course learner surveys are frequently used to gather feedback for courses across all three platforms. Appendix 3 provides a sample of learner feedback from courses launched in 2022.

Additional highlights since the November 2021 update

18. The Instructional Design and Open Educational Resources Teams have made over 1200 high quality videos from MOOCs freely available for anyone to reuse from the Open Media Bank. This ensures that the resources, where recorded under a creative commons licence can be openly shared and reused. This shows our commitment to reuse and sharing our high-quality content from MOOCs.

19. Adapting our existing courses into other languages is a continuing trend for course teams, and specifically those working in the field of Climate Change. As reported previously two courses each have a suites of translated courses. These courses are;
    - Nitrogen: A Global Challenge which now has 12 versions (including English), the most recent translation is in Maldivian. This course is forming the introductory course in a Professional Certificate with a new Nitrogen Field measurements course to provide learners with a prescribed pathway of courses to give them a deeper understanding of the subject area.

- Climate Solutions following on from the success of their previous courses and their success at COP26, the team have 4 variations including English and with country specific variations including Egypt which launched for COP27. Whilst working with government agencies the team are looking to create variations for Malawi and Senegal to provide free educational material to those who may not be able to access it if a cost was associated with it.

Resource implications

20. There are no specific resource implications from this paper.

Risk management

21. There are no specific risks directly resulting from this paper.

22. All MOOC production projects includes risk and issue management appropriate for that course.

Equality & diversity

23. There are no specific Equality and diversity issues resulting directly from this paper.

24. All MOOC production projects consider equality and diversity within the design and build of the courses.

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

25. Production of each course will continue and promotion and communication of individual MOOC launches will be managed with each project.

Authors

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Presenter

Nichola Kett

Freedom of Information - Closed - Commercial in Confidence

Appendix 1: MOOC Strategy Group Proposed Membership 2023

It is proposed that the MOOC Group remit and membership will change from March 2023 to allow discussions across all of the University's non-credited short course portfolios. Suggested additional representation and possible roles from;

Sustainability	Gemma Gourlay, Head of Social Impact, Department for Social Responsibility and Sustainability
Executive Education portfolio	Jenny Britton, Head of Executive Development, Business School
Short Courses portfolio	Jenny Hoy, Head of School, Centre for Open Learning
DDI portfolio	Possibly Michelle Evans if there is CSE and CAHSS DDI representation from other roles.
Scottish Funding Council rep	Possibly Teresa Ironside, Shelagh Greene or Tina Harrison?
Una Europa portfolio	Possibly Helen McQuillan, Operational Lead

Existing members and recent changes are;

Vice Principal Students	Colm Harmon
Assistant Principal Online & Open Education	Melissa Highton
Assistant Principal Digital Education	Sian Bayne
Deputy Director Communications and Marketing	Niall Bradley
Vet School representative	TBC
Assistant Principal Global Health	Liz Grant
Head of eLearning	Stuart Nicol
Vice Principal International	James Smith
College Arts, Humanities and Social Sciences representative	TBC
Medical School & Usher representative and University Lead on Equality, Diversity and Inclusion.	Sarah Cunningham-Burley
Science and Engineering Rep	Chris Sangwin

Head of Widening Participation	Laura Cattell, Neil Speirs has already been suggested as a deputy.
Alumni representative	Was Grant Spence but he has left the University, Rachelle Norry to be invited as Head of Alumni Engagement.
Assistant Principal Community Relations	Lesley McAra, who may choose to delegate and possible overlap with Gemma Gourley who will represent the Social Responsibility remit

Appendix 2: MOOC Portfolio overview, November 2022

Portfolio summary data
Number of courses, learner enrolments and certificates for each MOOC platform until end of October 2022.

	2020			2021			2022		
	Courses	Enrolments	Certs	Courses	Enrolments	Certs	Courses	Enrolments	Certs
Coursera	38	3,182,809	34,447	39	3,524,594	40,068	39	3,843,900	43,539
Future-Learn	14	245,976	2,876	21	263,506	3,169	31	300,948	3,812
Edx	22	191,144	6,066	27	264,560	9,765	25	329,053	12,522
Total	**74**	**3,619,929**	**43,389**	**87**	**4,052,660**	**53,002**	**95***	**4,473,901**	**59,873**

*Revamped or redeveloped courses are counted separately from the original courses.

New courses launched in 2022
10 new MOOCs were launched in 2022.

Name	School/ Centre	Status	Start date	Enrolments to Oct 22	Certs (Oct 22)	Plat-form
Climate Change: Carbon Capture and Storage (Chinese)	School of Engineering	Live, always on	01/11/2022	39	1	edX
Nitrogen: A Global Challenge (Maldivian)	School of GeoSciences	Live, always on	22/11/2022	11	2	edX
Breeding Programmes Modelling with AlphaSimR	Royal Dick School of Veterinary Studies	Live, always on	19/09/2022	1131	29	edX
Nitrogen: A Global Challenge (Portuguese)	School of GeoSciences	Live, always on	19/07/2022	91	1	edX
Nitrogen: A Global Challenge (Spanish)	School of GeoSciences	Live, always on	19/07/2022	104	4	edX
How to Create Video for Online Courses	Information Services	Live, always on	11/07/2022	1866	12	Future-learn
Climate Solutions (UAE, English)	School of Geosciences	Live, always on	16/05/2022	271	2	Future-learn
Climate Solutions (Egypt, English)	School of Geosciences	Live, always on	10/10/2022	107	0	Future-learn
Learning for a Sustainable Future: Live at COP27	Moray House School of Education	Live, always on	07/11/2022	2,269	0	Future-learn

Self Care and Wellbeing: A Practical Guide for Health and Social Care	Clinical Sciences	Live, always on	31/01/2022	3,812	59	Future Learn

Substantially updated MOOCs relaunched in 2022

Name	School / Centre	Date re-launched	Enrolments to 22nd Nov	Platform
How to Read a Novel	School of Literatures, Languages and Cultures	02-08-2021	3,316	FutureLearn
Fundamentals of Music Theory	Edinburgh College of Art	18-04-2022	25,453*	Coursera
Learning for a Sustainable Future	Moray House School of Education	04-10-2021	2,512	FutureLearn

*Unique learners currently enrolled in the new version. The course has 475,837 total enrolments since it first started in 2014.

Approved courses in production to be launched 2023

Name	School / Centre	Status	Launches	Platform
Nitrogen-related field measurements	School of GeoSciences	Open for enrolment	Jan 2023	edX
The Role of Social Science in Nitrogen Research	School of GeoSciences	In development	Jan 2023	FutureLearn
Animal Welfare in the Clinic	Royal Dick School of Veterinary Studies	In development	Spring 2023	Coursera

Appendix 3: Sample of learner reviews for new courses launched in 2022

Learner reviews are only available for courses on FutureLearn and Coursera.

How to Create Video for Online Courses (FutureLearn)

> *"A really good course: well-balanced between theory and practical aspects of making a video. Lots of opportunity for discussion with other learners and for activities linked to parts of the process and finally making an actual video. Very useful information & advice about editing software and putting photos and other components such as videos with 'sharing systems."*

> *"This course is well presented. The educators provided students with plenty of helpful information, advice and tips. By the end of the course I felt confident enough to create a video for the online course I am planning."*

Learning for a Sustainable Future: Live at COP27 (FutureLearn)

> *""It was an interesting course because the students are immersed and engaged in an active global community. Updates of COP27 conferences and links were valuable resources to consolidate the teachings."*

Appendix 4: MOOCs Marketing Update

EDE has had a dedicated marketing team who promote the entire online learning portfolio including online masters, new MOOCs and reruns of existing MOOCs. The team continue to make use of communications tools on the MOOC platforms to cross-promote:

- other similar courses to MOOC learners
- reruns of the same course
- online masters degrees

For example, on FutureLearn, in 2022 a message was sent to learners who'd enrolled on all the previous runs of *How to Read a Novel* to promote the 11th run of the course. The same was done for learners on *Live at COP26* to promote the new *Live at COP27* course. By tracking the percentage of previous learners who enrolled on the new courses/runs we can see that "communications with previous learners" has consistently been the top channel for driving enrolments:

- ✓ 27% of enrolments on How to Read a Novel (run 11) were learners from previous runs of the course
- ✓ 13% of enrolments on the new Live at COP27 course are learners from Live at COP26

Communications with previous learners remains the top channel for driving enrolments, and these results highlight the value of continuing to nurture our existing learner base to boost enrolments on new courses and reruns.

In addition to cross-promoting MOOCs, we continue to promote online masters degrees to short course learners where possible e.g. we are promoting the new online MBA to those who completed the MicroMasters and emailing learners on edX's Professional Certificate in Digital Marketing to promote the Business School's new online MSc in Data and Decision Analytics.

The University of Edinburgh
Senate Quality Assurance Committee

8 December 2022

Senate Committees' Internal Effectiveness Review 2021/22

Description of paper
1. At the final meeting of 2021/22, Academic Services notified Senate and its Standing Committees of plans for the annual internal review of the effectiveness of Senate and its Committees.
2. This paper provides Standing Committees with analysis and potential actions drawn from the responses received to the light-touch internal Senate Standing Committees Effectiveness Review conducted in summer 2022.

Action requested / recommendation
3. The Committees is invited to note and comment on the analysis of feedback received on each Committee and the proposed actions set out in Appendix 1, which are intended to aid continuous improvement of our approach to academic governance in 2022/23.

Background and context
4. The University is required under the 2017 Scottish Code of Good HE Governance to carry out an annual internal review of Senate and its Committees which carry delegated responsibilities.
5. In summer 2022, Academic Services issued a short questionnaire to Senate Standing Committee members and their responses were collated.
6. The review was deliberately light touch, taking account of the forthcoming external effectiveness review to take place in 2022/23.
7. A copy of the analysis received from members in relation to Senate and its Committees will be made available to the consultant that carries out the external effectiveness review. This will highlight key issues for the review to consider.

Discussion
8. A copy of responses received in relation to the Committees and proposed actions can be found in Appendix 1.
9. Given the low number of responses (total of 12) the summary includes the raw responses received from Committee members. We are satisfied that this information does not allow individual respondents to be identified.
10. Suggested actions, in response to the feedback from Standing Committee members, are intended to be proportionate to the scope of an annual effectiveness review, and the volume of feedback received.
11. Senate received a copy of the responses received from Senate Committees' members at its meeting on 12 October, and was invited to provide comments and suggestions for potential actions. No comments were received from Senate.

Resource implications
12. The recommended actions will require coordination by Committee Administrators in Academic Services as part of their established roles in support of Conveners and the cycle of Committee business.

Risk management
13. This activity supports the University's obligations under the 2017 Scottish Code of Good HE Governance.

Equality & diversity

14. The review provides an opportunity to identify any equality and diversity issues in the composition of Senate Standing Committees, and the way they conduct their business.

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

15. The findings of the review have been reported to the relevant Senate Standing Committees and they will discuss and take forward actions in response.

16. Academic Services will report to Senate and its Standing Committees at the first meeting of 2023/24 on progress against actions taken in response to the review.

Authors	**Presenter:**
Tom Ward, Director of Academic Services	Nichola Kett
Olivia Hayes, Academic Policy Officer	

Freedom of Information

Open

APPENDIX 1

Report of Senate Academic Policy and Regulations Committee Internal Effectiveness Review 2021/22

The Senate Academic Policy and Regulations Committee currently has 19 members. 4 responses were received to the Internal Effectiveness Review Questionnaire.

- **Committee Remit**
  Majority of respondents strongly agreed with the following statements, one respondent agreed with the following statements:
  - The Committee remit is clear
  - The Committee remit is appropriate
  - The Committee has adapted effectively to challenges of changes in priority.

  All respondents agreed that the Committee is using task groups effectively.

  General comments received in relation the Committee remit are as follows:

  - The remit of the committee is clear
  - Policy and governance decisions around wellbeing would be best placed elsewhere, but only if and when another governance structure is in place to support these.

- **Governance and Impact**
  Half of the respondents strongly agreed, and half the respondents agreed that:
  - They have a clear understanding of how the Committee fits into the academic governance framework of the University
  - There is an effective flow of business between relevant College Committees, Senate Committees and Senate
  - The Committee makes the desired impact based on its remit and priorities

  The majority of respondents agreed that there are clear links between Committee business and University strategic priorities. One respondent disagreed with this statement.

  General comments received in relation to governance and impact are as follows:
  - There is possibly not quite enough link to Quality Assurance
  - Prior to joining the Committee, a member did not have a clear understanding of how APRC fit into the academic governance framework of the University, however, this is now clear since joining the Committee.

- **Composition**
  The majority of respondents strongly agreed, and one respondent agreed that the current composition of the Committee enables it to fulfil its remit and the size of the Committee is appropriate in order for it to operate effectively.

  The following comments were made by respondents in relation to composition:

  - Members are dedicated and the mix of the membership is effective at enabling those with specialist expertise to share their views and knowledge as needed for different agenda areas. The chair enables good discussion about agenda items in order for everyone to feel they can contribute effectively and appropriately.

- o Committee membership is quite large but I think this is necessary to cover all the student cohorts. It might be helpful to have student reps covering UG/PGT/PGR to consult and provide feedback on specific papers and proposals as asking a UG rep to feedback on a PGR proposal is not always suitable.

- **Equality, Diversity and Inclusion (EDI)**
The majority of the respondents agreed that the composition of the Committee is suitably representative of the diverse University population. One respondent disagreed with this statement.

  All respondents agreed that equality and diversity considerations are adequately addressed when discussing Committee business.

  The following comment was made on Equality, Diversity and Inclusion:

  - o It would be good if APRC could invite some more colleagues from under-represented, and systemically marginalised groups to join.

- **Role**
The majority of respondents strongly agreed, and one respondent agreed that:

  - o They have a clear understanding of their roles and responsibilities as Committee members.
  - o They received an effective induction when they joined the Committee

  All respondents strongly agreed that Committee members fully engage in Committee business.

- **Communications**
The majority of respondents agreed, and one respondent disagreed with each of the following statements:
  - o The Committee communicates effectively with stakeholders
  - o They have a clear understanding of their role in cascading information from the Committee as a representative of their College or Group
  - o They have a clear understanding of their role in cascading information from the Committee

  The following comments were received in relation to communications:

  - o There can always be improvements in communication
  - o I believe it can be made clearer to each member, which 'audience' they are to receive comments from, and who they cascade out to. Although APRC usually have open papers/minutes they are not well-advertised to the wider University community.

- **Support**
All respondents strongly agreed that the Committee is effectively supported by Academic Services.

  The majority of respondents strongly agreed, and one respondent agreed with each of the following statements:
  - o The information provided to the Committee supports effective decision-making;
  - o Committee papers provide an appropriate level of detail on the background of issues brought to the Committee.

All respondents agreed that Committee papers provide an appropriate level of detail on how Committee decisions will be implemented.

Report of Senate Education Committee Internal Effectiveness Review 2021/22

Senate Education Committee currently has 24 members. 5 responses were received to the Internal Effectiveness Review Questionnaire.

- **Committee Remit**

  All respondents agreed that:

  - The Committee remit is clear.
  - The Committee has adapted effectively to challenges of changes in priority.

  One respondent disagreed that the Committee is using task groups effectively and that the scope of the Committee remit is appropriate.

  In relation to scope of the Committee remit, some respondents suggested that:

  - Student welfare issues should be dealt with elsewhere (and ideally not as part of Senate at all).
  - There is continuing potential for overlap and duplication with the other Standing Committees, particularly in relation to Quality Assurance and ELIR recommendations. There may be benefit in being clearer on the ownership of specific actions. Effective oversight and governance of the Student Experience and Wellbeing is complex, and likely to become ever more so. Some thought needs to be given to how best to address this as the new model of student support rolls out. Education Committee already has a very wide remit and SQAC does not necessarily have the right membership. It would therefore make sense to consider a dedicated Senate Standing Committee, potentially replacing SQAC, with relevant QA oversight moving to SEC and / or APRC as necessary.

- **Governance and Impact**

  All respondents agreed that:

  - They understood how the Committee fits into the academic governance framework of the University.
  - There is an effective flow of business between relevant College Committees, Senate Committees and Senate.
  - There are clear links between Committee business and University strategic priorities.

  One respondent disagreed that the Committee makes the desired impact based on its remit and priorities. They suggested that:

  - There is a perceived large gap and disconnect between the work of SEC and Schools. The resumption of short-life task groups with membership drawn from Schools would help to address this, but some thought needs to be given to how SEC can engage and communicate with the wider University Community more effectively.

- **Composition**

Respondents were satisfied that the size of the Committee is appropriate in order for it to operate effectively.

One respondent disagreed that the current composition of the Committee enables it to fulfil its remit.

The following comments were made by respondents in relation to composition:

- As recent discussions at Senate have shown, not everyone in the University is convinced that the current composition of the Committee is right. Regardless of whether I agree with this point or not, it is a problem in itself if there is doubt (or even distrust) over composition - and hence decision-making processes more generally – in part of the institution. These problems may ultimately affect the Committee's ability to fulfil its remit. I would therefore be happy to add other Senate members to the Committee if that led to higher levels of trust. I would be concerned, however, that a further increase in membership (SEC is already very large) may make the Committee less agile, so any increase should be kept small.
- While it continues to deal with student welfare issues, the Committee needs to include those with key responsibility in that area. If the Committee is not dealing with student welfare issues in the future, then the current Committee makeup is fine. The key is that the membership should include all of those with key responsibilities for aspects of the remit supplemented with a number of "experts".
- I have put that I 'agree' on the size, but actually I am between agree and disagree. It is a good size for inclusion, and perhaps that is important for Senate committees. On the other hand, its size means its members don't really carry much responsibility since it makes that all quite diffuse.

- **Equality, Diversity and Inclusion (EDI)**

Three respondents agreed that the composition of the Committee is suitably representative of the diverse University population, but two disagreed.

While four respondents were satisfied that equality and diversity considerations are adequately addressed when discussing Committee business, one was not.

The following comments were made:

- I think there could be consideration given to more student representation, beyond EUSA.
- The current makeup of the committee lacks racial diversity.

- **Role**

All respondents agreed that:

- They have a clear understanding of their roles and responsibilities as Committee members.
- Committee members engage fully in Committee business.

One respondent did not agree that they have received an effective induction when joining the membership of the Committee.

- **Communications**

Two respondents disagreed that the Committee communicates effectively with stakeholders and that they have a clear understanding of their role in cascading information from the Committee.

One respondent disagreed that they have a clear understanding of their role on the Committee as a representative of their College or Group.

The following comments were received in relation to communications:

- o I'm not sure that the Committee has much visibility across the University, with members of staff or with students. I'm not saying that it should necessarily have more but as a member of the Committee I don't feel necessarily that I understand what cascading I should do. This is particularly because I am there as a representative HoS, but surely I'd not cascade to my own School only - perhaps to other HoS's...?
- o This is the weakest area of the Committee function at present and it is time for us to think more carefully about how the Committee communicates and engages directly (and through reps) with the wider community.

- **Support**

  All respondents felt that:

  - o The Committee is effectively supported by Academic Services;
  - o The information provided to the Committee supports effective decision-making;
  - o Committee papers provide an appropriate level of detail on the background of issues brought to the Committee.

  One respondent disagreed that Committee papers provide an appropriate level of detail on how Committee decisions will be implemented.

  The following comments were received in relation to support:

  - o Implementation details are sometimes a bit thin;
  - o All excellent;
  - o Implementation and communication plans as a result of Committee decisions need to be more carefully discussed especially in relation to any decisions that need to be referred to Senate / other committees before final action can be taken.

Report of Senate Quality Assurance Committee Internal Effectiveness Review 2021/22

Senate Quality Assurance Committee (SQAC) currently has 12 members. Three responses were received to the following questions of the Internal Effectiveness Review Questionnaire:

1. **Committee Remit**

   Respondents agreed that the remit of the Committee is clear, that it has adapted well to changes to priorities and uses its task groups effectively. The following was noted:

   o Committee tasks groups might be able to make more rapid progress on short-life task groups if it could draw on additional resource.
   o The committee is very effective and open to different voices which I value. It would be useful to have some means to ensure those charged with taking actions forward follow through.
   o SQAC has been responsive to the changes in priority and sympathetic to the workload pressures on key staff across the institution. SQAC has used task groups well although they have been small in number over the last couple of years.

2. *Governance and Impact*

   All respondents understood how the Committee fits into the academic governance framework of the University, and considered there to be a clear link between Committee business and the University's strategic priorities.

   However, not all respondents agreed that there is an effective flow of business between College Committees, the Senate Committees and Senate. Respondents noted that:

   o Having College Deans as contributors to the committee is useful in ensuring a good relationship between College committees and Senate Committees. I find it a valuable way of being able to ensure there is 2 way communication.
   o I think that flow of information between the committees often relies on individual membership rather than something more formal. I'd also like SQAC to make more impact in terms of seeing more effective change happen. It is not always clear that the Committee's findings inform decision-making by APRC and other standing committees. This might be clearer to those who attend a range of standing committees.

   o It is notable that the Committee's ongoing scrutiny of and support for the thematic reviews does not always translate into progress and resource, which suggests that the Committee struggles - in some areas - to make the desired impact.

   o It is not clear that priorities identified by the Committee have a significant impact on Senate decision making and ESG priorities. Business flows effectively from Senate to the standing committee and to College, and from external bodies to the committee thanks to our QA VP and PS support, but it is less clear that business flows from the committee horizontally or upwards.

3. **Composition**

All respondents were satisfied that the composition of the Committee, one noting the following:
- o I value the current composition as a range of voices are heard and can share information.

However, one respondent did not think the size of the Committee enables it to operate effectively, noting the following:

- o The current Committee is doing excellent work, but the volume of work - much of it urgent - is falling heavily on the Deans and VP, who already have significant workloads, and we risk struggling to progress some new projects without further resource. We might benefit from greater student representation.

4. Equality, Diversity and Inclusion (EDI)

All respondents were satisfied that equality and diversity considerations are adequately addressed when discussing Committee business.

However, respondents disagreed that the composition of the Committee is suitably representative of the diverse University population. The following was noted:

- o We are not a diverse group, which reflects the disadvantage specific groups of staff face to reach the grades that are represented at the Committee. Improved representation alone would not ensure EDI considerations are adequately addressed. We could improve further by considering how we mandate EDI consideration, in terms of process and committee member knowledge of EDI.
- o The composition is a reflection of those with responsibilities at different levels in the University and Colleges which is appropriate but not as diverse as it could be.

5. Committee members - role clarity and participation

All respondents felt they had a clear understanding of their role and responsibilities, received an effective induction when they joined the Committee, and that Committee members engage fully in Committee business, with one noting the following:

- o I have been grateful for the option to engage in hybrid mode this year and would have been unable to attend without this option. I regard this as an effective reasonable adjustment and an example of how the Committee supports EDI consideration.

6. Stakeholder engagement and communications

The respondents felt that they had a clear understanding of their role as a representative of their College or Group and had a clear understanding of their role in cascading information from the Committee. One respondent noted that:

- o Papers from SQAC influence discussions at College level and vice versa if something is raised at College that needs wider discussion this is raised.

However, one respondent disagreed that the Committee communicates effectively with stakeholders, noting that:

- o The challenge of communicating QA business to all our stakeholders is longstanding. The committee is obviously working hard on this, e.g. through the Digital Maturity project, but how to ensure QAE is visible, accessible, and usable across the University is still a challenge.

7. Committee support

All respondents felt that the Committee was effectively supported by Academic Services; that the information provided to the Committee supports effective decision-making; and that Committee papers provide appropriate background of issues and an appropriate level of detail on how Committee decisions will be implemented. The following was noted:

- o Outstanding support by Academic Services throughout this year.
- o In my opinion the committee operates very effectively, is chaired very well and is collaborative in approach to items raised. The size means good discussion but clear decisions and outcomes making it a valuable contribution to the University.
- o Further digitisation in line with the Digital Maturity recommendations will be welcomed.

Potential actions in response to 2021/22 review

Area Under Review	Recommended Action	Responsible	Date
Remit	1. Committees to consider the appropriateness of their remit in addition to overlap with, and links to, other Senate Standing Committees, and to feed their views into the externally-facilitated review.	Committee Conveners Standing Committees Supported by Committee Administrators	Ongoing throughout 2022/23
Composition	2. The expansion of Standing Committee membership to include three elected academic Senate members to each Standing Committee. Senate approved the change of composition and process, with new members expected to join Committees in time for the second cycle of Committees.	Senate Clerk Committee Administrators Committee Conveners.	November 2022
Governance & Impact	3. An external effectiveness review of Senate will take place in 2022/23, and as part of this review the effectiveness of the relationship between Senate, its committees, and the wider University governance structure will be considered. 4. The Convener's Forum will be asked to consider how it can support enhancement of communication between Standing Committee's particularly around items of common business. 5. Each committee to consider more effective use of short-life working groups	Standing Committees members are asked to engage with the external effectiveness review as and when required Convener's Forum Committee Conveners Committee Administrators	All: ongoing throughout 2022/23
EDI	6. Each committee to give proactive consideration of EDI for all papers/discussion and decision making.	Standing Committees Committee Conveners Committee Administrators	Ongoing throughout 2022/23

	7. Committee Convener's will be considering how to respond to a motion approved at Senate on 12 October: *Each committee convener is expected to propose for approval by the Senate Exception Committee and/or next Senate Meeting reasonable additions to their committee to improve BAME, student, and trade union representation.*	Committee Conveners	By the next meeting of Senate
Role	8. Academic Services and the Convener to continue offering effective induction for members and to implement improvements to approaches where possible.	Committee Conveners Committee Administrators	Ongoing throughout 2022/23
Communications	9. A Senate Committees' Newsletter will be reintroduced from 2022 onwards. The newsletter will inform the University community of discussions and decisions taken at Senate and its Standing Committees.	Committee Administrators	The first newsletter is expected to be published in December 2022, with further newsletters to align with the cycle of Committee business.

Progress on actions identified in the 2020/21 review

Area Under Review	Recommended Action	Progress against actions	Responsible
Remit	1. Student Experience to be included as standing item for SEC 2. SQAC and SEC to consider triggers for escalation and relationship with University Executive	The University is commissioning an externally-facilitated review, which will be able to take a systematic look at this issue.	Secretary Conveners' Forum
Composition	3. Senate to receive discussion paper on this topic at a later date.	Senate has discussed this and agreed some additions to Standing Committee membership. The externally-facilitated review will provide an opportunity to take a more systematic look at the composition of the committees.	Academic Services will take this forward with Senate Convener.
Governance & Impact	4. Each committee to consider more effective use of short-life working groups	No general action on this issue to date, although Committees have set up some new short-life working groups.	Convener/Secretary
EDI	5. Each committee to ensure proactive consideration of EDI for all papers/discussion and decision making. 6. Senate to receive a discussion paper on 'composition' at a later date, to include EDI .	See relevant section of table setting out proposed actions in response to 21-22 review.	Convener/Secretary Academic Services will take this forward with Senate Convener.
Role	7. Each committee to consider effective induction for members and implement revised approaches as required	Academic Services / the Conveners have offered induction to all new members, and would welcome feedback on how helpful this has been.	Convener/Secretary

Communications	8. Each committee to be more explicit at each meeting regarding how decisions will be communicated or implemented	Academic Services have continued to be attentive to this issue when producing minutes and following up on actions from Committee meetings. Academic Services are relaunching the Senate Committees Newsletter in 2022, which will assist with communicating Committee decisions.	Convener/Secretary

The University of Edinburgh
Senate Quality Assurance Committee

8 December 2022

Enhancement Themes: Year 3 Plan

Description of paper
1. Presents the University's plan of work for the third and final year of the Enhancement Theme, Resilient Learning Communities.

2. This paper does not contribute to the Strategy 2030 outcomes. It is a regulatory requirement.

Action requested / recommendation
3. The Committee is asked to note the year three plan (attached).

Background and context
4. The Enhancement Themes are a programme of activity involving the whole higher education sector in Scotland. Staff and students collaborate on one or more topics to improve strategy, policy and practice. The current Theme (2020 to 2023) is Resilient Learning Communities. Engaging with the Enhancement Themes is part of the Scottish Quality Enhancement Framework.

Discussion
5. Our approach in year 3 is to seek to take our learning on 'what works' in community building and identify opportunities to embed this in the University's strategic projects and activities.

6. Activity (supported by the appointment of two PhD Interns) will focus around:
   • Evaluation of specific projects/activities;
   • Create a community building guide; and
   • Explore community building and sense of belonging with Mastercard Foundations Scholars Program students.

Resource implications
7. There are no resource implications identified in the report.

Risk management
8. The report does not identify any risks. Risks are considered as part of individual activities/projects.

Responding to the Climate Emergency & Sustainable Development Goals
9. This paper does not contribute to the Sustainable Development Goals. It is a regulatory requirement.

Equality & diversity
10. Equality and diversity will be considered as part of individual activities/projects.

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

11. Enhancement Themes activity is communicated through a variety of mechanisms, including websites, SharePoint sites, emails, network meetings, and Teaching Matters.

Author	**Presenter**
Nichola Kett	*Nichola Kett*
28 November 2022	

Freedom of Information
Open

Resilient Learning Communities

Institutional Plan for: University of Edinburgh

Context	
Provide any statements that might be helpful in explaining your institution's context and approach and how this plan supports the achievement of institutional priorities. Any context statement could draw on salient points from the previous year's learning/outcomes from Theme work and reflect any changes in the strategic direction of your institution.	
The theory of change model that was developed in year 2 (see below) will guide and support our work on community building at the University.	

Institutional team	
Please specify for each member whether staff or student and for staff, their role title. Where the Theme Leaders' Group (TLG) staff or student nominee is unable to attend meetings, an alternate can attend on their behalf.	
Institutional lead	Professor Tina Harrison (Assistant Principal Academic Standards and Quality Assurance)
TLG staff representative	Nichola Kett (Head of Quality Assurance and Enhancement)
TLG student representative	Sam MacCallum (Vice President Education)
Edinburgh University Students' Association staff member	Robin Gay (Student Voice Manager)
Institute for Academic Development	Jon Turner (Director)
Doctoral education/researcher development representative	Dr Fiona Philippi (Head of Doctoral Education/Deputy Head of Researcher Development, Institute for Academic Development)

Academic Services	Sinead Docherty (Academic Policy Officer)
PhD Intern	To be appointed

The Institutional Team will remain small and focused, engaging with existing groups, committees and networks as appropriate. Additionally, students and staff who are working on community building activities will be invited to attend all or parts of relevant meetings.

The team will look for opportunities to align activities and use insights (institutional and from sector resources) to support curriculum transformation: https://www.ed.ac.uk/about/strategy-2030/strategy-in-action/curriculum-transformation

Overall outcomes/activity
Are there any changes to your key priorities, outcomes and delivery activities that you identified at the start of the Theme?

A theory of change model (see below) has been developed to support our work on and develop our understanding of the opportunities and challenges within community building at the University. The model identifies root causes (as identified by the year 1 PhD Interns), needs, activities (with an **overall activity of developing an understanding of 'what works' for students and staff**), and short-, medium- and long-term outcomes. **An overarching impact statement – to improve community building practice across the University** – is accompanied by inputs and possible measurements of impact.

We will continue to use the theory of change model to monitor our progress.

Year 3 outcomes/activity
In answering the following, identify what is continuing from year 2 and what is new:
What are your key priorities?
What outcomes do you want to achieve?
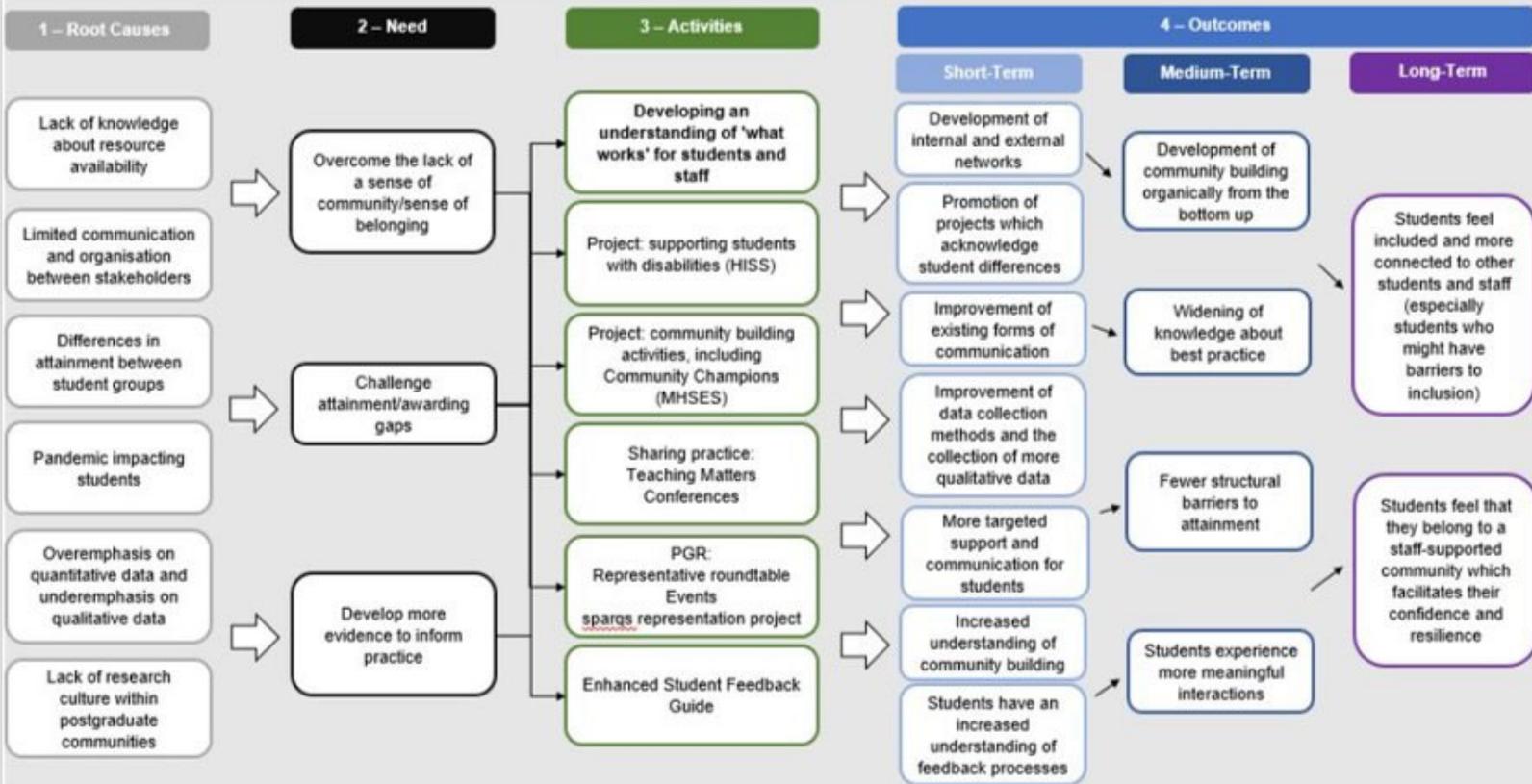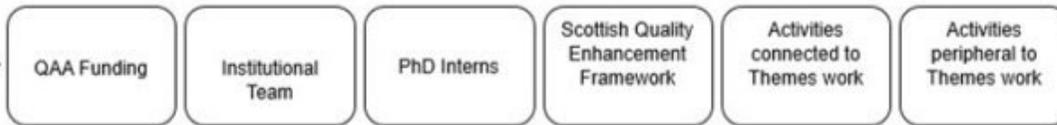What activities will you deliver to achieve your key priorities?

The theory of change model will inform our approach in year 3 of the Theme where we will seek **to take our learning on 'what works' in community building and identify opportunities to embed this in the University's strategic projects and activities**.

Our projects/activities are outlined below (see Evaluation).

Theory of Change Model

Impact Statement: to improve community building practice across the University

INPUTS →

| QAA Funding | Institutional Team | PhD Interns | Scottish Quality Enhancement Framework | Activities connected to Themes work | Activities peripheral to Themes work |

1 – Root Causes

- Lack of knowledge about resource availability
- Limited communication and organisation between stakeholders
- Differences in attainment between student groups
- Pandemic impacting students
- Overemphasis on quantitative data and underemphasis on qualitative data
- Lack of research culture within postgraduate communities

2 – Need

- Overcome the lack of a sense of community/sense of belonging
- Challenge attainment/awarding gaps
- Develop more evidence to inform practice

3 – Activities

- Developing an understanding of 'what works' for students and staff
- Project: supporting students with disabilities (HISS)
- Project: community building activities, including Community Champions (MHSES)
- Sharing practice: Teaching Matters Conferences
- PGR: Representative roundtable Events sparqs representation project
- Enhanced Student Feedback Guide

4 – Outcomes

Short-Term

- Development of internal and external networks
- Promotion of projects which acknowledge student differences
- Improvement of existing forms of communication
- Improvement of data collection methods and the collection of more qualitative data
- More targeted support and communication for students
- Increased understanding of community building
- Students have an increased understanding of feedback processes

Medium-Term

- Development of community building organically from the bottom up
- Widening of knowledge about best practice
- Fewer structural barriers to attainment
- Students experience more meaningful interactions

Long-Term

- Students feel included and more connected to other students and staff (especially students who might have barriers to inclusion)
- Students feel that they belong to a staff-supported community which facilitates their confidence and resilience

Measurement

| Student representative handover document | Student surveys | Targeted evaluation of community building activities | Student panel | Course-level feedback |

As a note: the arrows only indicate general causality between columns rather than specific segment to segment transitions..

We have drawn on resources to inform our work. Resources produced from sector projects have been especially helpful during the induction of our PhD Interns. Additionally, resources are routinely shared, including through Teaching Matters Prioritising equality, diversity and inclusion activities through the Enhancement Themes – Teaching Matters blog (ed.ac.uk)

As outlined in our year 2 report, a member of staff from the Institute for Academic Development contributed to the Scotland-wide Decolonising the Curriculum in the time of Pandemic collaborative cluster in 2021/22. As a result, they created the Decolonising the Curriculum Hub to support work being carried out across the University to support thinking and action on decolonising the curriculum. The Hub outlines how to make a start at decolonising the curriculum alongside supporting resources and case studies.

Title of project/activity
1) Evaluation of specific projects/activities We expect these to be: • Community Champions (Moray House School of Education and Sport) • Project to improve the experience of students with disabilities (Health in Social Sciences) • Postgraduate researcher community building activities • Giving Feedback Student Guides
What change is being made? (Brief description(s) of overall activity/intervention)
The evaluation will aim to demonstrate the impact of specific projects/activities and provide us with learning on 'what works' and case studies to include in a community building guide (see project/activity 2 below).
Why are we making it? (Rationale for the change)
To understand the impact of and identify what can be shared more widely across the University in support of community building.
What difference will hopefully occur as a result? (Tangible change envisaged)
Improvement of community building practice across the University.

How will we know? (How the change is measured)
See possible measures of impact in the theory of change model.

Title of project/activity
2) Community building guide A review of good practice examples to identify what works in community building for sharing in a guide with the aim of embedding it within the University's strategic projects and activities

What change is being made? (Brief description(s) of overall activity/intervention)
To take our learning on 'what works' in community building and identify opportunities to embed this in the University's strategic projects and activities.

Why are we making it? (Rationale for the change)
To improve community building practice across the University. To provide a useful resource which will help develop community building and widen knowledge about good practice.

What difference will hopefully occur as a result? (Tangible change envisaged)
Improvement of community building practice across the University.

How will we know? (How the change is measured)
See possible measures of impact in the theory of change model.

Title of project/activity
3) Explore community building and sense of belonging with [Mastercard Foundation Scholars Program](#) students

What change is being made? (Brief description(s) of overall activity/intervention)
To inform our learning on 'what works' in community building.

Why are we making it? (Rationale for the change)
To improve community building practice across the University.

What difference will hopefully occur as a result? (Tangible change envisaged)
Improvement of community building practice across the University.

How will we know? (How the change is measured)
See possible measures of impact in the theory of change model.

Dissemination of work How will you promote and communicate your work internally and externally?
Communication methods: • Internally: email; Institutional Team; Senate Quality Assurance Committee; Doctoral College Forum; Directors of Teaching Network; Teaching Matters blog; Learning and Teaching Conference; Students' Association groups/networks. • Externally: Scottish Higher Education Enhancement Committee (SHEEC); Theme Leaders' Group (TLG); Enhancement Themes conference; and the University's and Students' Association's websites.

The Institutional Team will continue to use existing committees, groups and networks to communicate about the Theme, to engage staff and students in Theme work, and to disseminate University and sector Theme outputs.

Community and academic community are established tags on the [Teaching Matters blog](#).

Supporting staff and student engagement How will you support your community to engage with planned activities?
As outlined above the Institutional Team will continue to use existing committees, groups and networks to communicate about the Theme, to engage staff and students in Theme work, and to disseminate University and sector Theme outputs.   Student and staff involvement with the Theme itself has primarily been through the Institutional Team. However, we have supported staff and student engagement with Theme activities (not necessarily badged as such) through mechanisms such as the Learning and Teaching Conference and the Directors of Teaching Network.   Staff and students will be kept informed of the work of the Theme through the communication methods outlined above. Support and guidance can be provided by the Institutional Lead and Theme Leaders Group staff member. Students will be supported through the Students' Association.

Plan author:	Nichola Kett and Professor Tina Harrison (with input from the Institutional Team)
Date:	8 October 2022

Return to: ARCadmin@qaa.ac.uk

<u>The University of Edinburgh</u>
Senate Quality Assurance Committee

8 December 2022

Internal Periodic Review

Description of paper
1. Final report, year-on reports, and a 14 week response from Internal Periodic Reviews (IPRs).

Action requested / recommendation
2. The Committee is invited to approve the final reports, confirm that it is content with progress in the year-on response, and note the exemplars of positive change.

Background and context
3. The following final reports and year-on response are published on the Committee wiki (https://www.wiki.ed.ac.uk/display/SQAC/Thursday+8+December+2022):

   Final Reports:
   • Royal (Dick) School of Veterinary Studies (undergraduate provision)

   Year-on Report:
   • Clinical Education
   • Maths
   • Education
   • Oral Health

   14 Week Response:
   • Biological Sciences (undergraduate and postgraduate taught provision)
   • Data Science, Technology & Innovation
   • HCA
   • Law
   • Royal (Dick) School of Veterinary Studies (undergraduate provision)
   • Royal (Dick) School of Veterinary Studies (postgraduate taught provision)

Discussion
4. See wiki.

Resource implications
5. No additional resource implications.

Risk management
6. No risk associated.

Equality & diversity
7. An Equality Impact Assessment was carried out on the IPR process.

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

8. Comments will be reported back to the School/Subject Area. The final reports and year-on response will be published on the Academic Services website.

<u>Author</u>   **<u>Presenter</u>**
Brian Connolly   Brian Connolly,
Academic Services   Academic Services

Freedom of Information - Open