

The University of Edinburgh

**Senate Education Committee  
Thursday 8 September 2022, 2.00pm  
Conducted via Microsoft Teams**

**A G E N D A**

- 1. Welcome and Apologies**
- 2. Minutes of Meeting held on 12 May 2022** SEC 22/23 1 A
- 3. Convener's Communications** Verbal Update
- 4. For Discussion**
  - 4.1 Assessment and Feedback Principles and Priorities – *Final Version for Approval* SEC 22/23 1 B
  - 4.2 University of Edinburgh Students' Association Vice President Education Priorities 2022/23 SEC 22/23 1 C
- 5. Standing Items**
  - 5.1 **Student Experience**
    - Student Experience Update (taken to 7 June 2022 Meeting of University Executive) SEC 22/23 1 D (PARTIALLY CLOSED)
    - National Student Survey 2022 Results (taken to 9 August 2022 Meeting of University Executive) SEC 22/23 1 E (CLOSED)
  - 5.2 **Doctoral College** Verbal Update
- 6. For Approval**
  - 6.1 Proposed Changes to Academic and Pastoral Support Policy for Academic Year 2022/23 SEC 22/23 1 F
- 7. For Information / Noting**
  - 7.1 Academic Integrity Update Verbal Update
  - 7.2 ELDeR Requests 2020-2022 SEC 22/23 1 G
  - 7.3 Student Partnership Agreement 2022-23 SEC 22/23 1 H

7.4 Committee Administration:

- Developments from 11 August 2022 Senate Meeting, including New Guidelines for Senate Committee Operations SEC 22/23 1 I
- Committee Membership 2022/23 SEC 22/23 1 J
- Committee Terms of Reference SEC 22/23 1 K

**8. Any Other Business**

**Minutes of the Meeting of Senate Education Committee  
held via Microsoft Teams at 2.00pm on Thursday 12 May 2022**

**Draft for approval at 8 September 2022 meeting**

**1. Attendance**

<b>Present</b>	<b>Position</b>
Colm Harmon	Vice-Principal Students (Convener) – Ex Officio
Tina Harrison	Assistant Principal Academic Standards and Quality Assurance (Vice-Convener) – Ex Officio
Sabine Rolle	Representative of CAHSS (Learning and Teaching)
Stephen Bowd	Representative of CAHSS (Postgraduate Research)
Judy Hardy	Representative of CSE (Learning and Teaching)
Antony Maciocia	Representative of CSE (Postgraduate Research)
Sarah Henderson	Representative of CMVM (Learning and Teaching, PGT)
Paddy Hadoke	Representative of CMVM (Postgraduate Research)
Mike Shipston	Head of Deanery, CMVM
Richard Andrews	Head of School, CAHSS
Iain Gordon	Head of School, CSE
Stuart Lamont	Edinburgh University Students' Association, Permanent Staff Member
Tara Gold	Edinburgh University Students' Association, Vice President Education
Marie-Louise Wohrle	Postgraduate Research Student Representative
Shelagh Green	Director for Careers & Employability – Ex Officio
Melissa Highton	Director of Learning, Teaching and Web Division of Information Services – Ex Officio; Assistant Principal (Online and Open Learning)
Rebecca Gaukroger	Director of Student Recruitment and Admissions – Ex Officio
Sue Macgregor	Director of Academic Services – Ex Officio
Marianne Brown	Head of Student Analytics, Insights and Modelling (Interim)
Sian Bayne	Assistant Principal Digital Education
Philippa Ward	Academic Services (Secretary)
<b>In Attendance</b>	
Teresa Ironside	Director of Data Science Education
Amanda Percy	Curriculum Transformation
Jon Turner	Curriculum Transformation and Director of Institute for Academic Development
Patrick Walsh	Representative of CSE (Learning and Teaching)
<b>Apologies</b>	
Andy Dugmore	Representative of CSE (Learning and Teaching)
Lisa Kendall	Representative of CAHSS (Learning and Teaching)
Jamie Davies	Representative of CMVM (Learning and Teaching, UG)
Velda McCune	Representing Director of Institute for Academic Development

	– Ex Officio
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Members who were leaving were thanked for their considerable contribution to the work of the Committee over the year.

## **2. Minutes of Meeting held on 10 March 2022**

The minutes of the meeting held on 10 March 2022 were approved as an accurate record.

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

### **3.1 Management of Open and Closed Papers**

The Convener reported that the views of Education Committee and the other Senate Standing Committees on this matter had been relayed to those raising concerns. A paper discussing the management of closed papers would be taken to the 25 May meeting of Senate for consideration.

## **4. For Discussion**

### **4.1 Microcredentials: Issues and Principles**

Members noted that the paper had previously been discussed by the Curriculum Transformation Board. The paper set out the current 'state of play' within the University; provided an overview of current sector trajectories for microcredentials and short courses; and proposed a set of principles to guide the development of University strategy in this area.

Members endorsed the paper and the set of principles in particular. The following was noted:

- The importance of ensuring that any work in this area was adequately resourced
- The potential to develop links with the NHS and NHS Education for Scotland
- The benefit of aligning microcredentials with the University's core programmes wherever possible to avoid creating two separate streams of learners
- The Postgraduate Working Group of the Curriculum Transformation Programme would give further consideration to the issue of microcredentials.

It was agreed that the Convener and paper authors would establish a group to take this work forward.

### **4.2 Assessment and Feedback Update – Responding to ELIR**

Members noted that a previous version of the paper had been considered at the March meeting of the Committee. The version now being considered included an additional principle relating to the student voice; clarified content relating to learning technologies; and alongside each principle provided a priority, aligned with Curriculum Transformation, to address previous concerns about the document not being sufficiently aspirational.

The Committee endorsed the principles and discussed ways in which the ideas presented in the paper might be socialised and embedded within Schools. Members proposed:

- Asking all Schools to undertake a mapping exercise to assess the extent to which they were aligned with the principles
- Using Course Evaluation Questionnaires to ask students to identify aspects of their courses that had been run in particularly innovative ways
- Running a Teaching Matters blog series showcasing relevant work that was already being done within the University.
- Developing a community of practice to share insights and encourage innovation.

### **4.3 Tutors and Demonstrators Training Working Group**

Members noted that the training and support offered by the University for tutors and demonstrators was inconsistent and required improvement. The paper proposed the creation of a Tutors' and Demonstrators' Training Working Group to explore and recommend changes to provision.

Members approved the creation of the group, recognising that it should help to address recommendations coming out of the recent Enhancement-led Institutional Review.

### **4.4 Committee Administration**

#### **4.4.1 Senate Education Committee Membership 2022/23**

The paper was noted.

#### **4.4.2 Draft Annual Report to Senate**

The paper was noted and approved in advanced of it being taken to the May meeting of Senate.

#### **4.4.3 Plans for Annual Review of Effectiveness of the Senate Standing Committees**

Members noted the plans for the annual review of the effectiveness of the Senate Standing Committees and were encouraged to engage with opportunities to provide feedback.

#### **4.4.4 Senate Presentation and Discussion Themes for 2022/23 Meetings**

Members proposed the following potential themes:

- Staff wellbeing
- Assessment and feedback
- Interdisciplinary teaching and learning (and University-wide initiatives to develop this)
- The Doctoral College

## **5. Standing Items**

### **5.1 Curriculum Transformation – Consultation on the Edinburgh Student Vision**

Members noted that the consultation on the Edinburgh Student Vision was underway, and responses to the online survey were being received. These responses indicated that there was general support for the objectives, principles and approach. Comments and suggestions had been received around wording and phrasing. Members were encouraged to feed into the consultation.

In response to requests from across the University, early archetypes and prototypes had been designed and had generated useful discussion in Schools, including identification of gaps. These discussions were being used to develop the next iteration of the archetypes and were feeding into initial conversations around the scoping and supporting of the curriculum work stream. Work on the climate emergency was also being taken into account.

## **5.2 Student Experience**

Members noted the updates taken to the 15 March and 5 April 2022 meetings of University Executive.

## **5.3 Doctoral College**

Updates were provided on the following PGR-related activity:

- Maternity and family leave policies – work was being undertaken to ensure that funded PGR students received paid maternity and family leave.
- Use of Turnitin for PGR student work – this would be permitted, but not mandated.
- Student Wellbeing – work was being done on the introduction of a case management system, leave of absence arrangements and escalation processes.
- Doctoral College Review – a formal review, including externality, had been proposed. Plans for this would be taken forward by Senate Quality Assurance Committee.
- Networking events – a series of three mini conference evenings had been set up to help support PGR students over the summer. Staff were also welcome to attend.

Professor Stephen Bowd, who was leaving the position of Dean of Postgraduate Studies for the College of Arts, Humanities and Social Sciences, was thanked for his considerable contribution to the work of the Doctoral College.

## **6. For Approval**

### **6.1 Policy Updates to Reflect New Student Support Model**

Members approved minor changes to the following policies to reflect the new Student Support Model:

- Virtual Classroom Policy
- Policy for the Recruitment, Support and Development of Tutors and Demonstrators

It was noted that it had not yet proved possible to finalise required changes to the Academic and Pastoral Support Policy. It was agreed that the Committee would consider and approve a revised policy later in the summer.

## 7. Any Other Business

### 7.1 Follow-up from Academic Integrity Meeting with University of Sydney

Members were advised that a list of potential issues for further consideration had been drawn up:

- Development of a mandatory academic integrity module for all students (potentially delivered pre-arrival)
- Looking at whether the Cohort Lead role in the new Student Support model could be used to provide ongoing education and support for students in this area
- Undertaking risk assessments for all assessments
- Taking steps to address contract cheating
- Detection software – looking at whether a University-wide policy on this and a list of 'approved' software should be developed
- Taking steps to address academic misconduct-related workloads

Members agreed that action should be taken in relation to the first two points over the summer. The Committee expressed strong support for tackling academic misconduct-related workloads.

Philippa Ward  
Academic Services

**Senate Education Committee**

**8 September 2022**

**Assessment and Feedback Principles and Priorities – Final Version for Approval**

**Description of paper**

1. The paper sets out revised Assessment and Feedback Principles and Priorities.

**Action requested / recommendation**

2. The paper invites the Committee to approve the final version of the document, and the associated implementation plan.

**Background and context**

3. At its meetings on 10 March 2022 and 12 May 2022, the Committee discussed a set of Assessment and Feedback Principles, with a view to implementing them in 2022-23. The Committee was content with the version that it discussed in May 2022, subject to providing a steer on some specific issues.
4. At its meeting on 26 May 2022, in response to the development of the new Principles and Priorities, the Senate Academic Policy and Regulations Committee agreed to remove the provisions from Taught Assessment Regulations 11, 15, and 16 – and, instead, for those Regulations to refer to the Principles.

**Discussion**

5. Following further discussion, this paper sets out a revised version of the Principles document for approval. **The Principles remain unchanged.** The main changes to the version that the Committee considered in May 2022 are:
  - Renaming the document ‘Principles and Priorities’;
  - Expanding on the Priority against each of the Principles, plus adding a statement on the applications of each Principle;
  - Clarifying the status of the Principles (a mandatory framework for reviewing and guiding practice); and
  - Clarifying the timescales for implementation.
6. The Committee is invited to approve the final version of the document, and the associated implementation plan.
7. The Committee is asked to note that the Principles and Priorities are linked to the Edinburgh Student Vision (Principles 1 and 8). Work on the Student Vision is ongoing and it is expected that it will be brought to an exceptional meeting of SEC later in the Semester for approval. Committee members are therefore being invited to approve the Principles and Priorities in advance of the Edinburgh Student Vision being approved. Any alignment of assessment and feedback with the Student Vision would only be expected once the Vision had also been formally approved.

## Resource implications

8. The implementation of the Assessment and Feedback Principles and Priorities will have implications for the workload of academic and professional services staff. While it is likely that many programmes and courses are already aligned with many aspects of the Principles, it is likely that staff will need to undertake some work to redesign some elements. The University already has a general expectation that academic colleagues update their learning, teaching and assessment on an ongoing basis, which is reflected in workloads. In addition, in part the Principles highlight some baseline requirements which staff should already be undertaking. Principles 1.4, 2.5, 4.2, 4.3, 6.1, 6.4 were previously expected as part of the Taught Assessment Regulations and are not new, and are expected to continue to apply from 22-23. For the remaining Principles and Priorities, implementation will be phased in with the focus on reviewing practice in 2022-23 with an expectation of full alignment with the Principles and significant action against the Priorities from 2023-24. The phasing will allow Schools to manage this workload and align with the timetable for Curriculum Transformation. A key emphasis within the Principles and Priorities is not to create more work for students and staff, but to consider how assessment can be more effective by doing it differently.
9. The Principles will inform changes associated with Curriculum Transformation – and therefore any resource implications associated with engaging with the Principles will assist Schools with broader Curriculum Transformation.
10. Relaxing the University's rules on Feedback Deadlines from a mandatory requirement to provide feedback on assessment within 15 working days to the more flexible position in the Principles will assist academic staff to manage their workload associated with providing feedback, with the emphasis on providing constructive and developmental feedback.
11. The implementation of the Principles and Priorities will have some workload implications for the staff that will lead the development of the communications and implementation activities. This will be relatively modest.

## Risk management

12. The recommendations within the paper are aimed at enhancing the assessment and feedback experience for students, reducing the risks associated with poor performance in assessment and feedback and the likelihood of an unsatisfactory outcome in a future ELIR from not taking action

## Responding to the Climate Emergency & Sustainable Development Goals

13. N/A

## Equality & diversity

14. One of the core principles directly addresses inclusive assessment practice and equality in assessment outcomes. Academic Services and Assistant Principal Tina Harrison have worked together to carry out an Equality Impact Assessment on the document.

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

15. The Principles provide a framework and reference point that can be used in course and programme approval processes and in annual course and programme review. During 2022-23, Schools should focus on reviewing practice against the Principles, with a view to demonstrating full alignment with the Principles and significant action against the Priorities from 2023-24. Schools will however need to implement some specific elements of the Principles from 2022-23 (these are set out in the Cover Sheet). These elements either reflect existing regulatory / policy requirements, or replace those that previously existed (eg in the case of the new provision on feedback turnaround time) – making it reasonable to expect Schools to implement them from 2022-23.
16. Academic Services will publish the final version of the document and arrange communications to key office-holders in Schools (eg Directors of Teaching, Heads of Teaching Organisations), Colleges (Deans of Learning and Teaching or equivalent, and Heads of Academic Affairs), and the Students Association.
17. To support the implementation of the Principles, Prof Tina Harrison will coordinate a series of activities, including a Teaching Matters blog series (already live) and the establishment of an assessment and feedback community of practice/network to share practice and provide ongoing support in the implementation. In addition, during Semester one Prof Harrison will work with the Colleges, and with the student interns that are supporting the Assessment and Feedback strand of work, to develop a student-facing guide.
18. The Committee will need to monitor and evaluate the implementation of the Principles – including determining measures of success, and deciding the mechanisms for monitoring and evaluation. We will bring proposals to a future meeting for how to approach this.

**Author**

*Prof Tina Harrison  
26 August 2022*

**Presenter**

*Prof Tina Harrison*

**Freedom of Information**

*Open*



# Assessment and Feedback Principles and Priorities

## Purpose of Principles

This document sets out key principles and priorities to guide practice in assessment and feedback. The principles set out the baseline expectation for quality, ensuring a degree of consistency in assessment and feedback practice across Schools. The priorities set the strategic direction for enhancement of assessment and feedback.

## Overview

These principles and priorities form part of a holistic and strategic approach to the design and management of assessment and feedback on all courses and programmes. The assessment and feedback principles are accompanied by a set of priorities for assessment and feedback, which are forward-looking and aspirational, encouraging greater creativity in assessment practice. The priorities encourage greater emphasis on: authentic assessments and assessment as learning formative assessment and feedback; student partnership in assessment; and assessment inclusive by design.

## Scope: Mandatory

These principles are University-wide and apply to the assessment and feedback of all taught courses and taught programmes. The principles offer a framework for reviewing and guiding practice. In the first year of operation (2022-23), Schools should focus on reviewing existing practice against the principles and priorities and, identifying areas for action, with a view to demonstrating full alignment with the principles and significant action against the priorities from 2023-24. However, Schools should apply the following elements in full from 2022-23: 1.4, 2.5, 4.2, 4.3, 6.1, 6.4.

<b>Contact Officer</b>	Philippa Ward	Academic Policy Officer	Philippa.Ward@ed.ac.uk
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## Document control

<b>Dates</b>	<b>Approved:</b> DD.MM.YY	<b>Starts:</b> 01.09.2022	<b>Equality impact assessment:</b> 04.08.2022	<b>Amendments:</b> N/A	<b>Next Review:</b> 2025/2026
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<b>Approving authority</b>	Senate Education Committee
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<b>Consultation undertaken</b>	Curriculum Transformation Programme Task Group, Directors of Teaching Network, Curriculum Transformation Programme Reference Group, Senate Education Committee, Colleges, Edinburgh University Students' Association, Senate Academic Policy and Regulations Committee, Senate.
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<b>Section responsible for policy maintenance &amp; review</b>	Academic Services
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<b>Related policies, procedures, guidelines &amp; regulations</b>	Taught Assessment Regulations, Teaching Matters blogs, Degree Regulations and Programmes of Study, Guidance for Boards of Examiners, Undergraduate Progression Boards Policy, Examination Hall Regulations, External Examiner for Taught Programmes Policy
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<b>UK Quality Code</b>	Consistent with guiding principles outlined in the UK Quality Code for Higher Education November 2018 (assessment)
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<b>Policies superseded by this policy</b>	Regulations 11, 15 and 16 of the Taught Assessment Regulations
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<b>Alternative format</b>	If you require this document in an alternative format please email <a href="mailto:Academic.Services@ed.ac.uk">Academic.Services@ed.ac.uk</a>
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<b>Keywords</b>	Assessment, assessment principles, feedback, feedback principles, course assessment, programme assessment, marking
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# Assessment and Feedback Principles and Priorities

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## Full Purpose of Principles

The University will take a holistic and strategic approach to assessment and feedback comprising the following four key aspects:

- a. **Assessment and feedback principles.** A set of key principles to guide practice in assessment and feedback. The principles set out the baseline expectations for quality, ensuring a degree of consistency in assessment and feedback practice. The principles also signal to students what they can expect to experience with regards to assessment and feedback practice. The principles set out in this document sit alongside the taught assessment regulations. Schools are expected to review their practice against the principles, identify gaps and actions to address them.
- b. **Assessment and Feedback priorities.** The principles set the baseline expectations, but we should also strive for creativity and enhancement of our assessment practice. Feeding into and aligning with the implementation of the Curriculum Transformation Project, the priorities for assessment and feedback are forward-looking and aspirational, encouraging greater creativity in assessment practice. There is a priority associated with each of the principles.
- c. **Support/guidance for staff.** To support colleagues in implementing the assessment and feedback principles and priorities, this document includes brief information on the application of the principles. Additional guidance and support will be rolled out as required.
- d. **Guidance for students.** To help students make the most of assessment and feedback, a student-facing guide will explain the assessment and feedback principles from a students' perspective and help students to understand the assessment and feedback process and their role in it.



# Assessment and Feedback Principles and Priorities

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## 1. Assessment will be fit for purpose

- 1.1 Assessment shall prepare students to become practitioners in their discipline;
- 1.2 Assessment shall be *for, as and of* learning;
- 1.3 Assessment shall contribute towards the Edinburgh Student Vision;
- 1.4 Assessment methods shall be appropriate to, and align with, the programme and course learning outcomes.

**Application:** Assessment carries a variety of purposes, which are not mutually exclusive. Assessment can serve a diagnostic purpose to assess students' prior knowledge and provide a context for future learning (assessment for learning). It can serve a formative purpose, as a means of learning, to develop students' knowledge, skills and attributes (assessment as learning). Assessment can serve a summative purpose, providing assurance of learning, monitoring learning and assessing competence (assessment of learning). In designing assessments, programme teams should be clear about the purpose(s) of the assessment, and should consider whether the chosen method of assessment is the best fit for such purpose(s). Programme teams should also ensure that the methods of assessment used across the programme are appropriate to, and align with, the programme and course learning outcomes.

**Priority:** Our assessment should aim to be as authentic as possible, aligned with the Edinburgh Student Vision and authentic to graduates' futures. Assessment is authentic when it is realistic, linked to disciplinary practice and to contexts of application and employment, asking students to 'do' the subject, and assessing students' abilities to apply their knowledge and skills to complex tasks and challenges).

## 2. Assessment and feedback practices will involve conversation with students

- 2.1 Students, teaching staff and markers shall develop a shared understanding of the purpose of assessment;
- 2.2 Students, teaching staff and markers shall develop a shared understanding of the marking criteria (and expectations);
- 2.3 Students shall be supported to undertake assessments and to develop assessment and feedback literacy;
- 2.4 Students and teaching staff shall develop a shared understanding of academic integrity in general and expected academic practices in relation to specific assessments.
- 2.5 Students shall have the opportunity to engage in dialogue (with teaching staff) and contribute to the development of assessment and feedback practices.



# Assessment and Feedback Principles and Priorities

**Application:** The purpose of assessment is to facilitate learning, and should not be shrouded in mystery. Increasing dialogue with students about assessments can help to develop a shared understanding of the purpose(s) of assessment, assessment expectations and marking criteria. Time should be set aside for the discussion of assessment tasks, ensuring students understand the expectations of assessment and the criteria by which they will be assessed, as well as time to reflect on, discuss and learn from feedback. Appropriate support should be provided to enable students to undertake assessments, in particular for assessments that are novel or encountered for the first time. The more closely we can work in partnership with our students as co-creators in the design and management of assessment and feedback practices, the more likely it is that students will: have a better understanding of assessment expectations and assessment literacy, and demonstrate increased autonomy, self-regulation and responsibility and critical reflection. Working closely in partnership with students can also lead to the development of more inclusive assessments and enhance academic integrity.

**Priority:** To work more closely with students as partners or co-creators in assessment and feedback practices, involving students in decision-making and moving beyond assessment as something that is *done to* students to something that is *done with* them.

### 3. Assessment and feedback will be inclusive, equitable and fair

- 3.1 Assessment shall be developed taking into account diverse student learning needs and approaches;
- 3.2 As far as possible, assessments shall be designed to minimise the need for individual learning adjustments;
- 3.3 Students shall have the opportunity to experience a range of assessments across their programme;
- 3.4 Assessment outcomes should be equitable; where outcomes are unequal assessment methods shall be reviewed and revised accordingly.

**Application:** The goal of inclusive assessment is to ensure that the way we assess does not exclude or disadvantage students or create progression and awarding gaps. Inclusive assessment provides all students with an equal opportunity to demonstrate their achievement. In practice, making assessment truly inclusive by design (thus minimising the need for individual adjustments) is difficult, but is a goal we should strive for. Inclusive assessment requires taking a holistic approach from the design of assessment tasks to the development of marking criteria and the mode of feedback. This goes beyond meeting the requirements of students with disabilities and requires us proactively to consider the diverse learning needs and approaches of all our students. Programme teams should ensure that students have the opportunity to experience (and are supported to undertake) a range of assessments, and should regularly review student performance in assessment. Programme teams should take action to address any gaps in progression or achievement that are found to exist for subgroups of students (which may include increased support or assessment literacy or changing the nature of the assessment).

**Priority:** To minimise the use of assessments that require individual learning adjustments to be made and to make assessment inclusive by design, offering choice and flexibility to students, not just across a programme, but within an assessment task.



# Assessment and Feedback Principles and Priorities

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## 4. Assessment and feedback will be reliable, robust and transparent

4.1 Assessment design shall support and encourage good academic practices and minimise opportunities or incentives for academic misconduct;

4.2 Marking criteria (and any marking rubrics) shall be provided to students along with the assessment task;

4.3 Where multiple markers are involved, the marking and moderation process shall support consistency in standards and feedback.

**Application:** Consistency, reliability and fairness are important goals in assessment. These are enhanced by ensuring that markers and students have a shared understanding of the assessment tasks, the criteria by which the assessment will be judged and the marking scheme. Marking rubrics or grade-related marking criteria can make the marking process more reliable and transparent to students (when given to students in advance of the assessment task and students are supported to understand them, or are involved in designing them), and ensure greater consistency in marking between multiple markers. To increase reliability, it is important that robust moderation processes are applied. In designing assessments, consideration should be given to the potential risks of the assessment to academic integrity with every effort made to reduce or remove opportunities or incentives for academic misconduct. Closed-book exams should not be considered the only way to safeguard against academic misconduct.

**Priority:** To design assessments with academic integrity in mind, ensuring assessment promotes good academic practice. This can be strengthened by increased student partnership in assessment and increased use of authentic, multi-stage and/or multi-modal assessments.

## 5. Assessment and feedback will be proportionate to the amount and level of credit

5.1 Assessment load shall be manageable for students and staff, while providing sufficient breadth and depth to maintain standards and facilitate student learning;

5.2 Assessment workload shall be comparable across courses or units of learning at the same level and credit weighting;

5.3 The format and volume of feedback shall vary according to the type and scale of assessment ensuring feedback is targeted appropriately.



# Assessment and Feedback Principles and Priorities

**Application:** Assessment load and challenge should be comparable within programmes and across courses or units of learning of the same level and credit weighting. Assessment loading should also take into account when assessment occurs, ensuring assessments are spread out throughout the year to minimise bunching of deadlines. Clusters of high-stakes assignments can have a negative impact on student wellbeing and performance, and can set the context for high levels of extensions and special circumstances applications. Within a single programme we should seek to avoid over-assessment of the same learning outcomes/competencies, unless there are clear developmental objectives. Given the desire to maintain a diverse range of assessments in use across the University, it is appropriate that assessment loads are determined at a local level. Schools (subject areas or programmes) should determine appropriate assessment loads that are comparable in workload for courses or units of learning at the same level and credit weighting. This should also include agreement on the type and amount of feedback to be provided, to ensure comparability in feedback across similar types of assessment. The nature and amount of feedback will vary according to the type and scale of assessment (e.g. exam feedback may be more focused on the mark and generic feedback, compared with continuous assessed work where individual or group feedback is more likely, and formative feedback opportunities exist).

**Priority:** To minimise over-assessment, spread assessment out thus making full use of the academic year, and, where possible, make greater use of programme-level assessment to reduce the need for repeated or over-assessment of skills, attributes or competencies in individual courses or units of learning.

## 6. Feedback on assessment will be constructive, developmental and timely

- 6.1 Feedback shall be provided on all formative and summative assessed work;
- 6.2 All feedback shall facilitate student learning by helping students evaluate and develop their performance;
- 6.3 Students shall be given sufficient time to reflect and act upon feedback between assignments, where this is practical;
- 6.4 Feedback on all assessed work shall normally be returned within three weeks of submission. Where this is not possible, students shall be given clear expectations regarding the timing and methods of feedback.



# Assessment and Feedback Principles and Priorities

**Application:** The primary purpose of feedback should be to facilitate student learning. Assessment tasks should be designed in such a way as to allow the time and space for constructive and developmental feedback to be provided to students, and for students to reflect on and act upon the feedback. For feedback to be useful, it needs to be provided in a timely manner. In many cases, it will be possible to return feedback on assessed work to students within three working weeks of submission, and we should aim to achieve this standard where possible. In other cases (e.g. large classes and/or longer assignments), marking and the provision of quality feedback may take longer than three working weeks. All course organisers should therefore inform students (in the course information) of the date by which they can expect to receive feedback on their assessed work. Feedback is more developmental where it is formative (feedforward), rather than summative. Whilst summative feedback provides an important function, an over-reliance on summative assessment, close to the end of a course, offers limited opportunity for learning development.

**Priority:** To provide more opportunity for formative feedback in assessment tasks. This should not lead to an overall increase in workload, but a rethinking of the place of feedback in the assessment process. By increasing feedback dialogue with students throughout the assessment process and shifting the balance or emphasis of feedback from the end of the assessment (when students cannot change anything) to earlier in the assessment process allows students to learn from the feedback and improve their performance. In this way, feedback becomes more valuable to students in relation to the assessment.

## 7. Assessment and feedback will make appropriate use of learning technologies

7.1 Learning technologies shall be used to facilitate efficient, user-friendly and effective assessment, marking and feedback for students and staff;

7.2 Learning technologies shall be used in ways that respect and support the development of students as data subjects and data citizens;

7.3 Learning technologies shall be used with due consideration of the effects of potential biases and limitations of algorithmic systems and/or automated components on which the technology may be based.



# Assessment and Feedback Principles and Priorities

**Application:** Learning technologies provide opportunities to increase the efficiency and effectiveness of the assessment process for both students and staff. Wherever practical, assessments will be completed, submitted, marked and feedback provided in digital format. Learning technologies can be used to increase the scope for creativity, innovation and experimentation in assessment, support new kinds of assessment, and help students develop the digital and creative skills needed for effective use of contemporary modes of knowledge representation. Learning technologies can also contribute to addressing many of the other priorities, but particularly enhanced diversity, authenticity and choice of assessments. It is important that learning technologies are used appropriately and in ways that respect and support the development of students as data subjects and data citizens. For example, technologies (including those for detecting plagiarism and other forms of misconduct) should be used with due consideration of the effects of potential biases and limitations.

**Priority:** To make appropriate increased use of technology to support creativity, innovation and experimentation in assessment and feedback (including supporting increased inclusivity and academic integrity). This includes supporting students to develop skills in contemporary modes of writing and representing knowledge, and encouraging creativity and diversity in presentation of academic work.

## 8. Assessment and feedback approaches shall be developed and monitored at the programme level to ensure:

- 8.1 Overall fitness for purpose of assessment and alignment with programme learning outcomes;
- 8.2 Alignment with and development of the Edinburgh Student Vision;
- 8.3 Variety in assessment across a programme;
- 8.4 Appropriate challenge for the level of study, enabling students to develop and improve during their degrees;
- 8.5 Assessment timing is suitably coordinated and sufficiently flexible affording students appropriate time to undertake each assessment;
- 8.6 An appropriate balance of formative versus summative assessment across a programme;
- 8.7 Consistency in assessment load relative to credit (to protect against over-assessment);
- 8.8 Enough time for feedback to be provided by staff and used by students.



# Assessment and Feedback Principles and Priorities

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**Application:** A central principle is that assessment and feedback should be monitored at the programme level. This ensures adherence to the other principles and provides oversight of assessment and feedback at the programme or subject level. Assessment is integral to learning and teaching, and needs to be considered as a central component of programme and course design to ensure overall fitness for purpose of assessment methods and alignment with programme learning outcomes, as well as consistency in assessment effort whilst also promoting assessment diversity across the programme. Greater oversight of assessment at the programme level also paves the way for the development of programme-level assessment - integrative or synoptic assessments - that combine learning from across multiple units of learning in a programme into a single assessment. As well as encouraging students to make connections in their learning across a programme, it can also reduce assessment overload and duplication. It can also free up space for more formative assessment to take place at appropriate points.

**Priority:** To develop opportunities for programme-level, integrative or synoptic assessments.



# Assessment and Feedback Principles and Priorities

## Roles and Responsibilities

<b>Roles</b>	<b>Responsibilities</b>
Students	<ul style="list-style-type: none"><li>• Engage appropriately with assessment tasks.</li><li>• Proactively seek support if unclear on what is required in an assessment.</li><li>• Read, reflect on and act upon the feedback provided.</li><li>• Engage with assessments honestly and fairly, upholding academic integrity.</li></ul>
Course Organisers	<ul style="list-style-type: none"><li>• Design and manage assessment and feedback in accordance with these principles and priorities.</li><li>• Engage in continuous professional development to enhance assessment and feedback practice.</li><li>• Oversee and report on progress against Course-level actions and priorities for feedback and assessment development.</li></ul>
Programme Directors	<ul style="list-style-type: none"><li>• Oversee and regularly review assessments within their programmes, ensuring continued alignment with these principles and priorities.</li><li>• Provide leadership and direction to programme teams in assessment design and innovation.</li><li>• Oversee programme-level assessments.</li><li>• Oversee and report on progress against programme-level actions and priorities for assessment and feedback development.</li></ul>
Heads of School / Directors of Teaching	<ul style="list-style-type: none"><li>• Ensure adherence to the principles and priorities.</li><li>• Undertake to review School assessment and feedback practice against the principles and priorities, identifying gaps and developing action plans for development.</li><li>• Oversee and report on progress against School level actions and priorities for assessment and feedback development.</li></ul>
College Committees	<ul style="list-style-type: none"><li>• Provide fora for sharing best practice in assessment and feedback.</li><li>• Advise on areas of priority or development within the College.</li><li>• Oversee and report on progress against College-wide actions and priorities for assessment and feedback development.</li></ul>
Senate Education Committee	<ul style="list-style-type: none"><li>• Oversee and maintain this document.</li><li>• Advise on areas of priority and development at institution level.</li><li>• Oversee and report on progress against institution-level actions and priorities for assessment and feedback.</li></ul>

**Insert latest date approved/amended**

**Senate Education Committee**

**8 September 2022**

**Edinburgh University Students' Association Vice President Education  
Priorities 2022/23**

**Description of paper**

1. This paper provides an overview of the Students' Association Vice President Education's priorities for the academic year 2022/23.

**Action requested / recommendation**

2. For information and comment from Committee members.

**Background and context**

3. Following the Students' Association elections in March 2022, Sam Maccallum was elected as Vice President Education for the 2022/23 academic year. They are one of five elected Sabbatical Officers who work full-time within the Students' Association to represent students' interests. The Vice President Education is responsible for representing and advocating for students in areas of learning and teaching. This paper outlines their priorities for the academic year and highlights key areas of work.

**Discussion**

4. For the 2022/23 session, Sam will be focusing on the following areas:

**Increasing academic transparency and student academic support**

The last two years of pandemic-altered teaching have demonstrated that substantial change can happen quickly when needed. From assessment methods to student support, the pandemic has demonstrated that policy changes can act reflexively and with timely implementation. With a full-scale return to in-person teaching and assessment now imminent, the University will need to work quickly to ensure adequate provisions are in place to support students through this transition, and to consider alternative methods of assessment where possible to ensure accessibility and equitable outcomes.

Sam will work to address the substantial risk associated with an abrupt return to in-person assessment, particularly for Undergraduate students entering honours this year without previous experience of in-person examinations. They believe that the University must recognise post-pandemic assessment literacy as a key priority for their students, and they will lobby against decisions regarding assessment which will not support the interests of already disadvantaged students.

Narratives have surfaced regarding academic misconduct and student integrity surrounding online assessment methods. In response, Sam will be working to improve student awareness of academic expectations and clarifying grading processes.

**Working towards a more accessible and inclusive curriculum**

In line with the University's own commitment to improve student satisfaction, Sam will be prioritising overall student experience and staff workloads within the next stages of the Curriculum Transformation Programme. Sam will be working to encourage increased involvement of student voice within decision making related to curriculum content and delivery.

As a global institution, Edinburgh should be giving due consideration towards the diversity of its student body when approaching curriculum reform. Using Curriculum Transformation as a platform to address systemic issues within the curriculum will demonstrate the University's commitment to creating meaningful change for its future students. Sam will push to create spaces for staff and students to work together on key issues surrounding curriculum decolonisation to inform design priorities.

Sam will also be working 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. Sam is hoping to work within student engagement and experiential learning discussions to prioritise the early incorporation of reasonable adjustments into experiential learning structures, prioritising students' needs over a focus on diagnosis.

**Improving staff and student engagement with student voice**

As the key Sabbatical Officer contact for Programme and School Representatives, Sam 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.

Sam will be chairing monthly School Representative Forums and will use these spaces to amplify engagement between our School Representatives and the wider University community. They will work to facilitate the effective escalation of issues and strengthen existing feedback mechanisms between staff and students. A key focus throughout their term will be creating accountability methods for feedback gathered from students, and streamlining the process of navigating university structures. Sam aims to develop a greater sense of trust and belonging within the University community, and enhance connectivity and collaboration between students and staff.

**Resource implications**

5. To be agreed if specific actions arise from the paper.

**Risk management**

6. To be agreed if specific actions arise from the paper.

**Responding to the Climate Emergency & Sustainable Development Goals**

7. The Students' Association recognises the urgency of the Climate Emergency and the Sabbatical Officer team will be working in collaboration with the university to educate and empower our students to tackle this important issue.

**Equality & diversity**

8. The principles of equality, diversity and inclusion remain at the heart of the Students' Association's work, and this paper reflects that. Equality and diversity implications will be considered if specific actions arise from the paper.

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

9. To be agreed if specific actions arise from the paper.

**Author**

*Name: Sam Maccallum  
Vice President Education, Edinburgh  
University Students' Association  
Date 30/08/2022*

**Presenter**

*Name: Sam Maccallum  
Vice President Education, Edinburgh  
University Students' Association*

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

UNIVERSITY EXECUTIVE

7 June 2022

Student Experience Update

**Description of paper**

1. This paper provides University Executive with progress on a number of student experience initiatives.

**Action requested/Recommendation**

2. University Executive is asked to note the update.

**Background and context**

3. This short paper provides University Executive with an update on staff recognition through the EUSA teaching awards, wait times for the counselling service, student benefits from the recently approved timetabling replacement project and the implementation of the new student support model.

**Discussion**

Staff recognition

4. Al Lawley Powell within our Careers Service won the EUSA Teaching Award for Outstanding Commitment to Sustainability and Social Justice for his work on SACHA (Students as Change Agents). Lesley Johnston who leads our Equally Safe team won Support Staff of the Year. Lesley and her team support survivors of sexual and gender based violence. This is a complex area, and one where this semester there has been a lot of media attention. The nominations for these awards are from students demonstrating the value of the professional support they are able to access within our University.

Counselling service update

5. There are currently 450 students waiting for a counselling appointment with a waiting time of seven weeks for those who are not urgent/at risk. This has reduced from 1200 students who were waiting up to twelve weeks.

6. [REDACTED]

7. [REDACTED]

Student Support Implementation update

8. A successful cross-University recruitment process has appointed a new layer of professionalised support which includes 35 student advisers to work within Schools and 20 wellbeing advisers. These staff will join us during July and August to complete initial training and induction ahead of the new academic year. Staff will be trained to work across Schools ensuring students always have a point of contact and parity of experience. The completion of this recruitment has mitigated the highest risk within the project.

9. Our wellbeing advisers will be managed centrally through a hub and spoke model; this is a transformational investment being made in mental health services for students. This group of staff will provide a layer of support between the student advisers and the specialist counselling and disability services to provide proactive and reactive wellbeing support for students.

10. To achieve a baseline level of provision functional specifications have been developed which are a series of statements of what students can expect from both academic guidance and support and personal and wellbeing support. Schools within phase one i.e. those adopting the model from September 2022 are submitting Schools plans using these specifications which clarifies their baseline provision. Academic Services will provide a quality assurance role in ensuring the plans show fidelity to the model.

11. Key concern amongst the College implementation groups is the change in ways of working e.g. how students will make their course choices, be enrolled to courses and complete matriculation in the new model. Guidance to support new ways of working is one of the team priorities to deliver ahead of the June Project Board.

12. In year one (from September 2022) the implementation will be monitored/measured through:

- Completion of key activities e.g. initially looking at the key period from results day through to the end of the matriculation period to ensure all pre-arrival and induction tasks are completed; with subsequent updates as we progress through the academic year; and
- Developing an approach to utilising the qualitative data from our bi-monthly pulse surveys and engaging with first year students within our student panel to evaluate the change in experience.

13. An approach to scaling up is being developed recognising the commitment to rolling out the full model by September 2023 as well as embedding the model in phase 1 schools through 2022/23. The approach involves consideration to resources, governance and continued working with the College implementation groups.

14. Given the progress that has been made on the staff recruitment, and the development of the implementation approach across all phase 1 schools and the wellbeing service, the Project Board reduced the assessment of some of the key project risks from red to amber. Significant work remains in the coming weeks ahead of implementation of the new model, and ultimately the model being

embedded to enhance the student experience, but the project board recognises the reduction is key risks over the last couple of months.

Timetabling and exams replacement

15. [REDACTED]

16. For students the benefits of this change are faster delivery of personalised calendar entries, a new study space booking interface to enable space duration to be managed more effectively and an improved notification service. Phase one of delivery is planned for January 2024 (semester 2 of the 2023/24 academic year).

Student Experience Action Plan (StEAP) Committee

17. The Student Experience Action Plan (StEAP) Committee was established as a sub-committee of the University Executive to take forward the Student Experience Action Plan as was originally established a number of years ago. We made decisions to re-prioritise effort to support students during the pandemic, and subsequent to that we have approached enhancements to the student experience in a different way than that originally constructed through that action plan. Given that there will be a final close out summary circulated to the StEAP Committee of the work completed, that committee will be stood down with thanks noted to its members, and through regular updates to Executive and Court we will continue to report on the work being undertaken to enhance the student experience.

**Resource implications**

18. No resources are being requested.

**Risk Management**

19. Failure to address student experience issues carries reputational risk, continues to affect the University's standing in national league tables and may impact on admissions and recruitment.

**Responding to the Climate Emergency & Sustainable Development Goals**

20. N/A

**Equality & Diversity**

21. There are significant positive implications of this programme of work and planned future work, with regard to equality, diversity and inclusion.

**Next steps/implications**

22. Work will continue on the above initiatives.

**Consultation**

23. N/A

**Further information**

24. Author

Lisa Dawson

Deputy Secretary Students (interim)

Presenter

Colm Harmon

Vice-Principal Students

**Freedom of Information**

25. Paragraphs 6, 7 and 15 closed (commercial sensitivity). Remainder of the paper open.

Senate Education Committee  
8 September 2022

Proposed Changes to Academic and Pastoral Support Policy for Academic  
Year 2022 - 23

**Description of paper**

1. The paper outlines proposed Student Support Project-related changes to the Academic and Pastoral Support Policy for AY 2022 –23.

**Action requested / recommendation**

2. The Committee is invited to **review and approve** the proposed changes to the Academic and Pastoral Support Policy to include reference to the Student Wellbeing Service. The proposed changes are highlighted in the attached Policy document.

**Background and context**

3. The proposed Student Support model, which has been approved for implementation by the University Executive, is being introduced through a phased approach, with some students moving to the new model of support in September 2022 and the remaining coming on board for September 2023.
4. To ensure clarity for the majority of taught students in academic year 2022/23, who will still be allocated a Personal Tutor, it is proposed that the current policy is only amended to cover the introduction of the Student Wellbeing Service, which covers all students.
5. Accordingly, the proposed draft is worded to cover the continuation of the current Personal Tutor system, and the introduction of the Student Wellbeing Service, for the period where they will exist in parallel with the new model of student support. During that period, students supported by the new model will be covered by a Guidelines and Principles statement under the governance of the Project Board.
6. The policy has been updated to include reference to the new Student Wellbeing Service, and to the existence of the Guidelines and Principles for the new model.
7. The policy will be reviewed and updated ahead of the academic year 2023-24 to cover the full implementation of the student support model. This work will integrate feedback gathered through the Evaluation and Monitoring of phase 1 of this project as well as consultation with relevant colleagues during its development.

**Discussion**

8. The proposed changes are highlighted in the attached Policy document.

**Resource implications**

9. N/A - While implementation of the model requires resources, the policy changes do not in themselves add any further resource requirements.

**Risk management**

10. Provides policy framework for Schools/Deaneries to base processes and ways of working. Responsibility for implementation of the policy will remain within the Colleges and Schools/Deaneries.

**Responding to the Climate Emergency & Sustainable Development Goals**

11. N/A

**Equality & diversity**

12. The proposed changes do not directly affect EDI considerations. However, these policy changes are prerequisites for the implementation of the new Student Wellbeing Service, which will enhance student experience, including EDI considerations when students are seeking support.

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

13. Communication of the policy change (once approved) will be managed by project team, via College Implementation Groups. Academic Services will also communicate these changes in their updates on regulations, and related newsletter.

14. Responsibility for implementation of the policy will lie within the College and Schools/Deaneries.

**Author**

*Rosie Edwards*

**Presenter**

*TBC*

*31 August 2022*

**Freedom of Information – Open**

# Academic and Pastoral Support Policy



THE UNIVERSITY  
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## Purpose of Policy

### Purpose of Policy

The aim of this document is to set out the academic and pastoral support available to students across the University, including the Personal Tutor system. Please note for 2022/23 this should be read in conjunction with the Guiding Principles for Student Support which sets out the support available to students who are allocated a Student Adviser under the new model of student support.

## Overview

The University is committed to providing its students with effective academic and pastoral support. The aim is to ensure that students have access to a framework of support that builds on best practice, meets the needs of students, and is of a quality and consistency appropriate to a university of high global standing. The framework is designed to provide consistent quality of provision, while also helping students to monitor their progress and performance more systematically and relate these to their longer-term aspirations. It blends a clear set of University-wide requirements, well-understood by all students and staff, with scope for Colleges and Schools to tailor provision to reflect differences.

## Scope: Mandatory Policy

This policy applies to all staff in roles where they support students and to all taught students who are supported by the Personal Tutor system. For 2022/23 a minority of students will be supported through a new model of student support the governance of which is overseen by the Student Support Project Board. Details of how different students are supported is given here: [What's happening in my area?](#)

### Contact Officer

Brian Connolly

Academic Policy Officer

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## Document control

Dates	Approved:	Starts:	Equality impact assessment:	Amendments:	Next Review:
	01.09.16	01.09.16	18.05.16	24.08.2022	2023/24

### Approving authority

Senate Education Committee

### Consultation undertaken

Learning and Teaching Committee, Colleges, the Enhancing Student Support Project Board, Human Resources

### Section responsible for policy maintenance & review

Academic Services

### Related policies, procedures, guidelines & regulations

School Personal Tutoring Statement Template

# Academic and Pastoral Support Policy



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The University operates a framework of academic and pastoral support for students which constitutes a blend of localised provision within Schools and Colleges, the Personal Tutor System and student support services.

See also: [Dignity and Respect Policy](#)

## 1. Accountability and Provision of Support

The way in which academic and pastoral support for students is provided may vary between Schools. Overall responsibility rests with each Head of School to ensure that an appropriate framework of support is in place and working well.

Similarly Colleges, through their Deans of Students and Deans of Learning and Teaching (or equivalent) and their Learning and Teaching Committees (or equivalent), are responsible for overseeing the quality of provision of academic and pastoral support across Schools. Job descriptions and committee remits must reflect this.

Academic and pastoral support within a School or College must provide for all its students. Each School must inform the students taking its courses and programmes about the academic and pastoral support available to them and how to access it (reference: [Programme and Course Handbook Policy](#)). Schools are also expected to identify when and where the need for targeted support may be at its most acute and to concentrate provision accordingly.

Within each School, there must be a readily accessible, student-facing office as the primary point of contact for students seeking advice and information. This office must ensure that students' enquiries or requests are dealt with promptly and courteously and, that where necessary, students are directed to the appropriate member of staff or source of information.

## 2. The Personal Tutor System

### 2.1 Summary

Within Schools and Colleges, the Personal Tutoring (PT) system is a key element of academic and pastoral support to undergraduate and taught postgraduate students. The Personal Tutor (PT) plays a key role and every undergraduate and taught postgraduate student must be assigned a PT, except where they are allocated a Student Adviser (please refer to the [Guiding Principles for Student Support Model for those students](#)). A PT is a member of teaching staff who provides a readily accessible, primary point of contact for academic guidance and pastoral support (signposting to student support services), to help tutees reflect on their academic progress and get the most out of their studies. They will help their Tutees to take an active partnership approach to learning. However, from September 2022 a PT can now refer their students to the newly established Student Wellbeing Service for Wellbeing Adviser support, where more specialised wellbeing advice or help is required.

# Academic and Pastoral Support Policy



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Each School has a Senior Tutor (ST) to ensure that PTs are adequately supported and to ensure that the PT system is operating effectively and consistently across the School.

Each College has a Dean of Students with responsibility for oversight of student support in the College.

Within each School, support for students, PTs and STs is provided via a Student Support Team (SST), consisting of Student Support Officers (SSOs) or equivalents. The SST provides students with a further first point of contact. SSTs will also provide advice on the wider network of student support services at the University to help students have the best possible experience during their studies.

Each School must publish and maintain a School Personal Tutoring Statement outlining the way in which the PT system operates within that School and meets the University's standards and expectations for the Personal Tutor system.

Further information on each role in the Personal Tutor system and their responsibilities is detailed in Personal Tutor System Roles and Responsibilities (see Appendix).

## 2.2 Meeting Requirements

The minimum requirement for meetings scheduled by the PT/School is:

### *Undergraduate*

- Year 1 – four meetings (at least two of which must be individual meetings between the PT and tutee)
- Year 2 – three meetings (at least one of which must be an individual meeting between the PT and tutee)
- Years 3 & 4 (and 5 where required) – one meeting each year (the form of delivery will be determined by School).

### *Postgraduate Taught*

- Taught part of programme – four meetings (at least two of which must be individual meetings between the PT and tutee – the form of delivery for the other two meetings will be determined by the School)
- Research part of programme – one individual meeting between the PT and tutee

### *Purpose of Scheduled Meetings*

- Students should be actively encouraged to request additional meetings with their Personal Tutor as required throughout their time at the University.
- Meetings with students who are not on campus (e.g. studying abroad for a period, or on placement, or studying an online degree) may take place by telephone or online/digital tool. Email exchanges are not considered to be meetings unless they take place within a pre-agreed timeframe to enable a "conversation".
- The minimum meeting requirements should be adjusted pro rata for part time students and accordingly for non-standard programmes.

## 2.3 Monitoring and Review

# Academic and Pastoral Support Policy



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Schools must have in place effective mechanisms for the monitoring and review of academic and pastoral support to ensure the adequacy of support arrangements and that appropriate action is taken to address issues raised. Schools must also meet any specific University requirements.

Monitoring of the quality of provision of academic and pastoral support across Schools must be complemented by the use of staff review procedures (e.g. annual review).

## 2.4 Briefing, Training and Development

An effective framework of support depends on the knowledge and skills of all staff who have responsibility for providing information and guidance. For briefing and training this is a shared responsibility between Schools, Colleges, support services and Edinburgh University Students' Association. Schools and Colleges must therefore ensure that adequate opportunities are in place for briefing, training and development, and that these opportunities are taken.

All Schools will offer a training session for Personal Tutors and Student Support Teams at the start of each academic session. Formal training opportunities will be supplemented by informal training and mentorship/ongoing training. It is particularly important that consideration is given to the growing diversity of the University's students and staff.

## 3. Limits of Pastoral Support Responsibilities

While PTs and other academic and administrative staff have a responsibility for supporting students, they are not expected to provide specialist pastoral care and should not attempt to do so.

Consequently, in cases where a student appears to be experiencing severe distress (e.g. serious physical or mental health problems), they should be encouraged to seek appropriate professional help.

It may occasionally be necessary for School staff to establish explicit boundaries, especially if the student is reluctant to seek professional support or if their behaviour is having a disruptive effect on others. The Head of School (or their delegate) and the relevant College Dean must be consulted in such cases.

### *Confidentiality*

Where a member of staff is concerned about the wellbeing of a student, they may want to share personal information about the student with relevant staff whose role is to provide support in such circumstances. Similarly, staff may wish to share personal information about a student with a third party, because of significant concerns regarding the person's wellbeing. Any such actions should be made in accordance with the University's Data Protection policies.

### **Relevant guidance and policies**

- [Helping distressed students guide | The University of Edinburgh](#)
- [Support for study | The University of Edinburgh](#)
- Fitness to Practice (request from relevant College Office)
- [Supporting Students | The University of Edinburgh](#)
- [Disability and Learning Support Service | The University of Edinburgh](#)

## 4. Student Support Services

# Academic and Pastoral Support Policy



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A wide range of student support, in academic, pastoral, administrative, wellbeing and domestic areas, is made available to students through student support services and Wellbeing services, which complement provision in Schools and Colleges. The effectiveness of these services, and the cohesion between them and the wider academic University community, are fundamental to a high-quality student experience.

## ***Expectations and Standards***

Providers of support services to students are expected to make clear, through a range of appropriate channels:

- the services and support they offer
- who can access these services
- an initial point of contact and advice on the best method of communication

Services must:

- Deal with requests and enquiries accurately, promptly and efficiently.
- Maintain and develop effective links with other areas of the University, Edinburgh University Students' Association and external organisations in order to facilitate effective referral and coherent delivery of student support.
- Ensure that all staff delivering the service are appropriately qualified, trained and supported in their roles.
- Seek regular feedback from users, and make clear who students must contact with a complaint, compliment or suggestion.
- Monitor, review and seek to enhance their performance regularly, taking on board and acting upon feedback from students and Colleges and other relevant sources.

Services are expected to participate in appropriate quality assurance and enhancement processes within the University and/or within their professional arena.



# Academic and Pastoral Support Policy

## Appendix A – Personal Tutor (PT) System and Wellbeing Service Roles and Responsibilities

The roles are set out in terms of the Core Purpose (which will be carried out by everyone in this role) and Main Responsibilities (with flexibility to accommodate local contexts and/or pedagogical requirements).

Personal Tutor

Wellbeing Adviser

Student Support Team

Student as a Tutee

Senior Tutor (School)

Dean of Students (College)

Assistant Principal Academic Support

### Personal Tutor (PT)

#### Core Purpose

- assist students in regularly reviewing their academic progress and performance;
- encourage students to reflect on their learning, both within and beyond the formal curriculum, and how it contributes to their future development and career;
- help students to feel part of a community of learners;
- to provide pastoral support for their tutees consistent with the limits in section 4 and referring students to other staff in the School and support services as appropriate.

#### Main Responsibilities

- welcoming tutees;
- guiding tutees in course choice, confirming course choice and where appropriate enrolling students on courses;
- advising and supporting tutees in their studies including, for example, special circumstances, disciplinary or appeal matters;
- following the progress of tutees;
- to liaise with Student Support Teams and Teaching Organisations;
- to meet with tutees as specified in the School Personal Tutoring Statement;
- to respond promptly to a request for contact or support from a tutee and to provide an alternative point of contact when unavailable;
- to contribute to the appropriate keeping of records;
- to provide references for tutees;
- to undertake training and continuing professional development for the PT role.

#### Student Support Team (Student Support Officer or equivalent)

#### Core Purpose

- to provide a point of contact for students;
- to maintain appropriate records and ensure that these are made available to staff;
- to provide administrative student support.



# Academic and Pastoral Support Policy

## Main Responsibilities:

- to assist with and record the allocation of students to PTs;
- to provide information to staff and students;
- to ensure the PT and/or Teaching Organisation is made aware of any student who may be in need of support;
- sharing with other staff in Schools the process of providing pastoral support for students and referring students to support services as appropriate.

## Student as a Tutee

### Core Purpose

- to reflect on their academic progress;
- to record their reflections on how their learning contributes to their longer-term aspirations;
- to engage as a member of a community of learners.

### Main responsibilities

- to attend and participate actively in meetings with their Personal Tutor (this is a University requirement and attendance will be recorded);
- to inform their Personal Tutor and/or Student Support Team promptly of any relevant change in their circumstances and of any problems affecting their studies to enable effective support to be offered;
- to keep a record of activities and reflections on their progress, performance and longer-term aspirations associated with these activities;
- to take due account of advice or information given.

## Wellbeing Adviser

### Purpose:

To provide wellbeing advice and support to students, manage a caseload of individual support cases (liaising or escalating to other specialist services as required) and provide a proactive outreach service to students and staff as part of a wider student support ecosystem at the University

### Main Responsibilities:

- to support Individual Students with their wellbeing needs.
- to provide appropriate wellbeing support to individual students going through adverse life situations, follow up any concerns and co-ordinate any required responses, signposting to other School/University services where required.
- to provide advice and guidance to Student Advisers and other School/Deanery staff regarding regulations appropriate to individual wellbeing cases.
- to provide support in pro-active outreach to engage with students who are not engaged with the School/ Deanery
- to support at key transitions points such as beginning first year, exam time and graduation



# Academic and Pastoral Support Policy

- to liaise with other key student support groups and individuals to provide wellbeing support where needed and necessary.
- to support delivery of non-clinical reactive mental health and wellbeing support for students through workshops and communications, re-enforcing importance of wellbeing, working with Disability and Learning Support Services (DLSS), Student Counselling Service (SCS) and Chaplaincy, as well as other support services, when appropriate
- to capture, maintain and utilise detailed student meeting and action notes, ensuring compliance with GDPR and other data protection regulations, and enabling appropriate sharing with wider support teams
- to contribute, and organise where appropriate, to wellbeing outreach programmes in School/College and facilitate sessions, at significant times in academic year
- to undertake projects and events that contribute to the student experience as directed by the Lead Wellbeing Adviser.

## Senior Tutor

### Core Purpose

- to have strategic overview of student support, including personal tutoring arrangements within the School;
- to lead the escalation of complex student cases which may require a case management approach, working with School Professional Services, College and specialist teams, depending on local arrangements, including but not limited to:
  - School / Deanery Student Support teams, Teaching Office / Graduate School Managers, local wellbeing roles (where such roles exist)
  - College Deans of Students, College Heads of Academic Administration
  - Colleagues in Student Experience Services, in particular Student Wellbeing
- to ensure that new PTs are well-briefed about the role, covering both academic and pastoral matters, and complete the required training;
- to help all PTs in the School to keep up-to-date with developments in provision;
- to advise PTs regarding unusual or complex issues;
- to liaise where needed between Student Support colleagues, PTs and the Dean of Students;
- to ensure that the effectiveness of student support and personal tutoring within the School is regularly and systematically monitored.

### Main Responsibilities:

- to report directly to the Head of School or Director of Teaching (as appropriate locally)
- to lead the escalation of complex student cases involving students whose support needs are causing concern:
  - working with senior student support colleagues in Professional Services
    - e.g. for interruptions of study, support for study, and complex wellbeing issues
- to contribute as required to local case management committees handling ongoing complex cases
- to advise PTs, Student Support Teams and the Teaching Organisation when they are seeking advice on local student-support issues;
- to deal promptly and effectively with concerns raised by PTs and tutees;



# Academic and Pastoral Support Policy

- to seek regular interactions with student representatives in partnership with the Director of Teaching and Professional Services colleagues (as above), as appropriate
- to contribute to leadership and best practice activities, discussions, feedback events and network meetings at College / University level, as appropriate
- to engage in strategic discussions about student support structures and processes at School / Deanery level and in wider College or University fora and networks, as necessary;
- to assist the Head of School in interpreting student feedback in order to guide enhancement of the PT and student support system and inform annual review and management processes for individual PTs. to contribute to the School's annual and periodic quality assurance and enhancement processes.

## Essential:

- Thorough understanding of all codes and regulations relating to UG and PGT students
- Strong communication skills
  - with the ability to demonstrate empathy and compassion whilst maintaining boundaries and following due process
- High degree of familiarity with the various academic, professional and wellbeing support services on offer in the School / Deanery and across the University
- Has undertaken or will commit to undertaking core Mental Health and Wellbeing training provided by the University's Student Wellbeing Service
- Evidence of ability to work effectively as part of a multi-functional team of colleagues.

## Dean of Students

### Core Purpose

- to oversee student support in the College, working with Schools to ensure that there is an appropriate Personal Tutor system in place and working well;
- to liaise with student support services;
- to assist Senior Tutors, Heads of School and Head of College in interpreting student feedback to guide enhancement of the PT system;

### Main Responsibilities:

- to report directly to the Head of College;
- to liaise with other Deans in the College, with the Deans of Students in the other Colleges and with relevant Vice-Principals and Assistant Principals;
- to ensure that adequate and appropriate training and professional development is undertaken by PTs and STs;
- to collaborate with support services and Schools regarding the design and delivery of PT/ST-related training and professional development;
- to coordinate, meet and advise STs and others in key support roles;
- to foster regular interchanges between STs and student representatives.

**Senate Education Committee**

**8 September 2022**

**ELDeR Requests 2020-2022**

**Description of paper**

1. The paper comprises the report on ELDeR (Edinburgh Learning Design Roadmap) requests that were approved by the Support for Curriculum Development Group during 2020/21 and 2021/22.

**Action requested / recommendation**

2. To formally note the paper.

**Background and context**

3. The Support for Curriculum Development Group has paused its formal activity during the Curriculum Transformation Programme. The Group continues to consider ELDeR requests electronically to provide a formal approval mechanism for the process.

**Discussion**

4. The Group approved the following requests:

**2020/21**

- MSc Data Ethics, Edinburgh Futures Institute (EFI) – September 2020
- MSc Future Governance, EFI – September 2020
- MSc Future Economy, EFI – September 2020
- MSc Service Management and Design, EFI – September 2020
- ChM Urology, Edinburgh Medical School – November 2020
- MSc in Cancer Biology and Precision Oncology, IGMM – November 2020
- MSc Global Strategy and Sustainability, Business School – November 2020
- Wits-Edinburgh Scholars Program, Edinburgh Global – December 2020
- Bachelor of Art in Fine Art, Edinburgh College of Art – March 2021
- PhD with Integrated Study in Advanced Care, Engineering with HiSS and MGPHS – March 2021
- MSc Carbon Management, GeoSciences – May 2021
- MA (Hons) Transformative Civic Practice, EFI – July 2021

**2021/22**

- Microelectronics Science and Technology, School of Engineering UoE & School of HUST, PRC – September 2021
- PhD in Engineering (4 years, Integrated Study), School of Engineering – September 2021
- Online MBA, Business School – October 2021
- Gujarat Biotechnology University (GBU) 5x MSc Biotech programmes, School of Biological Sciences – November 2021
- MSc Data Ethics, Edinburgh Futures Institute – February 2022
- MSc Future Health, Edinburgh Futures Institute – February 2022

- MSc / MA Design Informatics, ECA and Informatics – May 2022

**Resource implications**

5. No resource implications are associated with the paper. Facilitating ELDeR workshops is met from existing resources in Information Service Group and the Institute for Academic Development.

**Risk management**

6. No risks are identified in the paper

**Responding to the Climate Emergency & Sustainable Development Goals**

7. The paper is a report on activity and does not contribute to sustainable development goals.

**Equality & diversity**

8. No equality and diversity implications are associated with the paper.

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

9. No actions are associated with the paper.

**Author**

*Dr Sabine Rolle, Chair, Support for Curriculum Development Group  
Susan Hunter, Academic Services  
5 August 2022*

**Presenter**

*Dr Sabine Rolle*

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

**Senate Education Committee**

**8 September 2022**

**Student Partnership Agreement 2022-23**

**Description of paper**

1. This paper is the University of Edinburgh Student Partnership Agreement for 2022-23. The SPA is negotiated each year between the University and Edinburgh University Students' Association (EUSA), with groups of staff and students consulted about the priority areas focused on each year. This SPA and its priority areas help to promote Strategy 2030's values, in particular fostering a welcoming community and ensuring our teaching and research is relevant to society, diverse, inclusive and accessible to all. The SPA funded projects also explicitly create opportunities for students and staff to co-create work together enhancing the impact of work we do.

**Action requested / recommendation**

2. We ask the Education Committee to note the Student Partnership Agreement for 2022-23.

**Background and context**

3. Responsibility for leading and administering the SPA sits with the Institute for Academic Development (IAD) but is supported by the SPA Panel comprising representatives from IAD, EUSA, and Academic Services, along with the Assistant Principal Academic Standards and Quality Assurance.
4. The SPA is a broad statement of intent for the University and EUSA to work in partnership. The priority areas/themes are negotiated annually in consultation with staff and students across the University. The priority areas agreed each year become the focus for SPA Funding which is available for small partnership projects of up to £1000 each (this is an uplift from 2021-22 where up to £500 was offered per project). These projects enable increased activity to take place across the University focused on the agreed priority areas.

**Discussion**

5. The priority areas have been updated for 2022-23 and we ask colleagues to note these. They are relatively closely connected to last year's themes due to feedback that these continue to match current priorities.

**Resource implications**

6. None for the SPA itself. The SPA funding scheme is funded by the IAD up to a total of £5000 for 2022-23, but with a possibility of a modest uplift if there is an increase in particularly worthy projects the SPA Panel might wish to support.

**Risk management**

7. There are no significant risks to continuation of the Student Partnership Agreement.

### **Responding to the Climate Emergency & Sustainable Development Goals**

8. Previous SPA projects have focused on sustainability. The priority areas proposed for 2022-23 are most closely connected to supporting SDG 5 on achieving gender equality, and to some extent SDG 8 on promoting inclusive and sustainable economic growth, employment and decent work for all.

### **Equality & diversity**

9. Equality, diversity and inclusion are explicitly proposed as a priority area within the SPA 2022-23 and thus will be likely to be the focus of some of the SPA funded projects this academic year.

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

10. The SPA can be found at the following SPA webpage:

<https://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/student-engagement/student-partnership-agreement>

11. Information about the SPA funding scheme can be found at:

<https://www.ed.ac.uk/institute-academic-development/funding/spa-funding>

12. We are increasing dissemination of information about the SPA funding scheme and support for applications prior to the deadline on 17<sup>th</sup> October 2022.

13. All SPA funded project-holders are asked to submit a Teaching Matters blog to summarise their project outcomes in place of a final report. This is with the aim of supporting wider dissemination of project work and outcomes across the University.

### **Author**

*Prof Catherine Bovill*

*Personal Chair of Student Engagement in Higher Education*

*Institute for Academic Development*

*Date: 17<sup>th</sup> August 2022*

**Freedom of Information Open**

## **STUDENT PARTNERSHIP AGREEMENT 2022-23**

### **Working together to enhance the student experience**

#### **Introduction**

##### **What is a Student Partnership Agreement?**

Student Partnership Agreements were first outlined in the Scottish Government's 2011 paper *Putting Learners at the Centre – Delivering our Ambitions for Post-16 Education*, which, amongst many other things, proposed the development of a document setting out how students and their institutions interact. Sparqs (Student Partnerships in Quality Scotland) subsequently published guidance in 2013 for the development of student partnership agreements for universities. Many Scottish HEIs have since developed Student Partnership Agreements or are working towards their development.

A Student Partnership Agreement is essentially an explicit statement of the ways in which the institution and the student body are working in partnership. It should be a living document that is reviewed annually and, over time, will enable progress on activities to be documented and communicated.

It is not a contract and has no legal basis. The term 'partnership' reflects a mature relationship, based on mutual trust and respect. Partnership working recognises that members of the partnership have legitimate, though sometimes different, perceptions and experiences. By working together towards a common agreed purpose, we can achieve positive outcomes to the benefit of all concerned. The core emphasis is on common goals and activity rather than separating out staff and student responsibilities.

##### **Benefits of a Partnership Agreement**

A key benefit of a Student Partnership Agreement is the ability to engage and communicate with the wider student body, beyond the Students' Association. In particular, a Student Partnership Agreement can:

- serve to map and promote student engagement opportunities across the University;
- act as a tool to reflect on the ways in which staff and students interact and highlight any enhancements that can be made;
- be used to monitor and review the effectiveness of student engagement;
- provide tangible evidence of the partnership between students and staff.

##### **Why develop a Student Partnership Agreement?**

The University of Edinburgh and Edinburgh University Students' Association have enjoyed a long and productive partnership, which has been commended in Enhancement-led Institutional Review reports from the Quality Assurance Agency for Scotland. We were already working in partnership before Student Partnership Agreements, and in many ways we were ahead of most Scottish HEIs in developing a joint Students' Association and University of Edinburgh Student Engagement Statement in 2013 that set out our explicit commitment to working in partnership with our students and outlined the various ways in

which students could engage with the University. This agreement builds on the strength of that established partnership.

The priorities in the Student Partnership Agreement align with the University Strategy and Students' Association own priorities, rather than creating new initiatives. The agreement serves to highlight ways in which the wider University, including all staff and students, can effectively work together to enhance the student experience. It sets out our values, our approach to partnership and the priorities we have agreed to work on.

## Our values

Our partnership is underpinned by the following core values and sets out expectations of both students and staff to enhance the student experience:

**Excellence** – We are committed to excellence in education, expect the highest standards of our teachers and learners, and recognise high quality teaching. We want to be known nationally and internationally for the quality of our teaching and the quality of our graduates.

**Inquiry** – We foster an approach to learning based on research and inquiry. We celebrate and encourage independent, critical thinkers. We provide opportunities for student-led, co-designed learning within and beyond the main discipline. Our excellence in research enhances our teaching and we consider that every student is an active researcher and participant in building knowledge.

**Community** – We are all members of a vibrant community based on collaboration, co-creation and support for one another. Our connectivity extends across different disciplines and outside the University to our alumni and external partnerships. Our community is underpinned by high-quality academic and pastoral support, peer-learning, clubs and societies.

**Inclusion** – We celebrate the diversity of our University community. We value and respect each other. We create a welcoming and supportive environment in which all members of our community have the opportunity to achieve their full potential.

**Responsibility** – We promote the highest standards of individual behaviour and personal accountability, ensuring we act ethically and sustainably. We all have a responsibility to develop the student experience, including engaging constructively in giving and receiving feedback to positively enhance the Edinburgh experience for current and future students.

## Partnership at Edinburgh

Our commitment to working in partnership with students is articulated at the highest level in the University's Strategic Plan. Staff at the University of Edinburgh currently work in partnership with Edinburgh University Students' Association to ensure that students are central to:

- governance and decision making,
- quality assurance and enhancement,
- providing opportunities for students to become active participants,
- fostering collaboration between students and staff.

Appendix 1 sets out examples of working in partnership

## Partnership in Practice – Our Priorities

Our priorities are set out in the following themes, which relate to ongoing work in the Student Experience Action Plan and the University Strategy and have been discussed with the Students' Association, the Student Representatives Forum, the Directors of Teaching Network, all Senate committees' members, and the Student Partnership Agreement Panel.

- **Community, wellbeing and supporting transitions**

Supporting staff and students to collaboratively develop and enhance resilient communities across years and across the University. Developing communities that promote a sense of wellbeing, belonging and mattering. Supporting students as they move to the University, from semester to semester, from year to year, as well as beyond the University and preparing for professional working life.

- **Transforming curriculum and engagement with learning and teaching**

Recognising the power of learning, teaching, and assessment to transform the student experience. Encouraging meaningful engagement with learning and teaching. University-wide curriculum transformation and making the Edinburgh Student Vision a reality. Developing students who are: disciplinary experts; ready to thrive in a changing world; and highly employable. Experiential learning; international dimensions of curriculum; global and local engagement; student-staff co-creation of assessment, teaching and learning, decolonising the curriculum.

- **Equality, diversity and inclusion**

Ensuring we work in partnership to promote a University community where all are welcome, respected and nurtured. Making intentional efforts to meet the needs of our diverse community of students and staff, recognising intersectionality, and that we may need to change the way we practice to ensure some individuals and groups, who have traditionally been systemically excluded, feel welcome and wish to engage.

### Reviewing the Student Partnership Agreement

The Partnership Agreement will continue to be reviewed annually to check on progress and to review the themes following the election of student sabbatical officers and outcomes from major student surveys. If the themes remain relevant they may continue for a further academic year to allow for greater continuity and impact.

## Appendix 1: Examples of working in partnership

### University level involvement:

- The Student Representation system - [www.eusa.ed.ac.uk/representation](http://www.eusa.ed.ac.uk/representation)
- Student participation on committees at every level of the University, including
  - Student-Staff Liaison Committees,
  - School and subject area committees,
  - College Committees,
  - Senate, Court and the Senate Committees
- Student participation in Task and Project Groups
- Student participation in the Internal Periodic Review Process, including full membership of review teams – [Information for students on Internal Review Process](#)

### Student-led initiatives, including, but not limited to:

- Peer Learning and Support – <https://www.eusa.ed.ac.uk/activities/peerlearningsupport>
- Student-Led Individually Created Courses (SLICCs) <http://www.ed.ac.uk/reflection/facilitators-toolkit/case-studies/sliccs>
- Student Awards (formerly the Activities Awards and Impact Awards, now combined into a single event): <https://www.eusa.ed.ac.uk/whatson/awards/studentawards>
- Student-Led Teaching Awards - [www.eusa.ed.ac.uk/teachingawards](http://www.eusa.ed.ac.uk/teachingawards)
- Student Led Activities from Societies to volunteering that enhance student life. – <http://www.eusa.ed.ac.uk/activities>
- Student Groups: <https://www.eusa.ed.ac.uk/activities/list> (groups for marginalised and underrepresented students) or <https://www.eusa.ed.ac.uk/yourvoice/yourrepresentatives/liberationofficers> and <https://www.eusa.ed.ac.uk/yourvoice/yourrepresentatives/sectionrepresentatives> (student representatives for marginalised and underrepresented students)

## Senate Education Committee

8 September 2022

### Developments from 11 August 2022 Senate meeting, including new guidelines for Senate Committee operations

#### Description of paper

1. At its 11 August 2022 meeting, Senate approved some guidelines for the operation of the Senate Committees, including arrangements for access to and production of Senate Committee papers. This paper sets out these guidelines.
2. We anticipate that Senate will clarify some detail associated with these guidelines through the process of approving the minutes of its August meeting. Senate will not approve the minutes of the meeting until its next Ordinary meeting on 12 October 2022. In order that the Committees can begin to follow Senate's guidance, we have produced this paper in advance of the approval of those minutes – we will update the Committee on any substantive developments once Senate has approved the minutes of its August meeting.
3. The paper also highlights some other developments from the 11 August 2022 Senate meeting which have implications for Senate Committees – changes to Senate Committee membership, and an upcoming external effectiveness review of Senate.

#### Action requested / recommendation

4. The paper invites Committee members to note these new guidelines and to take them into account when preparing Committee papers.

#### Background and context

5. Academic Services has well-established arrangements for publishing agendas, minutes and 'open' Senate Committee papers on its website ([www.ed.ac.uk/academic-services/committees](http://www.ed.ac.uk/academic-services/committees)). Following discussions on Senate effectiveness and transparency, Senate committees have taken steps to build on these arrangements by sharing committee papers proactively with Senate as a whole, including announcing to Senate members when papers are posted.

#### Discussion

##### *Guidelines on access to papers*

6. At its 11 August 2022 meeting, Senate agreed a set of guidelines which build on the arrangements by setting how to provide access to 'closed' Senate Committee papers:
  - Papers should be open by default, meaning they can be accessed at will by members of Senate whether or not they are on the committee. Where an author categorises their paper as 'closed', we will still need distribute the

paper to Senate members on request. The default position would not be to redact papers before doing this, unless there are very compelling reasons associated with their Closed Freedom of Information status for doing so, or unless it is necessary to redact personal information for Data protection reasons. Where we need to redact papers, we would need to provide Senate members with the reason for redaction and a sufficient summary of any redacted information to allow consideration of any matters relevant to Senate's oversight role. **In this context, authors should only categorise papers as 'closed' if it is essential to do so and there is a clear rationale in terms of Freedom of Information or Data Protection exemptions.**

- Papers should be available in advance of the meeting at which they are considered, if possible, to facilitate comments and participation. **Therefore please could authors aim to prepare papers on a timeline that will allow us to circulate them one week in advance?**
- If information is presented as an oral report, a detailed summary shall be included either in the minutes or as a supplementary paper that includes sufficient detail to engage the content of the report. Given this guidance, in many cases **it would be more efficient and transparent for authors to provide papers to update the committee on substantive issues, and only to use oral reports for less material issues.**

### ***Resourcing issues associated with Committee papers***

7. At its August 2022, Senate also agreed that Senate committees should take account of resourcing issues, including implications for staff workload, when making decisions. The Senate Committee paper template already includes a Resource Implications section, and the Senate guidelines would build on these established arrangements. Senate will provide specific guidance on this issue when it meets in October 2022. In the meantime, **please can authors ensure that Committee papers include a thorough analysis of resourcing issues (including staff workload issues) in the Resource Implications section of the cover-sheet, and can all Committee members ensure that they considers these resourcing issues when discussing proposals?**

### ***Other issues***

8. At its 11 August 2022 meeting, Senate also 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.
9. At its 11 August 2022 meeting, Senate also discussed ways to strengthen the Standing Committees' reporting to Senate, including the format of annual reports to Senate.

10. At its May 2022 meeting, Senate agreed to bring forward to 2022-23 an external effectiveness review of Senate, and at its August meeting it 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, we will inform Committee members of their opportunities to engage with the review.

**Resource implications**

11. The guidelines are broadly aligned with established Committee practice. However, some elements of these guidelines (redacting closed papers, arrangements for recording information provided in oral reports) may increase the workload for authors of papers and staff supporting the Committees.

**Risk management**

12. Since the paper is not inviting the Committee to make a decision, it is not necessary to consider risk management. Senate did however consider this when approving the guidelines.

**Responding to the Climate Emergency & Sustainable Development Goals**

13. Not applicable.

**Equality & diversity**

14. Since the paper is not inviting the Committee to make a decision, it is not necessary to consider equality and diversity dimensions. Senate did however consider this when approving the guidelines, and identified ways that the guidelines would have positive equality and diversity implications.

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

15. This paper communicates the guidelines to Committee members, and asks them to implement the guidelines.

**Author**

Tom Ward  
Director of Academic Services  
26 August 2022

**Presenter**

Tom Ward

**Freedom of Information**

Open

## Senate Education Committee Membership 2022/23

<b>Name</b>	<b>Position</b>
Colm Harmon	Vice-Principal Students (Convener) – Ex Officio
Tina Harrison	Assistant Principal Academic Standards and Quality Assurance (Deputy Convener) – Ex Officio
Sabine Rolle	Representative of CAHSS (Learning and Teaching)
Lisa Kendall	Representative of CAHSS (Learning and Teaching)
Laura Bradley	Representative of CAHSS (Postgraduate Research)
Tim Stratford	Representative of CSE (Learning and Teaching)
Patrick Walsh	Representative of CSE (Learning and Teaching)
Antony Maciocia	Representative of CSE (Postgraduate Research)
Jamie Davies	Representative of CMVM (Learning and Teaching, UG)
Sarah Henderson	Representative of CMVM (Learning and Teaching, PGT)
Paddy Hadoke	Representative of CMVM (Postgraduate Research)
Sam Maccallum	Edinburgh University Students' Association, Vice-President Education – Ex Officio
TBC	Edinburgh University Students' Association, Permanent Staff Member – Ex Officio
Marie-Louise Wohrle	Postgraduate Research Student Representative
Jason Love	Head of School, CSE
Jo Shaw	Head of School, CAHSS
Mike Shipston	Head of Deanery, CMVM
Tom Ward	Director of Academic Services – Ex Officio
Velda McCune	Representing Director of Institute for Academic Development – Ex Officio
Rebecca Gaukroger	Director of Student Recruitment & Admissions – Ex Officio
Melissa Highton	Director of Learning, Teaching and Web Services Division of Information Services – Ex Officio
Shelagh Green	Director for Careers & Employability – Ex Officio
Marianne Brown	Co-option - Head of Student Analytics, Insights and Modelling (Interim)
Sian Bayne	Co-option – Digital Education
(Philippa Ward)	(Administrator)

**The University of Edinburgh**  
**Senate Education Committee**  
**Terms of Reference**

**1. Purpose and Role**

- 1.1. The Education Committee is responsible, on behalf of Senate, for taught and research student matters, particularly strategy and policy concerning learning, teaching and the development of curriculum.

**2. Remit**

- 2.1. Promote strategically-led initiatives and university-wide changes designed to enhance the educational experience of students and learners.
- 2.2. Promote innovations in learning, teaching and assessment, embrace new teaching methods and consider cross-cutting themes such as research-led and technology-enhanced learning, digital and information literacy, education for employability, internationalisation and lifelong learning. Consider and promote local developments or initiatives with substantial implications for University learning and teaching strategy, policy, services or operations.
- 2.3. Oversee policy relating to students' academic experience and proactively engage with high-level issues and themes arising from student feedback.
- 2.4. Give specific consideration to instances in which the experience of one particular cohort of students or learners (undergraduate, postgraduate taught or postgraduate research students, and those involved in non-standard programmes) may diverge from that of others.
- 2.5. Anticipate and prepare for new opportunities and likely future developments in learning and teaching for all cohorts of students and learners.
- 2.6. Consider the implications of the Committee's work and its decisions in the context of external initiatives and compliance and legal frameworks, particularly in relation to equality and diversity.

**3. Operation**

- 3.1. The Committee reports to Senate, acting with delegated authority to take strategic and high-level policy decisions.
- 3.2. The Committee may bring matters to the attention of the University Executive as required.
- 3.3. The Committee will meet at least four times each academic year and will interact electronically, as necessary.
- 3.4. The Committee will follow a schedule of business set prior to the start of the academic year and which is agreed through consultation with Senate, the Conveners of the other Senate Committees, and other relevant members of the community.
- 3.5. From time to time, the Committee will establish working groups or commission individuals to carry out detailed work under the Committee's oversight.

#### 4. Composition

Role	Term
Vice Principal for Students (Convener)	Ex Officio
Assistant Principal Academic Standards & Quality Assurance	Ex Officio
2 x senior staff members from each College with responsibility for learning and teaching	
1 x senior staff member from each College with responsibility for postgraduate research	
1 x Edinburgh University Students' Association, Vice-President Education	Ex Officio
1 x member of the Edinburgh University Students' Association permanent staff	Ex Officio
1 x postgraduate research student representative	
1 x Head of School from each College chosen by the Heads of College	
Director of Academic Services, or nominee	Ex Officio
Director of Institute for Academic Development, or nominee	Ex Officio
Director of Student Recruitment & Admissions, or nominee	Ex Officio
Director of Learning, Teaching and Web Services Division of Information Services, or nominee	Ex Officio
Director for Careers & Employability, or nominee	Ex Officio
Up to 3 co-options chosen by the Convener	Up to 3 years

4.1. The Convener can invite individuals for specific meetings or agenda items.

4.2. Substitution of members (i.e. due to inability to attend) shall be at the discretion of the Convener of the Committee.

#### 5. Responsibilities and Expectations of Committee Members

5.1. Be collegial and constructive in approach.

5.2. Attend regularly and participate fully in the work of the Committee and its task / working groups. This will involve looking ahead and consulting / gathering input in order to provide the broad spectrum of thoughts and opinions which are necessary for proper consideration of the area being discussed.

5.3. Take collective and individual ownership for the issues under the Committee's remit and for the discussion and resolution of these issues. In taking ownership of the work of the Committee, members should take steps to ensure that they are empowered to take decisions on behalf of academic and managerial colleagues.

5.4. Be committed to communicating the work of the Committee to the wider University Community.