<u>The University of Edinburgh</u>

Senate Education Committee
Thursday 9 November 2023, 2 to 5pm
Hybrid meeting: College Office G1 Meeting Room, 57 George Square
and Microsoft Teams

A G E N D A

* Standing item   + Committee priority

1.	**Welcome and Apologies**	
2.	**Minutes of the previous meeting** To approve • 14 September 2023	SEC 23/24 2A
3.	**Matters Arising** • Action log • Convener's communications	Verbal Update
4.	**SUBSTANTIVE ITEMS**	
4.1	**Curriculum Transformation Programme*+** To note	SEC 23/24 2B
4.2	**Tutor & Demonstrator Training** To approve	SEC 23/24 2C
4.3	**Draft Learning and Teaching Strategy** To comment	Verbal update
4.4	**Student Analytics Pilot Study** To endorse Closed paper – disclosure would constitute breach of data.	SEC 23/24 2D
4.5	**Student Experience Update*:** Student Survey Results 2023: PTES and PRES To note Closed paper - contains confidential internal survey data.	SEC 23/24 2E
4.6	**National Student Survey (NSS) 2024 Optional Questions** To approve	SEC 23/24 2F
4.7	**Higher Education Achievement Report (HEAR) – Mastercard Foundation Scholars Program Climate Leadership Award** To approve	SEC 23/24 2G

5.	ITEMS FOR INFORMATION/NOTING	
5.1	**Doctoral College*** To note	Verbal update
5.2	**Assessment and Feedback Groups+** To note	Verbal update
5.3	**Generative Artificial Intelligence+** To note	Verbal update
6.	**Any Other Business**	
7.	**Date of next meeting** Thursday 18 January 2024, Hybrid meeting: Cuillin Room Charles Stewart House and Microsoft Teams	

Senate Education Committee

Thursday 14 September 2023, 9.30am to 12.30pm
Hybrid meeting: Torridon Room, Charles Stewart House and Microsoft Teams

1. Attendance

Present	Position
Colm Harmon	Vice Principal, Students (Convener)
Tina Harrison	Deputy Vice Principal, Students (Enhancement) (Vice-Convener)
Lisa Kendall	Representative of CAHSS (Learning and Teaching)
Laura Bradley	Representative of CAHSS (Postgraduate Research)
Patrick Walsh	Representative of CSE (Learning and Teaching)
Tim Stratford	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)
Jo Shaw	Head of School, CAHSS
Jamie Davies	Representative of CMVM (Learning and Teaching, UG)
Jason Love	Head of School, CSE
Shelagh Green	Director for Careers & Employability
Velda McCune	Representing Director of Institute for Academic Development
Nichola Kett	Director of Academic Services
Sian Bayne	Assistant Principal Digital Education
Lucy Evans	Deputy Secretary, Students
Marianne Brown	Head of Student Analytics, Insights and Modelling
Susan Morrow	Senate Representative
Tamara Trodd	Senate Representative
James Hopgood	Senate Representative
Carl Harper	Vice- President Education, Edinburgh University Students' Association
Callum Paterson	EUSA Academic Engagement and Policy Coordinator
Sinéad Docherty	Academic Services
In Attendance	
Alistair Fenemore	Chief Information Security Officer (CISO), Information Security Directorate
Jon Turner	Director of Institute for Academic Development (Curriculum Transformation Lead)
Apologies	
Mary Brennan	Representative of CAHSS (Learning and Teaching)
Melissa Highton	Director of Learning, Teaching and Web Division of Information Services; Assistant Principal (Online and Open Learning)
Mike Shipston	Head of Deanery, CMVM

| Laura Cattell | Representing Student Recruitment and Admissions |

2. Minutes of Meeting held on 11th May 2023

One amendment was required of the minutes, in relation to item 5.3 (T&D contracts within CAHSS). The Committee approved the minutes of the meeting held on 11th May 2023.

3. Matters Arising

Convener's Communications:

- Concern Scheme Update

The Deputy Vice Principal, Students (Enhancement) informed the Committee that a concern had been raised through the Scottish Concern Scheme in the summer of 2023. The Scheme investigates concerns which are systematic in nature. The investigation undertaken by QAA found that appropriate action had been taken in relation to the mitigations that had been put in place around the marking and assessment boycott (MAB). The QAA investigated the University and found that the approach had been appropriate and standards were not adversely affected.

The QAA Concern Scheme outcome letter was shared with SEC members.

- Upcoming Quality Enhancement & Standards Review (QESR)

The Deputy Vice Principal, Students (Enhancement) explained that the upcoming QESR is phase one of the new QAA approach for institutional reviews within sector. It was noted that Academic Services are leading the preparations for the QESR visit which will take place on 16th November 2023. A focus of the QESR will be to follow up on the progress made against recommendations from the 2021 Enhancement Led Institutional Review (ELIR).

- Marking and Assessment Boycott

The Convener informed the Committee that work is ongoing to resolve delayed and missing marks. The Convener confirmed that boards are expected to apply mitigations when there is sufficient evidence of learning objectives having been met.

The Committee were reminded that there remains a significant number of students who have not yet had marks awarded. The Convener noted thanks to all colleagues who are working to rectify and resolve the outstanding cases.

4. Substantive Items

4.1 University Firewall Website Controls (Paper E)

This paper was brought forward in the agenda due to the availability of the presenter. Alistair Fenemore presented this paper which proposed introducing controls to limit access to websites relating to plagiarism and essay mills.

The Committee discussed the limitations which were proposed, and the mechanisms which could be utilised. Some concerns were raised around proposing technology-enabled modifications to staff and student behaviour, the lack of consistent approach across the sector and restricting the freedom of access to internet sources. There was some support for the paper from the perspective of student protection; there have been known cases of students being targeted by certain sites, and harassed or blackmailed after using essay mill sites. There was also support for the University taking a position against access to sites which promote academic misconduct.

The Committee discussed the equality implications for students who are online and would not, therefore, be using the University networks to access such sites, and the implications for students impacted by digital poverty. The Committee noted that the paper stated there are no EDI issues; the Committee asked for clarification on EDI after raising the concerns previously noted.

Overall, there was not strong consensus on the proposal amongst the Committee members.

> **Action:** Comments from the Committee to be shared with the University Executive for their decision on the item.

4.2 Student Online Information Security Awareness Training (Paper F)

As with the item above, this paper was brought forward in the agenda due to the availability of the presenter. Alistair Fenemore presented this paper which proposed online information security awareness training for students via LEARN Ultra.

The Committee discussed the importance of this training and its value to students as they study and as they go in to the job market. The Committee agreed that this training be included in an essential training suite that students should undertake as part of their matriculation. Discussion included the mechanisms for mandating this training, and the consideration which must be given to actions taken/sanctions if the training is not taken. It was highlighted that the participation (and non-participation) of this training would need to be managed in line with the Code of Student Conduct.

The Committee were not satisfied that all implications of the mandatory aspect had been considered, and required further work to be undertaken to ensure the correct mechanisms are in place to mandate the training. Therefore, the Committee approved that this training be included in the essential training suite as 'required' rather than 'mandatory'. The Committee were supportive of the ultimate objective to make the training mandatory, but once the correct mechanisms are in place.

> **Action:** Information Security Team to arrange for the Information Security Essentials training course be available for students as part of their training portfolio in LEARN Ultra.
>
> **Action:** Deputy Secretary, Students to lead on the work needed to make the training mandatory.

Action: Deputy Secretary, Students to explore what is standard practice in the sector around mandatory courses and action taken in the event of non-compliance.

4.3   Curriculum Transformation Update (Verbal)

Dr Jon Turner provided a verbal update Curriculum Transformation Project (CTP) and the work undertaken since the last paper was presented to the Committee. Key activities have been preparation for the investment case and engagement with Schools. It was highlighted that engagement with Schools had been slower than hoped, due to the impact of the MAB and its associated pressures.

The UG curriculum framework has been a key development and is available in the CT Hub. The PGT curriculum framework will be addressed in the second phase of development. The Committee were informed that Dr Paul Norris has joined the CTP to lead on applying the University's regulations to the project. An update will be provided to full Senate in 2024.

The Committee discussed the need for the project to align with School and College priorities around assessment, and the resource implications across the institution as the project is implemented. Challenge courses were also discussed, with more detail requested as to how these will be adopted into the framework. It was agreed that examples of this will be shared in the forthcoming paper.

Action: CTP paper to be circulated ahead of the next meeting, authored by Dr Jon Turner and Professor Colm Harmon.

4.4   Draft Learning and Teaching Strategy Update (Verbal)

The Deputy Vice Principal, Students (Enhancement) provided a verbal update on this item. A Learning & Teaching Strategy draft is in progress; those working on the strategy are looking for the views of the Committee members to ensure that all relevant aspects are included.

Items noted for inclusion were: Curriculum Transformation Project; Assessment & Feedback Principles & Priorities; Student Support model and the Continuous Service Improvement plan. There were also suggestions to include EDI and reference to the University's Strategy 2023. It was also highlighted that some Schools and Colleges may have their own strategies, but there is value in an institution-wide strategy.

There was some discussion of the effects of an increased student population on teaching, assessment and feedback. Overall, Strategy 2030 states that we will not grow for growth's sake, and this will be reflected in the Learning and Teaching Strategy.

Action: Deputy Vice Principal, Students (Enhancement) and Barry Neilson to present paper on this at November meeting and ask for further views from the Committee.

4.5 Students' Association Sabbatical Officer Priorities 2023-24 (Paper B)

The Vice President Education (Students' Association) presented their priorities for 2023/24, which focus on an inclusive and accessible learning environment for all students, improved student engagement (especially in relation to strategic projects) and developing the academic community with students. Emphasis was given to the impact of the cost of living crisis on students, with concerns ranging from hidden course costs, the costs of attending resit assessments and the needs of working students.

The Committee were supportive of the priorities and recognised the importance of the relationship between students and the University, and the role of EUSA in the senior team. Particular support was expressed for the work on promoting student engagement.

4.6 Student Experience Update – NSS Paper - Closed

The Deputy Secretary (Students) presented the paper. The Committee was informed that results reflect similar challenges across the sector, although the University is at the bottom of the sector in relation to feedback. The Committee noted the high scores in relation to teaching and course content, and recognised that there may be the need for greater discussion of the role of teaching teams within the student support model.

The NSS has highlighted three specific areas that have worsened over the last year: feedback timeliness, unclear marking criteria and feedback not always helpful. There is an urgent need within this academic year to address feedback timeliness (ensuring consistent application of the three-week standard in the Principles and Priorities) and a concerted effort to ensure that all assessment has clear marking criteria that students understand. Schools/Deaneries that had scored above the institutional average on these measures showed consistency in adhering to agreed standards and working with students to ensure a shared understanding of marking criteria.

The Committee also considered the relationship between student numbers and student satisfaction, and the challenge of developing a sense of student responsibility for future students. The Committee recognised that lots of work is taking place across the institution to understand the NSS results and to improve the student experience; focus and consistency were felt to be critical aspects in ensuring positive and significant changes are made.

Action: Deputy Secretary, Students to provide a version of the NSS report which can be shared amongst Schools for their information.

5. For information/noting

5.1 Doctoral College

The Representative of CSE (PGR) provided an update on behalf of the Doctoral College. The Committee were informed that the Higher Education Achievement Record (HEAR) should come into effect for PGR students in January 2024.

The Committee were also informed of the ongoing work to increase the standard length of PGR study to 3.5 years. The extended writing up period will be reflected in changes to the regulations. A benchmarking exercise established that this length of study was aligned with the Russell Group.

5.2   Assessment & Feedback Groups

The Deputy Vice Principal, Students (Enhancement) provided a verbal update on the ongoing work in this area. The groups are exploring options for the summer resit diet in 23/24, with a range of options set to be in place to facilitate resits that may not require in-person attendance.

5.3   Generative Artificial Intelligence

The Deputy Vice Principal, Students (Enhancement) provided a verbal update on this matter. Colleagues are reviewing the published guidance around Generative AI, and are looking for ways to improve student understanding of AI and its place in their studies. It was highlighted that particular queries had been received from PGR supervisors and External Examiners and that guidance must also be relevant for PGR students.

There was a question as to whether the University is looking to secure licenses for generative AI platforms (for staff and students), so that staff can utilise it in either making their assessments more robust or using it in their teaching.

> **Action:** Convener Colm Harmon to take this forward for an update and report back at the next SEC meeting.

5.4   Senate Committees' Internal Effectiveness Review 2022/23

The Interim Director of Academic Services presented this item to be noted by the Committee. The Committee were supportive of the proposed actions for improvement, as detailed in the paper.

5.5   Support for Curriculum Development Group: ELDeR Requests 2022/23 and Closure of Group

The Committee approved the request to formally close the group.

5.6   Committee Administration

The Committee noted the updated Terms of Reference and Committee Membership for 2023/24.

6. Any Other Business

There was no other business.

Sinéad Docherty
Academic Services
October 2023

6. Any Other Business

Senate Education Committee

9ᵗʰ November 2023

Curriculum Transformation Update

Description of paper
1. This paper provides an update on progress with the Curriculum Transformation Project since it was last discussed at Senate Education Committee in March 2023.

2. This update is based around three main areas of activity: the development, testing and validation of a new Curriculum Framework for the University (Undergraduate and Taught Postgraduate) including engagement with Schools and via Colleges; preparation of an Outline Business Case; and work on an outline project plan to support the adoption of the Curriculum Framework including consideration of what processes could be used to approve changes to programmes and courses.

3. Progress on the first two of these, particularly the engagement with Schools and preparation of key elements of the Outline Business Case, has been slower than hoped due to the impact of the Marking & Assessment Boycott and other significant pressures on staff capacity across the institution.   As a result of this our intention is to bring forward firm proposals for the Curriculum Framework and its adoption in early 2024 rather than autumn 2023.

4. The Curriculum Transformation Project will directly contribute to Strategy 2030 outcomes ii, v, vi, ix and xii, and be relevant to other outcomes including iv, x and xiii

Action requested / recommendation
5. To note.

Background and context
6. Curriculum Transformation is a major long term investment project for the University.

7. At its meeting on 8ᵗʰ February 2023 Senate endorsed proposals for the continued development and design of key elements of the undergraduate curriculum framework and the next steps for in-depth engagement with Schools on their response to the framework to inform its further development[1].

8. This paper provides a summary update on progress since March 2023 overseen through monthly meetings of the Curriculum Transformation Project Board[2].

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[1] Paper S 22/23 3D - https://www.ed.ac.uk/sites/default/files/atoms/files/s2223-3-8februarysenateagendaandpapers.pdf
[2] https://uoe.sharepoint.com/sites/CurriculumTransformation/SitePages/Who-is-working-on-CT.aspx

Discussion
    Undergraduate Curriculum Framework

9. The February 2023 meeting of Senate endorsed plans to continue with the development and design of key elements of the undergraduate curriculum framework (including Challenge Courses and Experiential Learning). Both the Challenge Courses working group (chaired by Sabine Rolle and Lisa Kendall) and Experiential Learning working group (chaired by Lesley McAra) brought recommendations for the definition and development of Challenge Courses and Experiential Learning to the May meeting of the Curriculum Transformation Board.

10. These recommendations were endorsed by the Board and have been adopted as a working definition for discussions with Schools and across the University. The definitions and criteria have been published on the Curriculum Transformation Hub[3] along with illustrative examples of current courses and ideas for future courses that either meet or could be adapted to meet these definitions. Together these definitions and examples are helping Schools and colleagues across the University to understand the scale of work and demands associated with these courses.

11. The definition for Challenge Courses (Appendix 1) highlights their role as a place where students from a mix of disciplines will come together to explore themes and topics across disciplines that are unbounded and complex, drawing on our institutional strengths in research and scholarship. Challenge courses will adopt teaching and assessment methods that are accessible and inclusive, designed to build student confidence. The proposed definition and criteria speak directly and naturally to the content of the Edinburgh Student Vision.

12. The definition for Experiential Learning (Appendix 2) concentrates on the importance of learning by doing and learning from that process. Its focus is on active learning and application of knowledge and skills to a problem/challenge and/or setting beyond the classroom. This encompasses a wide range of learning opportunities many of which exist in current programmes. The key consideration for these courses is likely to be whether their learning outcomes and assessment methods provide sufficient focus on learning from the process. The proposal is that all graduating students will have taken at least 20 credits of courses offering experiential learning at levels 9 or 10, with reflective learning and the opportunity to practice skills associated with reflection embedded at an earlier point in degree programmes. Embedding experiential learning in this way directly addresses several elements of the Edinburgh Student Vision.

    School and College Engagement

13. Work is underway, coordinated with Colleges, to understand the impact of adopting the Undergraduate Curriculum Framework[4]. As part of this work the project team are meeting with specific disciplines and programmes to explore

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[3] https://uoe.sharepoint.com/sites/CurriculumTransformation/SitePages/Distinctive-Elements.aspx
[4] https://uoe.sharepoint.com/sites/CurriculumTransformation/SitePages/The-What---Curriculum-Framework.aspx

potential short term and medium term responses to the framework (including minimum changes to adapt to the framework and more ambitious changes in programme structure enabled by the archetypes).   This allows current and future programme structures to be compared to one another to better understand the likely scale of change. It also provides a mechanism to identify benefits, potential problems and uncertainties around the adoption of the framework.

14. Our aim is to prepare 30-40 worked examples from specific programmes that reflect the diversity and range of provision across the institution. Important questions for the University and Schools are what the impact of these changes will be for the flow of student numbers, the long term steady state costs and resource requirements of adopting the framework, and the key enablers and investment needed to make these changes. We are working with colleagues in Strategic Planning to use the results of this work to look at the impact on student numbers and flows in adopting the framework.

15. While we are gathering useful and important insights from this engagement, progress has been slower than we had hoped when we set what was a demanding and ambitious timeline for this work. The Marking & Assessment Boycott and other pressures have had a negative impact on capacity for engagement in Schools at the level of detail needed.   As we head into the new academic year we are resuming more of these discussions to ensure that proposals for the Curriculum Framework are informed by and respond to the requirements identified across different disciplines and contexts.

16. Themes emerging so far have included the benefits of having flexibility built into the archetypes and regulations, alignment with School/College priorities around themes like assessment (particularly programme level and adoption of the Assessment & Feedback Principles & Priorities), support for learning and development beyond individual courses, and scope for shared courses. There is interest in using Curriculum Transformation to focus on the purpose of first year and associated questions around direct and flexible entry. Discussions are helping to identify priority areas for further work (e.g. timetabling, role of double versus combined honours archetype and potential of enrichment elements).

17. There has been support for the intention and potential of Challenge Courses and confidence with the potential to align with the working definition for Experiential Learning coupled with questions and concerns around the approach and practicalities of introducing these changes. A key question around Challenge Courses and the adoption of the Undergraduate archetypes has been the impact on space in the curriculum and particularly what this could mean for transfer routes and some interdisciplinary programmes (including those with requirements for a solid foundation across three subject areas in first and second year). These, along with consideration of the potential impact and role of outside courses more generally are a key focus of the current phase of engagement.

Taught Postgraduate Curriculum Framework
18. The first iteration of the proposed Taught Postgraduate Curriculum Framework was published in August 2022. The reaction to this, particularly the programme

archetypes, when shared initially and subsequently in discussions with Schools, committees and groups has been positive. There is a general sense that the archetypes capture the majority of current practice and future requirements.

19. Work is underway to further test, validate and refine the PGT Curriculum Framework. This includes discussions with Schools, the International Diversification Group (Strategic Recruitment Project) and workshops with members of Taught Postgraduate Community at College and University level. The three workshops run to date (two with CAHSS, one with CSE) have confirmed a high level of comfort with the archetypes. We have therefore increased the focus on exploring more speculative future scenarios around modes of study and programme structure to try and ensure that the framework will address future as well as current programme requirements. The remaining workshops (one with CSE, two with CMVM and two at University level[5]) are scheduled to run before the end of November.

20. Our intention is to bring a report on this engagement work to a meeting of the Curriculum Transformation Board in December 2023 with proposals for Senate Education Committee and other University groups and committees to follow before the end of Academic year 2023/24.

Development of Outline Business Case

21. It was agreed that the Curriculum Transformation Project will develop for approval an outline business case rather than individual submissions being developed through the budget areas. This work is in progress.

22. The outline business case will follow a standard approach and will set out amongst other things:
    - setting out the alignment of the project to the delivery of Strategy 2030, the benefits the project is seeking to achieve and over what period;
    - the mechanics that have been developed and proposed for doing so (for example the curriculum framework at PGT and UG levels, challenge courses, experiential learning, and enrichment) and the underpinning changes needed (regulations, process, systems for example);
    - the forecast resource that is required to deliver the project (whether that is re-prioritised existing staff time and/or investment in one-off activities in budget areas to support the delivery of the project) and post implementation forecasts (recurrent costs) noting that we have project assumptions on fixed constraints (for example number of students, number of credits); and implications on the impact of our existing business model (for example student choices at course level);
    - the management, delivery/implementation planning (critical path), approach to implementation, key risks, issues and assumptions that will need to be managed and mitigated.

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[5] University level PGT workshops: 15th November (on campus), 23rd November (online). See hub home page for details and event booking link: https://uoe.sharepoint.com/sites/CurriculumTransformation

23. To help enable this we are working to clarify a small set of options that we will assess in detail in relation to the curriculum changes themselves – a 'do nothing' approach as well as some variations 'minimum', 'intermediate', 'maximum' on implementation. It is likely one set of options will be costed.

24. The same approach will be applied to the elements underpinning the curriculum – our policy, processes and systems (student record, timetabling and virtual learning environments and data interfaces being the most important).

25. In addition to reviewing the risks, issues and assumptions there will be a number of critical success factors we need to consider these will include but not limited to: strategic fit, value delivered through the work, is the change viable, affordable and achievable.

26. The preparation of the outline business case is being undertaken by the 'Supporting the Curriculum' group. This group is chaired by the Director of Strategic Change and includes the three College Registrars, Vice-Principal and CIO and Librarian to the University, Deputy Secretary Students and representatives from a number of other departments. We are now at the point in our work where we are re-engaging with colleagues in Finance and Human Resources.

27. That group wants to ensure that, while there may be different views on options that should be taken, we have completed effective analysis and appraisal to support decision making, taking account lessons learned, the operating environment and implementation.

Planning for Adoption of the Curriculum Framework

28. Good progress is being made in several area of the project organisational and planning model presented to Senate Education Committee in May.

29. Paul Norris has joined the Curriculum Transformation Project on a 0.6FTE secondment to lead work on approaches to course and programme approvals and regulations. See below for initial thinking on courses and programme approvals processes.

30. Engagement with Schools is being used to inform the development of other plans, including a potential workpackage to look at the high level structure of the timetable, next steps in the preparation of proposals for the development and governance of potential Challenge and Experiential Learning courses, and the identification of priority enablers for curriculum innovation (regulations, systems and processes).

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

This will be discussed by the Board and with Senate Quality Assurance Committee during the autumn semester.

32. The August meeting of the Curriculum Transformation Board had a report from the External Accreditation and Professional Bodies Group. The overall reaction of the group to the Curriculum Framework is positive, based upon the value of having a University position and rationale for curriculum renewal that has clear alignment with the priorities of many external bodies. Concerns around the risks posed by Curriculum Transformation for external accreditation are diminishing. The group have identified a range of issues that will need to considered in the adoption of the Curriculum Framework and made helpful recommendations for the next steps in this area that have been endorsed by the Board.

33. Other themes discussed by the Board at recent meetings have included wellbeing in the curriculum, future skills, widening participation, sustainability & climate and student engagement.

34. Further information on these and other topics is available from the Curriculum Transformation Hub[6]. This includes progress in the development of detailed plans to prepare for and support the adoption of the Curriculum Framework.

Course and Programme Approval Processes
35. Work has also begun on the detail of what processes could be used to approve the changes to programmes and courses that might result from the introduction of the new Curriculum Framework. The exact information that will need to be considered to support these approvals will depend on the final vision of Curriculum Transformation (which is expected to become settled in early 2024). These discussions have been underpinned by three broad principles:-
    - As under our current processes, approvals should occur at the lowest level possible (i.e. School Boards of Studies rather than College if appropriate).
    - Where new approval mechanisms are proposed it should be because they can be expected to be more efficient than existing processes or meet a specific requirement not met through current processes.
    - Any approval processes should collect all relevant information for downstream processes (e.g. Setting up a new programme, supporting marketing activities etc.) and eliminate the need for repetition of work wherever possible.

36. In addition, early discussions have identified four types of approvals which could result from the introduction of the Curriculum Framework:-
    - Approval of Curriculum Framework specific courses/teaching (Challenge Courses/Experiential Learning).
    - Development of entirely new programmes which follow the models proposed by the Curriculum Framework.
    - Refreshing/updating existing programmes to fit with degree models approved as part of the Curriculum Framework.

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[6] https://uoe.sharepoint.com/sites/CurriculumTransformation

- Approval of changes to existing (programme/discipline) courses to reflect the pedagogy of the Curriculum Framework.

37. Breaking down approvals in this way has been helpful in identifying the key colleagues who are relevant to each type of approval, and to consider the specific resources which might be needed to support those processes (particularly reflecting how the introduction of the Curriculum Framework will likely result in a short-term period with a high number of approvals needing to be considered). Discussions with colleagues currently involved in curriculum approval are ongoing in order to develop a full work plan (with resource requirements) around approval mechanisms as part of the development of the wider Curriculum Transformation Outline Business Cases. The resourcing of School colleagues to prepare courses and programmes for approvals will also be considered.

38. While it is anticipated that most, if not all, approvals will be handled through existing approval mechanisms, should bespoke approval arrangements be needed these will be presented to Senate Academic Policy & Regulations Committee (APRC) for approval.

39. Prior to finalising any approval processes (and indeed before colleagues can start considering how they may wish to update their teaching as part of Curriculum Transformation) it will be necessary to agree any degree archetypes that colleagues will be asked to adopt as part of the new Curriculum Framework. This would be facilitated by updating the University's Models of Degree Types (and the current Curriculum Framework). Both of these documents are the responsibility of APRC, and it is expected they will provide the formal mechanism by which such changes would be considered.

Resource implications

40. The project resources to date have been managed through the project team staff time to support the development of the curriculum framework and the supporting the curriculum work. As noted above, work on the Outline Business Case is taking place at the moment. This includes consideration of the investment needed at an institutional level, in Schools and through the project team to support the design, development and implementation of the project.

Risk management

41. The project team maintain a risk register which is reviewed, presented and discussed at the Curriculum Transformation Project Board in addition to follow up actions with the risk owners and those responsible for taking any actions set out to mitigate the risks. Key risks include the readiness and suitability of current University systems and support, along with concerns around capacity and timelines, particularly when considering the demands of running curriculum transformation alongside other major institutional change programmes.

42. Risks requiring escalation in recent months have focussed on the competing demands and limitations around staff capacity for engagement with Schools and understanding system requirements as a result of the Marking & Assessment Boycott and other pressures on capacity across the institution. In response to

this we have extended the timeline to bring updated proposals for discussion and approval to early 2024.

Responding to the Climate Emergency & Sustainable Development Goals

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

Equality & diversity

44. An Equality Impact Assessment (EqIA) for the overall approach to Curriculum Transformation, the organisation and management of the Curriculum Transformation Project was completed in November 2022. Further EqIA will be undertaken as part of the development and implementation phases of Curriculum Transformation. As noted above work is underway on the development of an Equality Impact Assessment for the proposed Curriculum Framework.

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

45. The project team will continue to provide regular updates to Senate Education Committee and other groups in advance of bringing forward formal proposals for discussion and consideration.

46. The priority for this semester is to continue the School and College level engagement to inform the development of these proposals. The Curriculum Transformation Hub has been updated to include further detail around the Curriculum Framework and plans for supporting its adoption. The project team have resumed more regular updates and additional opportunities for colleagues to feed into this work. Appendix 3 provides an overview of communication and engagement activities to date.

Authors   **Presenter**
Dr Jon Turner   **Dr Jon Turner**
Curriculum Transformation Project Lead

Barry Neilson
Director of Strategic Change
(Supporting the Curriculum Workstream
Lead)

Dr Paul Norris
Curriculum Transformation Secondee
(Course & Programme Approvals Work
Package Lead)

Amanda Percy

Curriculum Transformation Project
Manager

Freedom of Information
Open

Appendix 1 - Challenge Courses – definition and criteria

Challenge Courses – definition and criteria

Working definition:
- Challenge Courses will enable students to explore issues/problems that are unbounded, complex and resist straightforward definition. As a core and compulsory element of all undergraduate programmes, these courses will provide an opportunity for students to explore and build understanding of themes and topics across disciplines.
- Challenge Courses will draw on our institutional strengths in research and scholarship and will adopt accessible and inclusive design to enable students to work and communicate with others from a mix of disciplines. Students will be able to select from a wide range of Challenge Course options from different categories and will be required to achieve 40 Challenge Course credits by the end of their second year.
- Challenge Courses could be offered by Schools/Deaneries and/or at College/University level but to ensure optimal visibility the courses will be advertised at University level. Colleagues teaching these courses will be supported to develop transformative teaching and assessment methods in line with the Assessment & Feedback Principles and Priorities that focus on process more than on outcome.

Essential Criteria
Challenge Courses will:
- Enable students to analyse, explore and reflect on potential responses to the challenges faced in a complex, dynamic and uncertain world
- Be open to all students, have no pre-requisites, be worth 20 credits
- Be accessible and inclusive in their design, delivery and assessment
- Encourage students to be bold by using teaching and assessment methods that facilitate a 'learning from failure' environment, where students are intrinsically motivated, learn to trust themselves and be creative
- Integrate expertise across multiple disciplines
- Encourage and support students to make connections between ideas and concepts across different disciplines and/or cultures
- Provide space for students to work together in multi-disciplinary teams
- Build confidence and competencies to empower students to become active agents of change in and outside of the classroom

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See Curriculum Transformation Hub for further details, including illustrative examples of potential Challenge Courses
https://uoe.sharepoint.com/sites/CurriculumTransformation/SitePages/Challenge-Courses.aspx

Appendix 2 - Experiential Learning (EL) – definition and structure

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Experiential Learning (EL) – definition and structure

Strapline: Learning by doing and reflecting on the experience

Core principle: Process is more important than outcome

'Doing' involves:
- Active learning- an element of self-direction and autonomy on the part of students in either shaping or managing the project/learning opportunity
- Applying knowledge and skills to a problem/challenge and/or a setting beyond the classroom

'Reflecting' involves:
- Understanding and capturing the thoughts, actions and experiences linked to the process, with the goal of exploring values, challenging assumptions, and building skills.

Assessment:
- For a 20 credit course to be tagged as experiential learning at least 60% of summative assessment must focus on the experiential dimensions of the course
- For a 40 credit capstone project to be tagged as experiential learning a minimum 30% of the project must involve an experiential element.

Structure:
- All graduating students must have taken a minimum of 20 credits of courses offering experiential learning at level 9 or 10
- Level 9 or 10 EL courses will be graded and will count towards honours classification (they will not be offered on a pass/fail basis)
- Students will be able to choose from a portfolio of level 9 and 10 EL opportunities: 20 credit course, disciplinary specific within programme, or 20 credit cross university multi/inter-disciplinary, or 40 credit capstone project within programme
- All undergraduate programmes must include *reflective learning (the opportunity to practice skills associated with reflection)* in at least one of their core/compulsory level 8 courses, to a minimum of 10% of the summative assessment for that course. Needed as scaffolding for students prior to undertaking EL that counts towards honours classification.

See Curriculum Transformation Hub for further details, including illustrative examples of potential Experiential Learning Courses
https://uoe.sharepoint.com/sites/CurriculumTransformation/SitePages/Experiential-Learning.aspx

Appendix 3 – Overview of Communication & Engagement Activities

Curriculum Transformation Hub
Launched on 21 July 2021 with an all staff email the Curriculum Transformation Hub is the central engagement tool for the Curriculum Transformation Project. As of 23 October 2023 the Hub has had:

Site Visits – 88,208

Unique Viewers – 4,573

Open to all staff and students the content on the Hub has evolved with the project and aims to be a space for our communities to learn about, engage in and co-create curriculum transformation. It has briefing papers, infographics, reports, videos, padlets, presentations, links to related material, news posts and events as well as highlighting the many ways staff and students can get involved. It includes the latest information on the Curriculum Framework: the Edinburgh Student Vision, Curriculum Design Principles, Programme Archetypes and the introduction of three key and distinctive elements - Challenge Courses, Experiential Learning and Enrichment Elements. The Hub also hosted the consultation on the Edinburgh Student Vision.

Curriculum Transformation Webpages
External audiences are unable to access the Hub. Curriculum Transformation webpages have therefore been created to enable stakeholders outwith the University to learn about the project (Curriculum Transformation Project). The information contained on the webpages provides a high level overview rather the in-depth detail contained on the Hub.

Open Internal Communications
This activity is intended to grow and deepen engagement and understanding of the potential and implications of Curriculum Transformation across the University community. Examples include:
- University-wide email from Colm Harmon to announce the launch of the Curriculum Transformation Project and Hub
- Focused presentations and sessions at the University Learning & Teaching Conferences
- Contributions to College and other newsletters
- 9 features in the Bulletin
- 38 Hub news posts and updates

Targeted Internal Engagement
In addition to the open internal communications the project has focused on targeted engagement with colleagues within Schools and Colleges, as well as our student community. These include:

- Focused activity around key project deliverables – for example the Edinburgh Student Vision, which included an in-person symposium with c50 colleagues, 700+ staff and students engaged through workshops and groups (the output of which was shared via infographics on the Hub) and an online consultation open to all staff and students
- University, College and School Learning & Teaching Committees
- School, College, Deanery and Professional Services engagement via their standing forums and committees as well as stand-alone workshops
- Student workshops – 5 workshops (involving over 80 students) with 6 more planned

- SACHA (Students as Change Agents) – 50+ UG, PGT and PGR students involved in SACHA Think Tank on Curriculum Transformation
- Presentations to Student Representatives Forum
- Curriculum Transformation Reference Group (monthly meetings 2021-23)
- Regular Heads of School Sessions (~3 per academic year)
- Directors of Teaching Network (regular updates on Curriculum Transformation 2021-2023)
- Since May 2023 there have been meetings with Directors of Teaching/Curriculum Leads in 15 Schools/College Offices, with 4 more planned in the coming weeks
- PGT workshops and events – 8 PGT workshops have been delivered in partnership with College Deans, Directors of Administration and Programme Directors. This resulted in direct engagement with over 250 colleagues involved in the design, development, delivery and maintenance of postgraduate taught education across the University
- Contributions on Curriculum Transformation to multiple School & College events
- Workshops with colleagues in Schools & Colleges involved in updating and developing new programmes and courses.
- Briefing and engagement sessions with Support Services (including Student Experience Services, IAD, Careers, Information Services Group, HR)
- Series of 6 Registry all day sessions
- Curriculum Forum Mixer Events

Senate Education Committee

9th November 2023

Tutors and Demonstrators Policy Guidance

Description of paper

1. As the output of an IAD working group, guidance has been produced for Schools and Deaneries to help embed the Policy for the Recruitment, Support and Development of Tutors and Demonstrators (referred to as "the Policy" in what follows).

2. The paper contributes to Strategy 2030 outcomes (ix) "We will have more user-friendly processes and efficient systems to support our work.", (xii) "Multidisciplinary postgraduate education pathways will support flexible whole-life learning." and indirectly to (ii) "The undergraduate curriculum will support breadth and choice, preparing students, graduates and alumni to make a difference in whatever they do, wherever they do it."

Action requested / recommendation

3. Senate Education Committee is asked to **consider, discuss and approve the guidance**.

Background and Context

4. Interviews with Schools conducted in 2022 showed that the Policy was not widely read or understood and there was a need to help embed it.

5. In the 11th May 2023 meeting of SEC, the committee approved recommendations in relation to governance of tutors and demonstrators. One of the approved recommendations was:

   b. Augment the policy with guidance around training and recruitment.

      It was felt that the policy was insufficiently complete in certain areas which was leaving Schools with the task of filling gaps. This was both inefficient and open to abuse. Some details of how to implement some of the policies would help to ensure consistency of practice as well as save effort.

   A working group was set up in IAD to look at developing guidance to help Schools and Deaneries interpret the policy led by Hazel Christie.

6. The outcome of the working group is attached as the appendix to this paper. It is designed to augment the Policy and is kept deliberately brief and is designed to be read in conjunction with the Policy and its appendices.

Resource Management

7. There are no significant resources required to provide this guidance.

Risk management

8. There is considerable reputational damage possible if we do not effectively address the recommendation from the 2021 ELIR. But there is a deeper risk to

our coverage of teaching requirement, quality of tutoring and consequent detrimental effects on the UGT student experience.

Responding to the Climate Emergency & Sustainable Development Goals

9. This contributes indirectly to SDG goals 3, 4, 8 and 9.

Equality & diversity

10. The guidance does not involve a significant change to policy or practice. The policy itself has an equality impact assessment.

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

11. The guidance will be distributed through web pages and directly to Schools via the network that has been set up for staff who support tutors and demonstrators. IAD mailing lists and newsletters will also be used to increase reach. Once other aspects of the governance have been established, the guidance can be used as reference for evaluation of T&D training.

Author
Hazel Christie (IAD)
Vel McCune
Antony Maciocia
Date 23/10/2023

Presenter
Vel McCune
Antony Maciocia

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

Appendix

Guidance on the policy for the recruitment, support and development of tutors and demonstrators

<u>Purpose of the guidance</u>

The Guidance sets out the responsibilities that Schools have for the recruitment, support and development of tutors and demonstrators.   The Guidance must be read in conjunction with the Policy.

<u>Overview</u>

The Guidance provides further clarification of the range of responsibilities that Schools have for tutors and demonstrators including recruitment, support and development.

<u>Scope</u>

The Guidance applies to all tutors and demonstrators at the University. Tutors and demonstrators are defined within the policy (Link).

<u>Guidance</u>

Tutors and demonstrators are an integral part of the team which promotes student learning alongside lecturers, teaching fellows and technicians. Tutors and demonstrators feature regularly in the student learning experience over several years and it is with them that the majority of students are likely to have their most direct contact during tutorials, practical work or field work. The potential impact of tutors and demonstrators on the quality of students' learning is profound. It is therefore important that they are well-supported in providing excellent quality teaching.

The Policy makes clear that the recruitment, support and development of tutors and demonstrators is the responsibility of the Schools. The policy covers the following areas: recruitment processes; contracts and payments; roles and responsibilities; mandatory induction and training; support, feedback and review; non-mandatory training and development; and resolving problems.

Overall management of the tutors and demonstrators rests with the Head of School and they may delegate responsibility for day-to-day management to Course Organisers or other suitable members of staff. The Policy states that all tutors and demonstrators must receive a contract in advance of them undertaking any work for the University. They should be paid for all the hours of work that the School specifies as necessary to fulfil their duties (eg contact hours, formal induction, training and any School meetings that are deemed essential). This means that tutors and demonstrators must be employed on a contract. It is important to remember that those who are also postgraduate research students at the University must not undertake any more than an average of 9 hours of paid work per week across the academic year.

The work that tutors and demonstrators undertake is very varied.   The Course Organiser, or other comparable member of staff, is responsible for the management of the tutors and demonstrators. This might include allocating tasks, outlining the time required to compete these tasks and having oversight of the tasks subsequently undertaken. While the Head of

School is responsible for appointing markers who contribute to the feedback it is the responsibility of the Course Organiser to allocate these duties and ensure that they are undertaken in accordance with the University's Taught Assessment Regulations.

Training is the responsibility of the Schools. All tutors and demonstrators must receive formal induction on their roles before they begin their duties. Heads of School have the responsibility for recommending a necessary amount of training which considers the level at which tutors and demonstrators are teaching, and their experience.   The details of the expectation for induction are set out in the Appendix to the Policy.   Induction is considered as a minimum and further support may be offered and information on sources of support and guidance should be provided as part of the formal induction. All tutors and demonstrators should have a formal annual review of their development and progress. Tutors and demonstrators should be given the opportunity to undertake further developmental training. This might be courses or briefing meetings offered by the School or by the Institute for Academic Development. Each School must provide tutors and demonstrators with an induction plan.

Support from the IAD.

As the Policy confirms, the responsibility for tutors and demonstrators rests with the Schools. To complement School-based support, the IAD provides workshops on teaching for tutors and demonstrators across the University. These include Orientation courses (general guidance for tutors and demonstrators at all levels of experience) and Enhanced Development courses (for more experienced tutors and demonstrators).   In addition, the IAD has developed a set of resources specifically for staff working with tutors and demonstrators to support them to reflect upon, review, and develop their teaching. These are open to everyone in the University and can be accessed via a Sharepoint site. There is a dedicated mailing list for tutors and demonstrators which advertises opportunities for further development and training. Tutors and demonstrators are encouraged to sign up at iad.TutDem@ed.ac.uk. The IAD also welcomes tutors and demonstrators to their general provision to enhance learning and teaching such as the Practical Strategies series of workshops and wider networks such as SOTL (Scholarship of Teaching and Learning) and EnGAGE (Edinburgh Network for Growing Approaches to Genuine Engagement).   There is also a network for Tutors and Demonstrators who have completed IntroAP.

It is possible for tutors and demonstrators to achieve accreditation for their teaching and support for learning from Advance HE (also know as the HEA). Via the University's CPD Framework tutors and demonstrators can apply for Associate Fellowship of the HEA. There are several different routes tutors and demonstrators can follow to seek HEA accreditation for teaching at Edinburgh.
- 1. Introduction to Academic Practice (IntroAP)

  This is an IAD course accredited by the HEA at Associate level. It runs twice a year, lasts for one semester and has 40 participants at each intake. Detailed information for the Introduction to Academic Practice is found here:
- [Introduction to Academic Practice: more information](#)
- 2. Edinburgh Teaching Award (EdTA)

This is a portfolio route with a mentor and an intake of around 40 Tutors and Demonstrators. Detailed information about the EdTA, what it involves and how to sign up is found here:
[Edinburgh Teaching Award - more information](#)

- 3. Direct application for accreditation to the Higher Education Academy (HEA)

It is possible to make a direct application to the Higher Education Academy via their Experienced Route. Find out more on the HEA website.
[HEA direct application route](#)

All three routes require tutors and demonstrators to show how their teaching and support for learning is aligned with the Professional Standards Framework (2023).

The IAD can also provide specific support and training for Schools. This includes training for staff who are working with Tutors and Demonstrators. Please contact iad.TutDem@ed.ac.uk to discuss any needs.

Academic policies, regulations and guidance relevant to tutors and demonstrators

Learning and Assessment

[Taught Assessment Regulations](#) (pdf)
[Taught Assessment Regulations web pages](#)

The assessment regulations set minimum requirements and standards for students and staff, expressing in practical form the academic goals and policies of the University.

[Assessment and Feedback Principles and Priorities](#) (pdf)

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.

[Accessible and Inclusive Learning Policy](#) (pdf)

The purpose of this Policy is the provision of accessible and inclusive teaching and assessment to all students, through consideration of their different requirements in the design, approval, delivery and review of programmes, courses and assessment.   Sets out the requirement for reasonable adjustments to be made where necessary to support student learning.

[Tutors and Demonstrators Policy](#) (pdf)

The Policy covers a range of aspects of recruitment, support and development of tutors and demonstrators, including: arrangements for contracts and payment; roles and

responsibilities; mandatory induction and training; non-mandatory training and development; and resolving problems.

Other learning and teaching policies

Open Educational Resources Policy (pdf)

This policy outlines the University's position on Open Educational Resources (OERs) and provides guidelines for practice in learning and teaching.

Lecture Recording Policy (pdf)

This policy has been developed to ensure that: Provision of recorded lectures is comprehensive, consistent and efficient and enhances the student experience. Students, teachers, visiting presenters and academic managers are clear on their rights and responsibilities when lectures are recorded.

Virtual Classroom Policy (pdf)

This policy clarifies rights and responsibilities when delivering and recording teaching and learning using the Virtual Classroom service and other online communication and collaboration technologies.

Full list of learning and assessment policies, regulations and guidance on Academic Services' website

Student Support

Protection of Children and Protected Adults Policy (pdf)
This policy is designed to protect children and protected adults who come into contact with the University community by ensuring that there are clear guidelines and procedures for identifying risk and reporting concerns. This policy also sets out the University's policy in relation to the Protection of Vulnerable Groups Scheme and relevant criminal convictions.

Full list of student support policies on Academic Services' website

Senate Education Committee

09th November 2023

National Student Survey (NSS) 2024 Optional Questions

Description of paper
1. This paper presents the proposed optional questions for the NSS 2024. These questions will be asked after the core questionnaire and specifically of students at the University of Edinburgh.

2. The data generated from the NSS contributes to improving the quality of teaching and learning, the student experience and student satisfaction.

Action requested / recommendation
3. For approval. SEC is asked to consider and approve the proposed banks of questions to be included in the NSS 2024.

Background and context
4. The NSS is an annual survey of final year undergraduate students and takes place between February and April each year. In Scotland, participation in NSS is a condition of the SFC's funding for higher education providers. Institutions in Scotland are required to promote the NSS.

    The survey consists of 27 core questions. Each institution is also given the opportunity to ask additional optional questions which can be taken from a list of suggested banks (see Appendix) and/or questions which have been created internally.

Discussion
5. The University has been asked to show demonstrable progress in both student support and assessment (Enhancement-Led Institutional Review 2021). In 2022 and 2023 the University opted to include 2 additional banks of questions – *Bank 9 Welfare, Resources and Facilities* and *Bank 11 Assessment* to monitor trends in satisfaction outcomes as strategic priorities have come in to address these areas. It is recommended that these banks are used again in 2024.

6. The questions within the banks are:

    B9. Welfare Resources and Facilities
    1. There is sufficient provision of welfare and student services to meet my needs.
    2. When needed, the information and advice offered by welfare and student services has been helpful.

    B11. Assessment
    1. Teaching staff test what I have understood rather than what I have memorised.
    2. Assessment methods employed in my course require an in-depth understanding of the course content.

7. Retaining these question sets in NSS 2024 will provide a third year of data on these themes. Beyond this, we are working to identify a rotation of questions to be used across a longer period of time, allowing monitoring across the range of student experience initiatives which are currently on-going or planned. This will be presented to the Committee for approval in 2024.

8. Please note that we cannot change the wording within banks or choose to only answer certain questions within a bank.

Resource implications
9. No resource implications

Risk management
10. The data from the NSS is used to improve the experience of students at the University. Failure to improve the student experience is a reputational risk for the University.

Equality & diversity
11. Understanding satisfaction across the themes of student support and assessment is key across all students, including EDI groups.

Communication, implementation and evaluation of the impact of any action agreed
12. If agreed, the questions will be included in the NSS 2024. The process for including and reporting on these questions will be overseen by Marianne Brown, Head of Timetabling, Examinations and Student Analytics

Author
Marianne Brown
Head of Timetabling, Examinations and
Student Analytics
12th October 2023

Presenter
Marianne Brown

Freedom of Information
Open

Appendix - National Student Survey 2024 - Banks of Optional Questions

B1. Personal Development

1. The course has helped me to present myself with confidence.
2. My communication skills have improved.
3. As a result of the course, I feel confident in tackling unfamiliar problems.

B2. Students' Union (Association or Guild)
1. The Students' Union (Association or Guild) had had a positive impact on my sense of belonging to the university or college.
2. The Students' Union (Association or Guild) has had a positive impact on the local community.
3. The Students' Union (Association or Guild) has helped me develop useful life skills.

B3. Careers
1. As a result of my course, I believe that I have improved my career prospects.
2. Good advice is available for making career choices.
3. Good advice is available on further study opportunities.

B4. Course Content and Structure
1. All of the compulsory modules are relevant to my course.
2. There is an appropriate range of options to choose from on my course.
3. The modules of my course form a coherent integrated whole.

B5. Work Placements
Did your course involve any work placements?
a. Yes (ask all questions in this section)
b. No (skip this section)

1. I received sufficient support and advice from my institution about the organisation of my placements.
2. My placements were valuable in helping my learning.
3. My placements have helped me to develop my skills in relation to my course.
4. My placements have helped me to develop my general life skills.
5. The taught part of my course was good preparation for my placements.

B6. Social Opportunities
1. I have had plenty of opportunities to interact socially with other students.
2. I am satisfied with the range of clubs and societies on offer.
3. I am satisfied with the range of entertainment and social events on offer.

B7. Course Delivery
1. Learning materials made available on my course have enhanced my learning.
2. The range and balance of approaches to teaching has helped me to learn.
3. The delivery of my course has been stimulating.
4. My learning has benefited from modules that are informed by current research.
5. Practical activities on my course have helped me to learn.

B8. The Physical Environment
      1. Security has been satisfactory when attending classes.
      2. My institution provides an appropriate environment in which to learn.

B9. Welfare Resources and Facilities
      1. There is sufficient provision of welfare and student services to meet my needs.
      2. When needed, the information and advice offered by welfare and student services has been helpful.

B10. Workload
      1. The workload on my course is manageable.
      2. This course does not apply unnecessary pressure on me as a student.
      3. The volume of work on my course means I can always complete it to my satisfaction.
      4. I am generally given enough time to understand the things I have to learn.

B11. Assessment
      1. Teaching staff test what I have understood rather than what I have memorised.
      2. Assessment methods employed in my course require an in-depth understanding of the course content.

B12. Learning Community
      1. I feel part of a group of students committed to learning.
      2. I have been able to explore academic interests with other students.
      3. I have learned to explore ideas confidently.
      4. Within my course, I feel my suggestions and ideas are valued.
      5. I feel part of an academic community in my college or university.

B13. Intellectual Motivation
      1. I have found the course motivating.
      2. The course has stimulated my interest in the field of study.
      3. The course has stimulated my enthusiasm for further learning.

B14. Entrepreneurial opportunities
      1. If I was interested in starting my own business, I know where I could find support in my institution.
      2. My Higher Education experience has helped me develop skills that could help me run my own business in future.
      3. As a result of my Higher Education experience, I am more likely to consider running my own business in the future.

B15. Employability and skills
      1. My Higher Education experience has helped me plan for my future career.
      2. My institution offered activities and resources designed to prepare me for the next step in my career.
      3. The skills I have developed during my time in Higher Education will be useful for my future career.

B16. Environmental sustainability

1. My institution encourages good environmental practice.
2. My course has encouraged me to think about environmental sustainability.
3. I have had opportunities to take part in activities supporting environmental sustainability.

B17. Student safety
1. I feel safe to be myself at university/college.
2. My institution takes responsibility for my safety.

Senate Education Committee

9 November 2023

Higher Education Achievement Report (HEAR) – Mastercard Foundation Scholars Program Climate Leadership Award

Description of paper
1. This paper proposes adding a new 'additional recognised activity' to the HEAR: *Mastercard Foundation Scholars Program Climate Leadership Award.*

Action requested / recommendation
2. Senate Education Committee (SEC) is asked to approve the recommendation that the new activity is added to the HEAR.

Background and context
3. Section 6.1 of the HEAR records students' wider achievements whilst matriculated students. It records:

   - Additional awards (in Edinburgh's case, 'The Edinburgh Award')
   - Additional recognised activities
   - University, Students' Association and Sports Union prizes and awards

   A list of the additional recognised activities that are currently recognised on the HEAR can be found at https://www.ed.ac.uk/student-administration/order-documents/transcripts/hear.

4. Proposals for new, additional recognised activities are initially considered by the HEAR Recommendation Panel. SEC is then asked to consider and, where appropriate, approve the recommendation made by the Recommendation Panel.

5. The Recommendation Panel comprised the following members of SEC: Deputy Vice-Principal Students (Enhancement); Students' Association Vice President Education; Director for Careers and Employability; and a learning and teaching representative from each College.

Discussion
6. The proposal form for the 'Mastercard Foundation Scholars Program Climate Leadership Award' is attached.

7. The Recommendation Panel considered the proposal and agreed it should be recognised under section 6.1 of the HEAR. **Senate Education Committee is asked to approve this recommendation.**

8. The Panel also gave the following feedback when implementing the proposal:

   - Consider the use of digital badges;

- Share insights to inform the development of an asynchronous version of the Edinburgh Award.

This feedback has been provided to the proposer, was well received and will be actioned by them.

Resource implications

9. There will be workload implications for the Mastercard Foundation Scholar Program staff responsible for managing and verifying the activity. Some development work by Student Systems will be required to add the new activity to the HEAR.

Risk management

10. N/A

Responding to the Climate Emergency & Sustainable Development Goals

11. N/A

Equality & diversity

12. The proposed activity is open to the 850 taught postgraduate students on the program, the majority being online distance learning students going forward. Although there is an Edinburgh Award that can be taken by online students which runs over two years, the proposal aims to accommodate scholars who are studying part-time and usually balancing study with work and/or family responsibilities. Therefore, there is a need to provide a training programme in a multi-year format that has the flexibility to be studied stop-start if need be. One member of the Recommendation Panel noted that the proposal would make this a more inclusive activity and, as outlined in paragraph 8, the insights from this proposal can inform the development of an asynchronous version of the Edinburgh Award.

Author
Nichola Kett
26 October 2023

Presenter
Nichola Kett

Freedom of Information *Open*

HEAR: Proposal for Adding Categories of Achievement to Section 6.1 (or Amending Existing Categories)

Section 6.1 of the Higher Education Achievement Record (HEAR) covers achievements by students that are not directly related to their degree result. These achievements must be verified by the University of Edinburgh.

This form should be completed if you wish to propose a new achievement or activity for inclusion in Section 6.1 (or to amend an existing achievement). The proposal will be considered by Senate Learning and Teaching Committee (LTC), which will ensure that the category adheres to the following principles:

All activity recognised in Section 6.1 of the HEAR should be undertaken **whilst a matriculated student**, and should fit under 1 of 3 headings:

1. **Additional Awards** – in Edinburgh's case, the 'Edinburgh Award'.
2. **Additional Recognised Activities** – including volunteering, leadership and representative roles, and other significant, verifiable roles. (See page 2 for details of the additional activities that are currently recognised.)
3. **University, Students' Association and Sports Union Prizes and Awards** – both academic and non-academic.

In addition, all activity should be:

- **Substantial** – the activity has impact, encourages reflection, and provides opportunities for learning development and 'stretch'. It is likely to involve a substantial time commitment.
- **Verifiable** – the activity can be verified and is endorsed by the University.
- **Equitable** – the activity is available on an equal basis to a clearly defined group of students, and should be available to students on an ongoing basis eg. in successive years.
- **Factual** – information included is factual and non-evaluative.
- **Additional** – the activity is not required as part of the academic, credit-bearing curriculum.

*Mandatory fields

HEAR: Proposal for Adding Categories of Achievement to Section 6.1 (or Amending Existing Categories)

The following 'Additional Recognised Activities' are currently approved by the University of Edinburgh:

Students' Association Roles	University Roles
- Edinburgh University Students' Association Activities Position - Edinburgh University Students' Association Elected Office Bearer - Peer Support – PALS Student Leader and Peer Support Leader - Student Representative	- Student member of University Internal Review team (TPR, PPR and Thematic Review) - Student Representative - History, Classics and Archaeology (HCA) Student Research Room Volunteer
Sports Union Roles	**Roles Within Other University-Affiliated Bodies**
- Edinburgh University Sports Union Representative or Office Bearer - Edinburgh University Sports Union Sports Club – Official Position	- International Student Centre Committee Member - Edinburgh Nightline Committee Member - Edinburgh Students' Charities Appeal Executive Committee Member

Further information on the University of Edinburgh's approach to the HEAR is available here:
http://www.ed.ac.uk/schools-departments/student-administration/other-info/hear

*Mandatory fields

HEAR: Proposal for Adding Categories of Achievement to Section 6.1 (or Amending Existing Categories)

THE UNIVERSITY
of EDINBURGH

1. What is the name of the proposed category of achievement?*

Mastercard Foundation Scholars Program Climate Leadership Award

2. Please give a brief description of the category of achievement*

The Mastercard Foundation Scholars Program is the University's largest scholarship scheme, and will support 850 taught postgraduate students from sub-Saharan Africa to study at the University from 2023 to 2030. The aim of the scholarship is to produce young leaders with the skills to tackle the global climate crisis.

In addition to their academic study, Mastercard Scholars will be required to complete our Climate Leadership Programme, a suite a workshops, reflective exercises, and other activities (detailed below) designed to add practical leadership skills to their academic knowledge.

3. Which students are eligible for this achievement?*
(For example, is it open to all undergraduate and taught postgraduate students, or restricted to a specific group?)

The 850 scholars on the aforementioned scholarship programme.

*Mandatory fields

4. What does the student need to do to gain this achievement?*

(For example, if the achievement involves representation, is there a minimum number of meetings that must be attended or hours completed?)

> The core requirements of the programme are to:
>
> 1. Actively participate in 6 climate leadership workshops (this will comprised of 4 half day Leadership Labs – trainings delivered by external speakers, and 2 full-day project-based workshops)
> 2. Prepare and respond to feedback two Personal Development Reflections (1 per semester)
> 3. Prepare and respond to feedback on a detailed Post-Study Impact Plan to demonstrate their ability and commitment to addressing climate change
> 4. Complete a two-week Climate Leadership Summer School hosted in an African country

5. Verification*

(Please describe **in detail** how the achievement will be verified.)

> Scholars will be required to maintain a log that documents both their participation in the above schemes, but also make reflections on their learnings from the sessions.
>
> Attendance and active participation in these sessions will be independently verified by the instructors (typically, members of the Mastercard Foundation Scholars Program team).
>
> The two Personal Development Reflections and the Post-Study Impact Plan are written documents that will be Program Staff will give feedback on, and check they have been completed adequately.

6. When will the verification be complete each academic year?*

> Submissions will be completed on an ongoing basis, and verified in June of each academic year. For part time distance learning students, the award will be completed over two years, and verification will take place in June of year two.

*Mandatory fields

HEAR: Proposal for Adding Categories of Achievement to Section 6.1 (or Amending Existing Categories)

*Mandatory fields

HEAR: Proposal for Adding Categories of Achievement to Section 6.1 (or Amending Existing Categories)

7. Is there any other information you wish to supply in support of your application?

For context, in the first phase of our Scholars Program (2017-23), scholars had the option of completing a version of the Edinburgh Award. This offering replaces that Award, so perhaps it is helpful to explain why we feel that change is necessary.

The Edinburgh Award was a success for us in many ways, however despite several iterations we were never able to make it work satisfactorily for our online-distance learning students. (Distance learners were a relatively small part of our Phase 1 program, but will be 75% of our scholars going forward). Mindful that our online learners are studying part-time and usually balancing study with work and/or family responsibilities, we need to provide a training programme that is substantial and rigorous, but that has the flexibility to be studied stop-start if need be.

Whereas Edinburgh Awards must be completed within a single academic year, our leadership programme will typically run over two years for part-time students. That allows students to begin working on skills in year one, and then deepen them in year 2 in which they are worked on intensively at a summer school (which only takes places once over a three-year programme). There are other differences relating to timings and formats of written submissions, but it is switching to a multi-year format is essential for us.

CONTACT INFORMATION

8. Name of proposer*

Dr Pete Kingsley

9. Email address of proposer*

Pete.kingsley@ed.ac.uk

10. Proposing School / Department*

Mastercard Foundation Scholars Program, Edinburgh Global

11. Date*

12/10/23

*Mandatory fields

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Once received, the form will be passed to Student Systems who will ensure that the proposing School or Department holds appropriate, robust data in a suitable format for uploading to the Student Record.

Following vetting by Student Systems, the form will be passed to a Learning and Teaching Recommendation Panel for initial consideration and subsequently to Learning and Teaching Committee for final approval.

The Learning and Teaching Committee Recommendation Panel meets annually in late October / early November, and proposals are signed off by Learning and Teaching Committee at its November meeting. (This schedule allows Student Systems sufficient time to make required Systems changes and to ensure that any new or changed categories can be included in the HEARs of students graduating the following summer.)

ALL PROPOSAL FORMS SHOULD THEREFORE BE SUBMITTED TO THE SECRETARY TO LEARNING AND TEACHING COMMITTEE BY 15 OCTOBER EACH YEAR.

For Student Systems use only:

I confirm that the data that will be provided for this category of achievement is relevant, robust and available in a suitable format for upload to the Student Record.

Signed: _____   Date: _____

Role: _____

*Mandatory fields