<u>The University of Edinburgh</u>

Senate Education Committee
Electronic Business
Thursday 13 to Thursday 20 January 2022

A G E N D A

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1.2	Postgraduate Taught Experience Survey (PTES) 2022 – Additional Questions	e-SEC 21/22 3 B
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2.	**For Information and Comment**	
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**Minutes of the Meeting of Senate Education Committee
held via Microsoft Teams at 2.00pm on Wednesday 17 November 2021**

1. Attendance

Present	Position
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)
Lisa Kendall	Representative of CAHSS (Learning and Teaching)
Stephen Bowd	Representative of CAHSS (Postgraduate Research)
Andy Dugmore	Representative of CSE (Learning and Teaching)
Judy Hardy	Representative of CSE (Learning and Teaching)
Antony Maciocia	Representative of CSE (Postgraduate Research)
Sarah Henderson	Representative of CMVM (Learning and Teaching, PGT)
Jamie Davies	Representative of CMVM (Learning and Teaching, UG)
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
Velda McCune	Representing Director of Institute for Academic Development – Ex Officio
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
Sian Bayne	Assistant Principal Digital Education
Philippa Ward	Academic Services (Secretary)
In Attendance	
Jon Turner	Digital Strategy
Stephen Roy	Digital Strategy
Russell Bartlett	Market Insight
Teresa Ironside	Director of Data Science Education

2. Minutes of Meeting held on 15 September 2021

The minutes of the meeting held on 15 September 2021 were approved as an accurate record.

3. Matters Arising from Meeting Held on 15 September 2021

3.1 University's Involvement in the Delivery of Microcredentials

The Assistant Principal (Online and Open Learning) advised members that a business case for a new CPD platform had been taken to the Capital Planning Group in October and would be considered in the Planning Round. A copy of the business case would be circulated to members for information.

Members agreed that it was important not to take a 'platform-first' approach to the issue of the University's involvement in microcredentials. The broader strategy around microcredentials would be discussed at a future meeting of the Committee. It was also recognised that, regardless of future developments, a new platform was required to support existing CPD activity.

Action:
- Secretary to circulate business case to members.
- Convener and Secretary to identify a future meeting for discussion of the University's broader strategy around microcredentials.

3.2 Proposal to Establish a Student Voice Sub-Committee

Members were advised that this issue would be returned to when the new Deputy Secretary, Student Experience was in post.

4. Convener's Communications

4.1 Update on Planning for Semester 2 2021/22

The Convener reported that the University was continuing to plan cautiously but optimistically for Semester 2. It was hoped that it would be possible to raise the class size cap from 50 to 120 students and to bring additional teaching space on stream. The University was working closely with the Scottish Government to strike a balance between civic responsibility and programme needs. Members recognised that it would be important to continue encouraging all students to test regularly for COVID.

4.2 Membership of Senate Standing Committees

The Convener advised members that there were ongoing discussions within Senate about the membership of the Standing Committees, Senate Education Committee included. Members were reminded that the current memberships of the Committees reflected the outcome of Senate decisions taken in June 2019. The next formal review point would be in academic year 2023/24, but a commitment had been made to ongoing audit and improvement of processes and practices. As such, the conveners of the three Standing Committees would produce a proposal for the February meeting of Senate which aimed to

meet the demands of Senate members, whilst also taking into account the fact that the Standing Committees were already large and brought together subject and area-level expertise for the benefit of Senate. The existing members of the Standing Committees would be involved in developing the proposal.

5. For Discussion

5.1 Curriculum Demands of Prospective Students and Recent Graduates

The Head of Market Insight reported that the paper drew on four sources of information:

- The Decliners Survey - the University receives around 3000 responses to this Survey each year. Decliners are those students who meet the University's entry requirements and are offered a place, but choose not to come to Edinburgh.
- Recent Graduate Survey – this had been conducted as part of the Curriculum Transformation project. Participants were asked to evaluate the extent to which they were skilled in the University's previously stated graduate attributes, and to comment on the attractiveness of the proposed graduate attributes. Around 200 responses were received.
- Brand Tracker – this tested the extent to which the University is aligned with the values laid out in Strategy 2030 with its main stakeholder groups.
- Enquiry Management System – enquiries from applicants routed through a Student Recruitment and Admissions' enquiry management system.

Members noted that at undergraduate level, students come to university as a natural step in their education and to further their prospects. Postgraduate students come to improve their skills.

For on-campus programmes, the key considerations for prospective students are price, programme, location and reputation. For online programmes there is a fifth consideration: how the programme is taught.

Reputation is the single, biggest influencer. Potential students are interested in teaching quality, academics, facilities and the practical experiences offered by a university. Information about these aspects of our provision needs to be readily available in the material we publish.

There is room for improvement in the University's web communications: only 15% of people think that our website is 'very good'.

It was noted that what Edinburgh does is not offered in isolation: the University needs to remain aware of what its close competitors are offering.

Members discussed:

- the relationship between the time taken by a university to offer a place and the likelihood of the offer being accepted. It was noted that there was no real evidence to suggest a correlation between the two.
- concern that a significant proportion of those asked (11%) did not consider the University to be aligned with any of the values laid out in Strategy 2030.

- the potential value of gathering more data about the University's international competitors.
- the value of gathering information from more cohorts eg. widening participation students about the Curriculum Transformation proposals.
- whether the University should be focussing on converting decliners to acceptors, or whether its focus should be more on targeting and attracting the right kinds of students and on widening participation.

It was agreed that additional analysis would be brought back to the Committee in due course, including information about the views of additional cohorts (particularly on the Curriculum Transformation proposals); College-level analysis where this was possible; and more information about the differences between decliners and acceptors.

> **Action**:
> Head of Market Insight to bring additional analysis back to the Committee in due course.

5.2 Digital Strategy – Summary of Work so far Focussing on Student / Educator Theme

Members were advised that this was a University-wide initiative with a number of different work-streams. Consultation was being undertaken with key, informed stakeholders and with University committees. The output from the consultation would be used to develop the Strategy at the start of 2022, but the Strategy would evolve over time with annual review to take account of new developments.

The paper focussed particularly on the Student / Educator theme of the Strategy. The Director of the Institute for Academic Development was keen to receive the Committee's input on the identified thematic priorities: community and belonging; coherence, consistency and continuity; assessment and feedback; hybridity; building capability, confidence and capacity; and cultural considerations.

Members discussed:

- the close relationship between the Digital Strategy and Curriculum Transformation.
- the importance of coherence and consistency to the University's response to the ELIR outcomes.
- the importance to community of strong staff to staff relationships.
- making it clear that the Strategy was relevant to all University staff, not just to educators.
- the need for the Strategy to reference both open book and online exams, which are not one and the same thing.
- the importance of ensuring that the document set future direction and was not steady-state focussed. It was felt that that the document could be more ambitious and serve as a sector-leading vision.
- the potential for the 'hybridity' section of the paper to say more about the benefits for the student experience eg. flexibility and choice.
- the importance of sustainability considerations being upfront in the document.
- the importance of learning analytics to the University's work in this area.

- the complexities of terminology, particularly around hybridity.
- whether or not the document should be described as a 'Strategy'.

Members were asked to continue providing feedback via the padlet: Senate Education Committee (November 2021) - Digital Strategy: Our Students & Educators (padlet.com)

6. Standing Items

6.1 Curriculum Transformation

The Convener advised members that the project was progressing well and that an encouraging set of observations and perspectives was being gathered. Important discussions about the place of climate change within the Curriculum Transformation agenda were underway.

6.2 Student Experience

Members noted the paper and particularly that external companies were being asked to quote for assistance with the development of a refreshed student experience strategy plan and associated roadmap of actions.

6.3 Doctoral College

The Committee was advised that significant work was being done by the Doctoral College to improve the governance arrangements for the University's Tutors and Demonstrators.

Further to the Postgraduate Research Admissions Working Group Report discussed at the previous meeting, the agreed EDI intern post would shortly be advertised.

7. For Approval

7.1 National Student Survey (NSS) 2022 Optional Questions

The Committee approved the proposed NSS 2022 optional questions.

Members also discussed the potential benefit of making greater use of information obtained through 'pulse surveys'.

8. Approved by Convener's Action Since Previous Meeting

8.1 Update Policy for the Recruitment, Support and Development of Tutors and Demonstrators

The Committee was advised that small but significant changes, affecting the way in which Schools might pay their Tutors and Demonstrators, had been made to the Policy.

8.2 Summer 2022 Exam Diet – Practical Implementation

Members were satisfied with the arrangements that had been put in place, but noted that the University needed to give further, detailed thought to issues around academic integrity. It was agreed that the Convener and Secretary would consider the way in which this work

would be taken forward. The Convener would also circulate to members a copy of a report on academic integrity produced by the University of Sydney.

> **Action**:
> - Convener and Secretary to consider how work on academic integrity will be taken forward.
> - Convener to provide members with a copy of the University of Sydney's academic integrity report.

9. Electronic Business Conducted Since Previous Meeting

9.1 Student Experience: Delivering a New Model of Student Support

Members noted the paper.

Philippa Ward
Academic Services
20 December 2021

Senate Education Committee

Electronic Business

13 – 20 January 2022

Postgraduate Taught Experience Survey 2022 - Additional Questions

Description of paper
1. This paper presents the proposed additional questions for the Postgraduate Taught Experience Survey (PTES) 2022. These questions will be asked after the core questionnaire and specifically of students at the University of Edinburgh.

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

Action requested / recommendation
3. For approval. SEC is asked to consider and approve the proposed questions to be included in PTES 2022.

Background and context
4. PTES is an annual survey of postgraduate taught students and takes place between April and June each year at the University of Edinburgh. The survey is administered nationally by AdvanceHE and locally, at institution level, by Student Analytics, Insights and Modelling.

5. The data from the survey provides University results as well as the opportunity for benchmarking against other institutions. In 2021, nearly 70,000 students from 88 institutions participated.

6. PTES includes a set of core questions as well as the option to ask additional questions.

Discussion
7. Since 2019, the University of Edinburgh has opted to include questions on *Employability and Skills* and for the last 2 years, questions on *Student Safety*. **It is recommended that these questions are no longer included**.

8. With the ongoing work around student support and with the University being asked to show demonstrable progress in this area within the next academic year, it is recommended that the University ask additional questions on 'Welfare'. By including these over the coming years, there will be the opportunity to monitor this before, during and after the implementation of the new student support model.

9. The Interim Deputy Secretary – Student Experience and the Students' Association President have been consulted on this proposal. It is, therefore,

recommended that postgraduate taught students are asked the following questions:

1. My School or Deanery has provided me with people and services to support me (Strongly agree – n/a)
2. My School or Deanery has provided advice and guidance on how to access support where needed (Strongly agree – n/a)
3. If you have any further comments on these issues then please provide them here (open comment)

Resource implications

10. No resource implications

Risk management

11. Not included

Responding to the Climate Emergency & Sustainable Development Goals

12. This responds to Goal 4: Quality Education. The data from PTES is used to improve the experience of students at the University.

Equality & diversity

13. Not included

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

14. If agreed, the questions will be included in PTES 2022. The process for including and reporting on these questions will be overseen by Marianne Brown, Interim Head of Student Analytics, Insights and Modelling.

<u>**Author**</u>
Sarah-Jane Brown
10th January 2022

Freedom of Information
Open

Postgraduate Taught Experience Survey (PTES) 2022

Welcome

This survey invites you to share your experiences of your postgraduate taught degree. The survey should only take around 15 minutes to complete. Please know that your participation is greatly appreciated. Your feedback will be combined with those of others to help improve the learning experience of students like you.

Thank you for your time.

Data Protection

Before you start the survey, please read this privacy statement which tells you how any personal data you submit with your responses to this survey will be utilised and protected, and the rights you have in relation to it.

[Institution to insert here a hyperlink to your institution's privacy statement. We suggest that you seek advice in order to comply with the General Data Protection Regulation as the data controller]

Your participation in this questionnaire is voluntary and you can stop at any point without your responses being included in the dataset.

1. In order to participate, please tick below to confirm that you have read and understood the Privacy Notice and you consent to the use of your personal data as described:

○ I consent

You can withdraw your consent at any time in the future by contacting ***[Institution to insert appropriate contact details]***

Notes for completion

The questionnaire should take **around fifteen minutes** to complete.

Where "course" is used in the questionnaire, this refers to your whole programme of study at your institution e.g. MA Archaeology, MSc Scientific Measurement, PGCE, Diploma in Democracy.

After each section you may be asked for any further comments on the topics covered, to enable staff to gain a better understanding of what has gone well and what has worked less well. **Please do not identify yourself or other individuals (including staff) in your comments.** If you have a complaint or need support with any of the issues raised within the survey, please contact *[the relevant service at your institution]*.

Teaching and Learning

2. **To what extent do you agree or disagree with the following statements regarding teaching and learning on your course?**

	Definitely agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Definitely disagree	Not applicable
2_1_a. Staff are good at explaining things	○	○	○	○	○	○
2_2_a. Staff are enthusiastic about what they are teaching	○	○	○	○	○	○
2_3_a. The course is intellectually stimulating	○	○	○	○	○	○
2_4_a. The course has enhanced my academic ability	○	○	○	○	○	○
2_5_a. The learning materials provided on my course are useful	○	○	○	○	○	○
2_6_a. There is sufficient academic contact time (in-person or virtual/online) between staff and students to support effective learning	○	○	○	○	○	○
2_7_a. I am happy with the support for my learning I receive from staff on my course	○	○	○	○	○	○

3. **If you have any further comments on these topics then please provide them here. Please be as specific as possible:**

Engagement

4. **Overall, to what extent do you agree or disagree with the following statements regarding engagement on your course?**

	Definitely agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Definitely disagree	Not applicable
4_1_a. I am encouraged to ask questions or make contributions in taught sessions (in-person or virtual/online)	O	O	O	O	O	O
4_2_a. The course has created sufficient opportunities to discuss my work with other students (in-person or virtual/online)	O	O	O	O	O	O
4_3_a. My course has challenged me to produce my best work	O	O	O	O	O	O
4_4_a. The workload on my course has been manageable	O	O	O	O	O	O
4_5_a. I have appropriate opportunities to give feedback on my experience	O	O	O	O	O	O

5. **If you have any further comments on these topics then please provide them here. Please be as specific as possible:**

Assessment and feedback

6. **To what extent do you agree or disagree with the following statements regarding assessment and feedback on your course?** (Feedback includes oral and written feedback given in both formal and informal contexts)

	Definitely agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Definitely disagree	Not applicable
6_1_a. The criteria used in marking have been made clear in advance	O	O	O	O	O	O
6_2_a. Assessment arrangements and marking have been fair	O	O	O	O	O	O
6_3_a. Feedback on my work has been prompt	O	O	O	O	O	O
6_4_a. Feedback on my work (written or oral) has been useful	O	O	O	O	O	O

7.   If you have any further comments on these topics then please provide them here. Please be as specific as possible:

[8.   Hidden routing question to take students around dissertation section. Default is to display dissertation section]

Dissertation or major project

If you are unsure what Dissertation or Major Project refers to, it could include a long-essay, independent research project, laboratory project, or other major supervised assessment task that forms an important part of your overall course.

9. Are you currently planning, undertaking, or have completed, a dissertation or major project as part of your course?
   a. Yes
   b. No [students are routed to Section E]

10. What stage of your dissertation or major project are you currently at?
   a. Planning
   b. Currently doing
   c. Completed

11. To what extent do you agree or disagree with the following statements regarding your dissertation / major project? (If you have not had experience of an item then please select 'Not applicable or Too soon to say')

	Definitely agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Definitely disagree	Not applicable or Too soon to say
11_1_a. I understand the required standards for the dissertation / major project	○	○	○	○	○	○
11_2_a. I am happy with the support received for planning my dissertation / major project (topic selection, project outline, literature search, etc)	○	○	○	○	○	○
11_3_a. My supervisor has the skills and subject knowledge to adequately support my dissertation / major project	○	○	○	○	○	○
11_4_a. My supervisor provides helpful feedback on my progress	○	○	○	○	○	○

12.   If you have any further comments on these topics then please provide them here. Please be as specific as possible:

Organisation and management

13. To what extent do you agree or disagree with the following statements regarding the organisation and management of your course?

	Definitely agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Definitely disagree	Not applicable
13_1_a. The timetable fits well with my other commitments	○	○	○	○	○	○
13_2_a. Any changes in the course or teaching have been communicated effectively	○	○	○	○	○	○
13_3_a. The course is well organised and is running smoothly	○	○	○	○	○	○
13_4_a. I was given appropriate guidance and support when I started my course	○	○	○	○	○	○
13_5_a. I am encouraged to be involved in decisions about how my course is run	○	○	○	○	○	○

14. If you have any further comments on these topics then please provide them here. Please be as specific as possible:

Resources

15. To what extent do you agree or disagree with the following statements regarding the learning resources at your institution?

	Definitely agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Definitely disagree	Not accessed/ Not applicable
15_1_a. There is appropriate access to physical library resources and facilities	○	○	○	○	○	○
15_2_a. There is appropriate access to online library resources	○	○	○	○	○	○
15_3_a. There is appropriate access to IT resources and facilities when I am on-campus	○	○	○	○	○	○
15_4_a. I have been able to access subject specific resources (for example: equipment, facilities, software, materials) necessary for my studies when I am on-campus	○	○	○	○	○	○
15_5_a. I have been able to access subject specific resources (for example: course materials, software, virtual learning environment) necessary for my studies when I am learning remotely	○	○	○	○	○	○

16. If you have any further comments on these topics then please provide them here. Please be as specific as possible:

Support

17. To what extent do you agree or disagree with the following statements about support at your institution?

	Definitely agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Definitely disagree	Not accessed/ Not applicable
17_1_a. The support for academic skills meets my needs (for example, support for your writing, language, subject-specific skills)	○	○	○	○	○	○
17_2_a. The support for using IT and accessing resources meets my needs (for example: support with accessing online journals and e-books, using digital learning tools / apps)	○	○	○	○	○	○
17_3_a. The support for my health and wellbeing meets my needs (for example: personal tutor, student support and counselling services)	○	○	○	○	○	○

18: If you have any additional comments about support, please write them in here

Skills development

19. To what extent do you agree or disagree with the following statements regarding the development of skills on your course?

	Definitely agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Definitely disagree	Not applicable
19_1_a. As a result of the course I am more confident about independent learning	○	○	○	○	○	○
19_2_a. My confidence to be innovative or creative has developed during my course	○	○	○	○	○	○
19_3_a. My research skills have developed during my course	○	○	○	○	○	○
19_4_a. My ability to communicate information effectively to diverse audiences has developed during my course	○	○	○	○	○	○
19_5_a. I have been encouraged to think about what skills I need to develop for my career	○	○	○	○	○	○
19_6_a. As a result of the course I feel better prepared for my future career	○	○	○	○	○	○

20   If you have any further comments on these topics then please provide them here. Please be as specific as possible:

Overview

21. To what extent do you agree or disagree with the following statement about your overall experience of your course?

	Definitely agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Definitely disagree	Not applicable
21_1_a. Overall, I am satisfied with the quality of the course	○	○	○	○	○	○

22. Please comment on one thing that has been most enjoyable or interesting on your course:

……

23. Please comment on one thing that would most improve your experience of your course:

……

OPTIONAL SECTION

COVID-19 PANDEMIC

24. Thinking about the Covid-19 Pandemic to what extent to do you agree or disagree that…?

	Definitely agree	Mostly agree	Neither agree nor disagree	Mostly disagree	Definitely disagree	Not applicable
24_1_a. Communications from my institution in relation to the Covid-19 pandemic were appropriate and clear	○	○	○	○	○	○
24_2_a. I have received the support I need from my institution in relation to the Covid-19 pandemic	○	○	○	○	○	○
24_3_a. My institution has worked to ensure the quality of my academic experience during the Covid-19 pandemic	○	○	○	○	○	○

25. If you have any additional comments about your institution's response to the Covid-19 pandemic please write them in here:

About yourself

To help us understand whether provision at this institution and across the sector is meeting the needs of all postgraduates, we would now like to ask some questions about you and your course. As with the rest of the survey, all reporting will be anonymous and your responses will be treated confidentially.

26. **What is your age?**

   ○ 25 years old or younger
   ○ 26-30 years old
   ○ 31-35 years old
   ○ 36-40 years old
   ○ 41-45 years old
   ○ 46-50 years old
   ○ 51-55 years old
   ○ 56 years old or older
   ○ Prefer not to say

27. **What is your sex?**

   a. Man
   b. Woman
   c. Prefer not to say

28. **Are you trans or do you have a trans history?**

   a. No
   b. Yes
   c. Prefer not to say

29. **How would you describe your gender?**

   a. Male
   b. Female
   c. Non-binary
   d. Prefer not to say
   e. In another way (specify, if you wish)

30. **Do you have an impairment, health condition or learning difference that has a substantial or long term impact on your ability to carry out day-to-day activities?**

   a. Yes
   b. No
   c. Prefer not to say

   30_a. If yes, please indicate which of the following apply (select all that apply):

   ○ 30_a_1 Blind or have a visual impairment uncorrected by glasses
   ○ 30_a_2 D/deaf or have a hearing impairment
   ○ 30_a_3 Development condition that you have had since childhood which affects motor, cognitive, social and emotional skills, and speech and language
   ○ 30_a_4 Learning difference such as dyslexia, dyspraxia or AD(H)D
   ○ 30_a_5 Long-term illness or health condition such as cancer, HIV, diabetes, chronic heart disease,

or epilepsy

- ○ 30_a_6 Mental health condition, challenge or disorder, such as depression, schizophrenia or anxiety
- ○ 30_a_7 Physical impairment (a condition that substantially limits one or more basic physical activities such as walking, climbing stairs, lifting or carrying)
- ○ 30_a_8 Social/communication conditions such as a speech and language impairment or an autistic spectrum condition
- ○ 30_a_9 Prefer not to say
- ○ 30_a_10 An impairment, health condition or learning difference not listed above (specify, if you wish):

31. Where do you consider to be your permanent home?

[Domicile list drawn from the HESA Domicile field]

32. What is your ethnicity or ethnic group?
   a. Arab
   b. Asian - Bangladeshi or Bangladeshi British
   c. Asian - Chinese or Chinese British
   d. Asian - Indian or Indian British
   e. Asian - Pakistani or Pakistani British
   f. Any other Asian background
   g. Black - African or African British
   h. Black - Caribbean or Caribbean British
   i. Any other Black background
   j. Mixed or multiple ethnic groups - White or White British and Asian or Asian British
   k. Mixed or multiple ethnic groups - White or White British and Black African or Black African British
   l. Mixed or multiple ethnic groups - White or White British and Black Caribbean or Black Caribbean British
   m. Any other Mixed or Multiple ethnic background
   n. White - English, Scottish, Welsh, Northern Irish or British
   o. White - Gypsy or Irish Traveller
   p. White - Irish
   q. White - Roma
   r. Any other White background
   s. Any other ethnic background
   t. Prefer not to say

About your course
For these questions, please respond in relation to the taught postgraduate course you are currently studying.

33. I am registered (currently studying at this institution) for the qualification of:
   - ○ Taught Masters (for example MBA, LLM, MSc, MEng)
   - ○ Postgraduate Certificate (including PGCE)
   - ○ Postgraduate Diploma
   - ○ Other (please specify)………………………………………………………………..

34. HECOS discipline question - PRE-POPULATED

35. I am currently registered as studying
   - ○ Full-time
   - ○ Part-time

36. How have you usually had contact with staff this term?

     u. Mostly or completely virtually / online
     v. A mixture of in-person and virtually / online
     w. Mostly or completely in-person

37. Voluntary pre-population on whether the course was intended to be in-person or distance learning (always hidden)

38. **Have you considered, for any reason, leaving your postgraduate course?**
    a. Yes
    b. No
    c. Prefer not to say

39. **(If yes) What was the main (or most recent) reason that led you to consider leaving?**
    o Difficulty balancing study and other commitments
    o Financial difficulties
    o Family or personal problems
    o My physical health
    o My mental/emotional health
    o There is not enough support for personal issues
    o There is not enough interaction with teaching staff
    o There is too much work
    o There is not enough support for my learning
    o I have found this level of study difficult
    o I don't feel connected with my fellow students
    o The content of the course is not what I expected
    o The way the course is delivered is not what I expected
    o I might have chosen the wrong institution
    o The wider student experience is not what I was hoping for
    o Other (specify, if you wish)
    o Prefer not to say

Thank you

Thank you very much for your time in completing this questionnaire. If you have a complaint or need support with any of the issues raised within the survey, please contact *[the relevant service at your institution]*.

Senate Education Committee

Electronic Business

13 – 20 January 2022

Higher Education Achievement Record (HEAR): Proposal to Introduce a New 'Additional Recognised Activity'

Description of paper
1. This paper proposes adding a new, 'additional recognised activity' to section 6.1 of the HEAR: *Moray House Community Champion*

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 (Please note that some updating of the website is required. This will be done in the near future.)

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.

Discussion

5. The proposal form for the 'Moray House Community Champion' role and some additional background information are attached as appendices.

6. The Recommendation Panel agreed that the role is sufficiently substantial and valuable to justify recognising it as a standalone additional recognised activity under section 6.1 of the HEAR. **Senate Education Committee is asked to approve this recommendation.**

Resource implications

7. To be considered by Moray House School of Education and Sport (MHSES). Some development work by Student Systems will be required to add the new activity to the HEAR.

Risk management

8. To be considered by MHSES.

Responding to the Climate Emergency and Sustainable Development Goals

9. To be considered by MHSES.

Equality & diversity

10. To be considered by MHSES.

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

11. If the proposal is approved, the School will advise affected students, and the new additional recognised activity will be added to list on the HEAR webpage.

Author

Philippa Ward
7 January 2022

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

Appendix 1

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)

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

Moray House Community Champions

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

The Community Champions are a group of students at the core of Moray House in a position in which they can liaise with all groups within the school, staff and students, to facilitate communication, information dissemination, propose activities and create opportunities for community building. They are also an advertised contact for MHSES students and staff. The roles to be covered within this group are Well-being Champions, Diversity and Inclusion Champions, and Communication Champions, for a minimum of two students for each role. A group of staff mentors will be accessible to the Champions. This is a voluntary role.

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?)

This achievement is open to all students of Moray House School of Education and Sport.

*Mandatory fields

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

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 Champions meet around three times a month to plan activities. They are in contact with the Student Experience and Support Office to discuss their tasks and plans. Some of the tasks they are asked to dedicate their time to are: be present in social group across the school, liaise with representatives, disseminate information on events and opportunities, organise/contribute to the organisation of school events.

The minimum time commitment we would expect would be 4 hours per month, on average – some flexibility will be required given that the role involves engagement from students across UG, PGT and PGR so there will be varying availability at different times of the year for these cohorts.

5. Verification*

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

The Community Champions will respond directly to the Student Experience and Support Office (SESO).

A Teams channel will be set up for them to communicate and hold their meetings. A SESO Officer will monitor this group as well.

The Community Champions will take detailed minutes of their meetings including names of the students present, day and time, items discussed, actions steps. The minutes will be posted in the File section of their Teams channel.

They will have a monthly meeting with SESO to discuss developments.

At the end of the year, they will prepare an Annual Report to hand over to SESO and the Community Champions of the following year.

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

The verification will be complete upon submission of the aforementioned Annual Report. SESO will sign off on this to confirm satisfactory completion.

***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?

Moray House School of Education and support have invested in a Community Rep Intern role specifically for the purpose of creating a community group like this. This group is going to play a key role in the development of the student community in the School.

We envision this role as an ongoing one. This will largely depend on the success of the group in the first 2 years but we are looking for this to be a key role in the School for years to come.

CONTACT INFORMATION

8. Name of proposer*

Neale Summers

9. Email address of proposer*

nsummer1@ed.ac.uk

10. Proposing School / Department*

Moray House School of Education and Sport

11. Date*

24/09/21

Please return this form to the Secretary to Senate Learning and Teaching Committee philippa.ward@ed.ac.uk (telephone 0131 651 6083)

*Mandatory fields

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

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

Defining Community Champions

The Community Champions team would be at the core of the school in a position in which they can potentially liaise with all groups within the school, staff and students, to facilitate communication, information dissemination, propose activities and create opportunities for community building. They would also be an advertised contact for MHSES students and staff.

Benefits of becoming Community Champion for the students:

- Skills: in this leadership position students not only will make a difference for other students in the school, but also you will gain transferable skills, such as communication skills, creative thinking, leadership, and teamwork skills;
- Experiences: Community Champions will have the opportunity to work and closely collaborate with students of different levels of study and programmes as well as staff members with different expertise, gaining valuable insights and a deeper understanding of the university system;
- Recognition: the role of Community Champion is recognised as an extra-curricular activity and students will be able to provide evidence of their role.

Group structure and tasks

The role is open to all Moray House students. The Community Champions will be monitored by the Student Experience and Support Office which will provide guidance and support. A group of staff mentors who work in different areas (e.g. wellbeing, diversity, communication, etc.) will be accessible to the Champions, too.

SESO will provide the team with the initial general guidelines on the structure of the group and possible tasks; then the team will work independently in a similar way university societies work, meaning they could:

- work on a series of actions/events/activities,
- divide tasks
- work separately
- keep in touch (e.g. on a Teams channel)
- hold meetings every two weeks with news and updates
- have action steps
- take minutes of the meetings

They then would need to feedback to SESO once a month. The reasons behind the proposed frequency of the meetings are that firstly frequent meetings of the team will allow students to create a more cohesive group which would make it easier for them to get to know each other better and more easily follow up on tasks

While some initial guidelines are necessary, some flexibility may be beneficial to the group, too. Considering this would be a brand-new group, the Community Champions may propose some adjustments to the group structure (e.g. additional roles, more students needed, etc).

The group will include the following areas of interest:

- Health & Wellbeing
- Equality, Diversity, and Inclusion
- Student Communication

The rationale for these roles is that they cover important subjects on the university agenda that ensure the school is inclusive and represents the diversity of the student population while promoting the group as a reference point and example that brings students together.

Senate Education Committee

Electronic Business

13 – 20 January 2022

Curriculum Transformation Programme Update

Description of paper
1. A summary of the Curriculum Transformation Programme progress since November 2021.

Action requested / recommendation
2. Senate Education Committee is asked to note the information presented. No specific action is required although members' observations, or comment, on any of the items would be welcome.

Background and context
3. This paper provides a summary of progress since an update paper was received by Senate Education Committee in November from the Vice-Principal (Students).

Discussion

   i. **Shaping the vision for our future Edinburgh Graduates.**

Previous update papers to SEC have noted that the first significant phase for this Programme is the shaping of the vision for the future Edinburgh graduate. On the 30th November 2021 the Curriculum Programme Team facilitated a 'Vision for the Edinburgh Graduate' Symposium where colleagues who, since the summer period, have been exploring and challenging elements of the emerging Vision were able to share and receive stimulating contributory perspectives.

Lead by Colm Harmon, Vice-Principal (Students) and Jon Turner, Director of the Institute for Academic Development the (circa) 60 attendees received 'lightening talks' from Curriculum Programme Workstream and Group Leads covering a broad range of themes – digital education, future skills, external engagement, equality, diversity and inclusion, assessment and feedback, PGT, climate and sustainability – in addition to an interesting external perspective from Kings College London. There were opportunities for small group interactive discussions to identify key themes, insights and issues.

The Programme Team are currently preparing for the launch in February of the Vision of the Edinburgh Graduate consultation exercise and outputs from the Symposium have contributed significantly to the shaping of the proposed Vision. Running for a couple of months, the consultation exercise will propose many and varied opportunities for colleagues from across the institution to engage, challenge

and contribute. Further detail will be shared on the [Curriculum Hub Sharepoint site](#) shortly. The consultation exercise is anticipated to run through until the end of the first quarter of this year, culminating in the endorsement of the future Vision in early Spring. It is important to note that the Vision will be reviewed periodically throughout the implementation of the Programme to ensure that it remains aligned with further emerging work across 2022 and into 2023.

ii.   Portfolio Scale

The Portfolio Scale exercise, one of the first pieces of work commissioned by the Curriculum Programme, concluded at the end of 2021. The objective of the exercise was to produce a high-level view of the current curriculum offer in terms of its scale, breadth, depth and complexity, an asset that can support both future decision making and prioritisation for future Programme priorities and provide a baseline that can be re-run at appropriate points. Prior to the completion of this exercise it is understood that elements of the baseline have been made available but not accommodating of the full institutional perspective. It is acknowledged that there are likely to be some data imperfections however it does provide a solid baseline and the next step is to consider how we keep this 'live' in terms of shaping our direction and potentially consider the translation of this into a form of easily accessed dashboard.

iii.   Planning and priorities for 2022

As the Programme reaches the final stages of the first phase noted above, attention is focused now upon the plans and priorities for the programme plan in totality but specifically key milestones for completion through calendar year 2022 and up to July 2023. The endorsement of the Vision for our future graduates enables the Programme to logically move forward into considerations relating to curriculum design principals and potential curriculum architecture. Additionally it will be important for the Programme to review and consider the enabling system, policy and process dimensions to the successful realisation of a new curriculum offer. The Curriculum Transformation Board will have an opportunity to review and contribute to proposals for Curriculum Programme activities during their January meeting after which it is proposed that an update will be brought to Senate Education Committee at the next meeting March.

iv.   Additional areas

In addition to that noted above the Programme has made progress in the following areas, each of which adds further understanding, direction and capacity for future stages:-

- The development of a Student Engagement Forum
- The recruitment of two Postgraduate Interns and a further secondee opportunity to support some of the Programme's workstream activities and progression of Programme priorities across 2022.

Resource implications

4. None as a result of this paper

Risk management

5. There are no specific risk implications associated with this paper

Responding to the Climate Emergency & Sustainable Development Goals

6. The Curriculum Transformation Programme is actively exploring the concept of sustainability in the context of the Programme and will provide an update to Senate in due course.

Equality & diversity

7. The Curriculum Transformation Programme is actively exploring Equality, Diversity and Inclusion in the context of the Programme and will provide an update to Senate in due course

Author

Amanda Percy
05/01/2021

Freedom of Information - This paper is Open.