

The University of Edinburgh

**Meeting of the Senatus Researcher Experience Committee
to be held on 16 February 2017 at 09.00 am
in Torridon Room, Charles Stewart House**

A G E N D A

1. **Minutes of the meeting held on 15 November 2016** Enclosed
 2. **Matters Arising**
 - 2.1 HR Excellence in Research Award
 - 2.2 REF (Research Excellence Framework) 2021 consultation – electronic business
 - 2.3 PRES (Postgraduate Research Experience Survey) – electronic business
 3. **Convener's Communications**
 - 3.1 Chile Doctoral Education Workshops
 - 3.2 LERU Doctoral Summer School
 - 3.3 Edinburgh Enlightenment Scholarships
- For Discussion**
4. **AON (University insurers) Health and Safety Management review**
 5. **Scholarships**
 6. **Excellence in Doctoral Research & Career Development Programme** REC 16/17 3A
 7. **REF 2021 preparation**
 8. **Student-Staff liaison committees and postgraduate research student representation**
 9. **Reviewing the Code of Practice for Supervisors and Research Students** REC 16/17 3B
 10. **Task Groups:**
 - 10.1 Distance PhD Implementation Working Group
 - 10.2 MSc by Research Task Group
 - 10.3 Review of Code of Practice for Tutors and DemonstratorsREC 16/17 3C
- For information and formal business**
11. **Prepare for Doctoral Success: A new online induction course for doctoral students – results of pilot** REC 16/17 3D
 12. **Careers in Research Online Survey (CROS) and Principal Investigators and Research Leaders Survey (PIRLS) – Question set and promotion** REC 16/17 3E
 13. **University Research Strategy** REC 16/17 3F

- 14. **Research Policy Group report**
- 15. **Knowledge Strategy Committee report** REC 16/17 3G
- 16. **Progress on Committee Priorities** REC 16/17 3H
- 17. **A.O.B.**
 - 17.1 **Conferences & Events**
 - 17.1.1 Russell Group Special Interest Group
 - 17.1.2 UKCGE: Benchmarking elements of PhD
 - 17.2 **QAA Focus on the postgraduate research student experience**
Reserved business
- 18. **Higher Degree: DSc Submission** REC 16/17 3I -
Closed

Susan Hunter, Academic Services, 9 February 2017

REC: 16.02.17

H/02/26/02

REC 16/17 3A

The University of Edinburgh

Senatus Researcher Experience Committee

16th February, 2017

Excellence in Doctoral Research and Career Development Programme

Executive Summary

This paper follows on from REC paper 16/17 1H <http://www.ed.ac.uk/files/atoms/files/20160927agendapapers.pdf> to set out the results of an initial scoping exercise for setting up the Excellence in Doctoral Research and Career Development Programme. It gives an overview of proposed oversight and governance arrangements and objectives, resource requirements and time lines for the following three proposed work streams.

ONE: Supervisor training and support

TWO: Mentorship and wellbeing

THREE: Personal and Professional Development Record

How does this align with the University / Committee's strategic plans and priorities?

The paper aligns with the University Strategic Objective of Leadership in Research. It also aligns with the Committee priority of discussing options for taking forward the postgraduate research enhancement work.

Action requested

For discussion and approval of governance arrangements and proposed next steps

How will any action agreed be implemented and communicated?

The paper contains proposals for three work streams and includes timelines for implementation of each. The Academic and Programme lead will then communicate actions to all appropriate stakeholders.

Resource / Risk / Compliance

1. Resource implications (including staffing)

It has been agreed that the work included in this Programme can be supported at present by existing staffing resource in the Institute for Academic Development (IAD) and Academic Services. If the work identifies further resource implications, early discussions will be undertaken with relevant units.

2. Risk assessment

No major risks identified

3. Equality and Diversity

Equality Impact Assessments will be undertaken as necessary.

4. Freedom of information

The paper is **open**

Key words

Doctoral education, supervision

Originator of the paper

Dr Fiona Philippi, Head of Doctoral Education, Institute for Academic Development (IAD)

Excellence in Doctoral Research and Career Development Programme

Overview and Background

This paper sets out the results of an initial scoping exercise for setting up the Excellence in Doctoral Research and Career Development Programme and gives an overview of proposed oversight and governance arrangements and objectives, resource requirements and time lines for the following three proposed work streams.

ONE: Supervisor training and support

TWO: Mentorship and wellbeing

THREE: Personal and Professional Development Record

It also sets out a number of questions for the committee to discuss and consider.

A detailed background to this work is set out in REC paper 16/17 1H

<http://www.ed.ac.uk/files/atoms/files/20160927agendapapers.pdf>. This paper stresses the importance of an institutional- level programme of work to ensure an effective and cohesive approach to addressing the clear University strategic priority of growth in doctoral provision and the imminent roll-out of distance PhD programmes. It also explains that this work will have to be undertaken under existing structures and budgets, as currently there is no extra resource allocation. As such, it is important that the scope of each of the work streams is clearly defined from the outset and that realistic expectations are communicated to all stakeholders. Each work stream will identify and implement enhancements where possible under existing structures. Where extra resource is required, the objective will be to build a clear case for development.

Links with existing work

It is essential that the work for this Programme is clearly connected to other strategic objectives, University projects and initiatives. These are listed below (list non-exhaustive).

1. Enhancement- Led Institutional Review (ELIR) Outcome Report and areas for development (13: Postgraduate Research Student Experience)

<http://www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Edinburgh/University-of-Edinburgh-ELIR-Outcome-15.pdf>

2. Flexible PhDs - Reports of the implementation group

REC Papers 16/17 1D, 1E, 1F

<http://www.ed.ac.uk/files/atoms/files/20160927agendapapers.pdf>

REC Paper 16/17 2A <http://www.ed.ac.uk/files/atoms/files/20161115agendapapers.pdf>

3. The Service Excellence Programme, and particularly the Student Administration and Support sub-programme

<http://www.ed.ac.uk/university-secretary-group/service-excellence-programme>

4. New Style PhD scholarships

REC Paper 16/16 1I <http://www.ed.ac.uk/files/atoms/files/20160927agendapapers.pdf>

Oversight and Governance

It is proposed that the Senate Researcher Experience Committee (REC) will act as the Programme Board. The reasons for this are twofold:

1. This will ensure that the Programme and its work streams are given a central, strategic focus, and underpins the University's commitment to enhancement of the PGR student experience.
2. This is an efficient use of time and resource.

The role of REC in this capacity will be to:

1. Provide oversight and governance for the Programme, by checking progress of individual work streams against agreed timeframes, discussing and making decisions regarding issues referred by work streams, including resource requirements.
2. Identify and communicate synergies and links between work streams and other relevant University objectives, projects and initiatives.
3. Identify and monitor relevant success measures for the Programme as a whole.

The Programme Board will convene at scheduled REC meetings, and the Programme and constituent work streams will become a standing item on the REC agenda. Additional members (not normally on REC) may also be recruited to the Programme Board and they will be then invited to the relevant REC meeting to participate.

The Programme Board will submit reports to other Senate Committees if and when required.

The Assistant Principal Researcher Development/ Convenor of REC will provide academic leadership for the Programme.

The Head of Doctoral Education, Institute for Academic Development (IAD) will act as Programme lead.

Academic Services and IAD will provide support through allocations of staff time and via secondment(s).

Question: Does the committee support this proposal for governance of the Programme?

Ensuring wider stakeholder involvement and buy-in

This Programme offers a mechanism to move forward quickly and effectively to determine best practice across the University, set unambiguous expectations, and identify tools and models of practice that enable fulfilment of those expectations to be monitored at local and institutional levels. This can only be achieved with the involvement and support of students, supervisors, Schools and Colleges. Consultation and communication and dissemination of the work of the Programme are key to ensuring this involvement.

Consultation

- Following approval from REC at this meeting a short paper setting out the Programme objectives and work streams will be drafted for presentation and consultation at College committees.
- A requirement for wide and appropriate consultation is built into each of the work streams.

Question: How can we maximise buy-in from all relevant stakeholders?

Communication and dissemination

A plan for communication and dissemination of the work undertaken by the Programme will be drafted and presented to the Programme board at the next REC meeting.

Question: Has the committee a view on the profile this Programme should adopt, i.e. whether it should have a low- level profile (internal communications only) or whether it should also be external facing (e.g. via a webpage)

Proposed Work Streams

The Programme will be made up of three interrelated work streams. These are as follows:

ONE: Supervisor training and support

TWO: Mentorship and wellbeing

THREE: Personal and Professional Development Record

The results of early scoping for each of these work streams is set out below. This includes a brief summary of each with a table which details main work areas, proposed outcomes and resource implications. Each work stream will be expected to consult widely and to invite input from Colleges, Schools, students, supervisors and services. Where there are implications for regulatory or policy change, Academic Services will be consulted. Where there are implications for systems, Student Systems will be consulted.

It is proposed that work stream ONE and TWO will not require a formal task group but will be coordinated and managed through IAD. Given the nature of work required for work stream THREE, it is proposed that a formal short-life task group be convened.

Question: does the committee approve the proposed work streams and agree to the formation of a short-life task group for work stream three, personal and professional development record?

Brief Summary of each work stream (detailed tables below)

Work stream ONE: Supervisor Training and Support

The supervisor- student relationship is a vital part of the doctoral experience. Routine and mandatory supervisor briefing sessions for all new supervisors are now embedded across all three Colleges at Edinburgh. However, further work is required to support these centrally through updated banks of resources and sharing of best practice. This work stream will also explore ways in which supervisor training can be effectively and accurately recorded. In addition, work will focus on building resources and materials to support supervising at a distance.

Timeframe

Work to start with immediate effect.

Report on progress to the May REC meeting.

Task group required?

NO – will be coordinated through IAD with wide consultation. To explore ways to set up a 'reference group/ network' to ensure appropriate consultation and communication

Work stream TWO: Mentorship and Wellbeing

There is increasing awareness of the added benefit for doctoral students to have access to a mentor. It is less clear how this mentor function should operate. It appears that there are several different possible models, each with advantages and constraints. This work stream will conduct background work to identify existing good practice, benchmark and scope for several models. Related to this, wellbeing of researchers has recently come to the fore as a priority. The work stream will look at existing support for students and relevant policy to highlight ways to communicate this effectively to doctoral students and supervisors and to identify gaps. In doing so, it will take account of other relevant University activities, for example the impending launch of a new University mental health strategy.

Timeframe

Work to start with immediate effect.

Report on progress to the May REC meeting.

Task group required?

NO – will be coordinated through IAD with wide consultation. To explore ways to set up a 'reference group/ network' to ensure appropriate consultation and communication

Work stream THREE: Personal and Professional Development Record

This work stream will undertake work to identify the possibilities for the creation of an institutional transcript or record for doctoral study and look at mechanisms to allow doctoral students to reflect on and record development throughout their studies. A key part of this is understanding the demand and purpose of this from the perspective of students, the institution and employers. The workstream will also map the business process and assess the practical implications (eg systems) associated with different options. Given the complexities of this work stream and potential implications for a number of different areas of the institution, it is proposed that a short-life task group is formed to channel background work and allow for in-depth discussions.

Timeframe

Task group can be set up in early Spring 2017. To report to REC November 2017.

Task group required?

YES

Work stream ONE: Supervisor Training and Support

Main work areas	Proposed outcomes	Resource Implications	Time frame	Links to other work areas	Consultation to include (non- exhaustive)
<p>Enhancing content of compulsory supervisor briefings by sharing practice across Colleges and ensuring updated database of resources.</p> <p>Identification, design and pilots of optional training for supervisors, including facilitation guides for Schools to use.</p> <p>Consult with Schools and Colleges to design an online toolkit to support supervising at a distance.</p> <p>To scope, design and pilot online training for supervisors.</p> <p>To explore whether the 5-year refresher training for supervisors should be regulation or guidance.</p> <p>To explore ways in which to ensure accurate, central recording of supervision training.</p> <p>To identify ways to recognise and share practice of excellence in supervision.</p>	<p>Enhancement of comparable, compulsory supervisor training sessions in all Schools and Colleges by building on best practice and review.</p> <p>Building of central database for training and materials to aid sharing of best practice and succession planning for College Deans/ College and School Graduate Schools.</p> <p>An agreed list of optional training topics for supervisors, pilots designed, offered and evaluated. Facilitation guides created.</p> <p>The design of an online toolkit to support supervising at a distance.</p> <p>The development of a pilot online training resource for supervisors (perhaps in the form of a test).</p> <p>A detailed outline of desired central recording system for supervision training with a business case for development.</p>	<p>The bulk of this work will be coordinated by IAD. No extra resource requirements identified at present.</p> <p>May be future resource implications for development of online and optional training resources.</p> <p>May be future resource implications for systems – recording supervisor training.</p>	<p>This work stream can begin scoping and development work with immediate effect- February 2017.</p> <p>A report on progress to be submitted to the May 2017 REC meeting.</p> <p>Optional supervisor training to be piloted from 2017/18.</p>	<p>ELIR Flexible PhDs HEA accreditation/ Edinburgh Teaching Award UKCGE supervision project</p>	<p>College Deans and College Committees Heads of Graduate Schools or equivalent Supervisors Students (via EUSA) Academic Services Student Systems HR Information Services Careers Service Counselling and Disability Services</p>

Works stream TWO: Mentorship and Wellbeing

Main work areas	Proposed outcomes	Resource Implications	Time frame	Links to other work areas	Consultation to include (non-exhaustive)
<p>Exploring the mentor function for doctoral students across the University and identifying a number of possible models. Benchmarking, scoping and defining.</p> <p>Possible models</p> <ol style="list-style-type: none"> 1. Mentor function in thesis committees 2. Peer mentorship 3. Alumni as mentors <p>Building appropriate guidance for the mentor function in different models.</p> <p>Benchmarking and gap analysis of support for PGR wellbeing.</p>	<p>Clearly defined models of the PGR mentorship function which include expectations, risks and solutions, oversight and evaluation – including examples of existing best practice.</p> <p>Materials and guidance for the mentor function.</p> <p>A report into support for doctoral wellbeing at Edinburgh.</p>	<p>Initial scoping and benchmarking will be undertaken by IAD with support from Academic Services.</p> <p>Report on doctoral wellbeing support coordinated by IAD.</p>	<p>This work stream can begin scoping and development work with immediate effect – February 2017.</p> <p>Report on progress to be submitted to the May 2017 REC meeting.</p>	<p>Supervisor training and support Tutors and Demonstrators policy Mental Health Strategy Work stream THREE</p>	<p>College Deans and Committees Schools Academic Services Careers Service Student Counselling EUSA Development and Alumni</p>

Work stream THREE: Personal and Professional Development Record

Main work areas	Proposed outcomes	Resource Implications	Time frame	Links to other work areas	Proposed task group members
<p>Background research and benchmarking on PGR records.</p> <p>Consultation on demand for and purpose of PGR record.</p> <p>Identification and scoping of different models for a PGR record with an options appraisal.</p> <p>Scoping of objectives, demand and requirements for a mechanism for students to reflect on own development, possibly through a PGR version of the Edinburgh Award.</p>	<p>A scoping report which sets out objectives and options for a PGR Record.</p> <p>A clear vision statement and business case as to what is required in terms of a PGR record (based on consultation with students/ supervisors/ administration/ central services).</p> <p>A design for a pilot of a means for students to reflect on own development (Possibly an Edinburgh Award for PGRs). This would require clear lines of oversight and potential for expansion if successful. (possibly piloted through the Enlightenment PhD scholarships)</p>	<p>As this work stream will require input from a range of different perspectives (Colleges/ Schools and services) it is proposed that a REC short- life task group is convened. Depending on outcomes, there may be resource implications for Student Systems, Academic Services, IAD, ISG, Careers and Schools.</p>	<p>If REC approves, a task group can be set up in Spring 2017. The final report to be submitted to the November REC meeting.</p> <p>If pilot of Edinburgh Award designed, to be piloted in 2017/18 (possibly in conjunction with new style scholarships)</p>	<p>Enlightenment scholarships PURE Edinburgh Award Work stream TWO</p>	<p>Lead: to be decided Director of Academic Services or nominee Head of Doctoral Education, IAD Employability Consultant/ Edinburgh Award Manager IAD secondee – School of Engineering Head of Student Administration, HiSS (IAD secondee) EUSA representative Student Systems representative Other suggestions</p>

The University of Edinburgh

Senatus Researcher Experience Committee

16 February 2017

**Reviewing the Code of Practice
for Supervisors and Research Students**

Executive Summary

The paper sets out the background, context and options to approach reviewing the Code of Practice for Supervisors and Research Student (the Code). It summarises the broader University context, including development of programme handbooks, Service Excellence Programme, University's simplification agenda and three year regulations review timescale, in relation to the status of the current Code and explores options in relation to potential changes to its status. The paper also provides a summary of the outcomes from December 2016's workshops for supervisors and research students.

How does this align with the University / Committee's strategic plans and priorities?

The paper aligns with the University's strategic objective of leadership in learning and is consistent with the Committee's agenda on excellence in doctoral research.

Action requested

- The committee is invited to provide a steer on the status of the Code and implications for the review in relation to the broader University context.
- The committee is invited to consider the options outlined on pages 4 and 5.
- The committee is invited to discuss the appropriate timescale for completing the review of the Code.

How will any action agreed be implemented and communicated?

No actions for implementation or communication are identified as the paper proposes options for consideration.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
The review of the Code is undertaken through existing resources within Academic Services as part of core business.
2. **Risk assessment**
The paper aims to promote discussion therefore no risks are identified.
3. **Equality and Diversity**
The paper aims to promote discussion, including equality and diversity considerations.
4. **Freedom of information**
The paper is **open**.

Originator of the paper

Susan Hunter & Theresa Sheppard, Academic Services
7 February 2017

Reviewing the Code of Practice for Supervisors and Research Students

Background

1. It was agreed by Researcher Experience Committee (REC) in September 2016 that a broad review would be conducted into the use and content of the Code of Practice for Supervisors and Research Students. The last major review of the Code was conducted during 2013/2014.
2. The review of the Code so far has been undertaken through two workshops comprising both research students and supervisors and has focused on the Code's visibility, content and key information.

Broader context

3. Currently, the Code has no formal status within the regulatory framework other than as guidance. It was clear from discussion in the workshops however, that students consider the Code to have regulatory weight, but that this is applied on a selective basis. Therefore there is a difference in expectation of what the Code can provide for and what its effect is.
4. In April 2016, Curriculum and Student Progression Committee agreed to move to a three year review cycle for the Degree Regulations and the Assessment Regulations. The next substantive review of the regulations will therefore be due in 2018/19. It should be noted that the Code is referenced in the Postgraduate Degree Regulations and the Postgraduate Assessment Regulations for Research Degrees.
5. The University's Service Excellence Programme is looking at policies and regulations as a whole and the outcomes from this work strand are not yet clear.
6. The recent Enhancement-Led Institutional Review (ELIR) outcome report identified an area for development as,
"The University should review the effectiveness and regularity of supervisor training and ensure that the University's Code of Practice is communicated effectively to all staff and research students and implemented consistently."
7. The University's Programme Handbooks policy includes provision for core content for postgraduate research handbooks. Some of this content is also located in the Code. The development of the University's Student website provides content that is also located in the Code. To align with the University's simplification agenda, content should be published once and used everywhere and therefore duplication should be avoided in the Code.
8. The REC agenda on Excellence in Doctoral Research and Career Development may also have implications for the Code.

Gathering user feedback

9. Academic Services led two workshops for postgraduate research students and supervisory staff on 30 November and 7 December 2016. The workshops were attended by students and

academic staff from across the three Colleges and the Students' Association was also represented on 30 November. The workshop aims were to seek views on the current Code and gather suggestions for developing a revised version.

- Attendees undertook two group exercises. In the first exercise, groups were asked to identify the most and least useful content and gaps in the Code. In the second exercise, groups were asked to identify the five key components of the Code.

Workshop outcomes

Most useful content

- Aspects of the Code which the groups found useful included information relating to the annual review process; to the responsibilities of students and their advisors; to publications and joint work; and to the support services available. Specific sections which were found useful included 2.4.2 (Immigration and Visa Advice) and 3.7.6 (Progress of a Typical Full-Time PhD).

Least useful content

- Attendees felt that the overall purpose of the document was unclear and that the vagueness of the language contributed to this; the document should be a tool to hold both students and members of staff accountable and to regulate processes. Expectations of both students and staff should be clear.

Gaps and suggested improvements

- Although the Code content was referred to as 'comprehensive,' attendees felt that there was too much information and some form of summary was needed. To address this issue it, was suggested that the regulatory content could be extracted and relocated to the University regulations and policies, with the remaining information distributed as a handbook. This would also help to clarify the status of the document and the type of language which was required.
- Attendees suggested that content relating to supervisors' responsibilities was particularly lacking, and they thought that this was resulting in supervisors being less engaged than was necessary with regard to meeting students and reading their theses. Suggestions for improvements included creating a separate booklet for supervisors and a summary overview section for the supervisor role, similar to section 1 in the current Code.
- Both staff and students commented that awareness of the Code's existence was not as prevalent as it should be, and suggested ensuring that the Code was circulated to students prior to admission. Past versions should be removed from the web to avoid confusion. Attendees also suggested that the document should be more interactive to encourage staff and student engagement.
- Other points identified as gaps in the Code or suggestions for improvement included:
 - More hyperlinks to reduce text
 - A section on the interaction between workload duties of PhD students and the Residence Life programme
 - Reference to EUCLID
 - A section on issues relating to plagiarism
 - Guidance for students who are exiting programmes.

Top five key components

17. The common key components identified across the groups were:

- Key responsibilities (1.3) – most of the groups identified this as their top priority
- Sections on assessment: the examination process and thesis guidance (3.5, 3.6, 3.7)
- Resolving problems (4)
- Summary of responsibilities (9.4)
- Support services (2.7)

18. Other key sections identified included:

- Absences, interruptions and extensions (3.3)
- Monitoring student progress (3.2)
- Contact between students and supervisors (3.1)
- On being a research student (2.6)
- Supervision of the research project (2.3)
- Progress of a typical full time PhD (3.7.6)
- Keeping records of key meetings (3.1.1)
- Information relating to formalities – payments, registration, students' status etc.
- Information relating to preparing thesis submission
- Information on the annual review

The current [Code of Practice for Supervisors and Research Students](#) is published on the University website.

Option analysis

Academic Services consider that to continue the process of reviewing the Code, a steer on its intended status is required. REC is invited to provide this steer, consider the three options outlined below and discuss an appropriate timescale for completing the review.

1. No change

The Code to remain in its current format and updated to reflect policy and regulation changes.

There are potential risks in not addressing the status of the Code in relation to the regulatory framework. There is currently some content which might be interpreted as policy contained in the Code that is not articulated elsewhere.

2. Repurpose the Code

The Code is reviewed, informed by user feedback, to align with the University Strategic Plan and regulatory framework.

A decision on the status of the Code would be required to begin this review. There is potential to substantially reduce the content of the Code by linking to other sources of information, for example programme handbooks and University web pages. If there is a need to relocate content from the Code into regulation, an appropriate timescale would need to be considered to align with the three year regulations review cycle.

3. Archive the Code

Content from the Code is relocated to appropriate existing information sources and the publication is deleted.

If there is a need to relocate content from the Code into regulation, an appropriate timescale would need to be considered to align with the three year regulations review cycle. Careful communication of this option would be required as the Code is widely referenced and used for Supervisor Briefings.

Susan Hunter and Theresa Sheppard
Academic Services
7 February 2017

REC: 16.02.17
H/02/26/02

REC 16/17 3C

The University of Edinburgh

Senatus Researcher Experience Committee

16 February 2017

Task Group to Review the Code of Practice for Tutors and Demonstrators

Executive Summary

The paper provides an update on the work of the Task Group appointed by REC to review the Code of Practice for Tutors and Demonstrators.

How does this align with the University / Committee's strategic plans and priorities?

The Task Group's remit supports the University's strategic plan goal of Excellence in Education and strategic theme of Outstanding Student Experience.

Action requested

REC is invited formally to note the paper and to discuss the draft Policy and the specific policy areas on which views have been sought.

How will any action agreed be implemented and communicated?

No action is associated with the paper.

Resource / Risk / Compliance

1. Resource implications (including staffing)

No resource implications are identified in the paper.

2. Risk assessment

No risk assessment as the paper is for information.

3. Equality and Diversity

The Task Group will consider equality and diversity implications in its discussions.

4. Freedom of information

The paper is **open**.

Key words

Originator of the paper

Theresa Sheppard

Academic Policy Officer, February 2017

Senate Researcher Experience Committee (REC)**Task Group to review the Code of Practice for Tutors and Demonstrators****Background**

The Task Group appointed by REC in April 2016 to review the Code of Practice for Tutors and Demonstrators has now completed its first phase of work.

This Group has met several times over Semester 1 2016/17, reviewing the current Code, and conducting a benchmarking exercise of guidelines at other Higher Education Institutions. A revised document has been drafted on which the Group is now seeking views.

View-seeking exercise

The Group has sought to produce a new document that is supportive and accessible, which includes all necessary information that tutors and demonstrators require with regard to support and training, while acknowledging that further information that is specific to each School should be available elsewhere. The Group proposes that the new document have the status of a formal Policy, rather than a Code of Practice. This change has been made to clarify the status of the document, and to facilitate a consistent approach across Schools and Colleges.

Full details of the Group's work, together with the draft Policy can be found on the Task Group web page:

www.ed.ac.uk/academic-services/projects/reviewing-the-code-of-practice-for-tutoring-and-de

A communication document has now been sent to Heads of Schools and Colleges notifying them of the draft Policy and seeking views on the following overarching issues:

1. whether the document includes all necessary information and guidance;
2. whether any key information or guidance is missing from the document;
3. if relevant, how the document will relate to any School, subject-level or course-level documents provided to tutors and demonstrators.

School and College views have also been sought on the following specific policy areas relating to the Code:

1. whether the University should limit the number of hours all full-time postgraduate tutors and demonstrators should work, and if so, what the limit should be (see Section 2.8);
2. whether Schools should provide all tutors/demonstrators with access to a mentor (see Section 6.2);
3. whether the University should specify the knowledge/skills/training/support required for postgraduate students who are acting as tutors and demonstrators at certain levels (e.g. PGT level (see section 5)).

Alongside this communication, consideration is being given to seeking views from tutors and demonstrators on the draft Policy and work is being undertaken by Academic Services, IAD and the Students' Association to set up focus groups.

REC is invited to discuss the draft Policy and the specific policy areas on which views have been sought. Comments will be relayed to the Task Group.

Related activities

The Task Group is concentrating solely on reviewing the current Code of Practice. Other issues relating to Tutors and Demonstrators, for example regarding the use of 'Guaranteed Hours' (GH) contracts as a resourcing model for the delivery of teaching, recruitment processes for tutors and demonstrators and payment for work undertaken are being taken forward elsewhere. Development of a standard recruitment process will be led by University HR Services, consistent approaches to payment for work undertaken are being taken forward at College level. A decision on how to take forward the review of the GH resourcing model, and how this will be led, is expected following initial discussions at the February 2017 meeting of People Committee.

Timeline

The deadline for responses to the draft Policy is Friday 17 March. A final version of the policy will then be agreed by the Task Group and a full report will be made to REC thereafter.

Theresa Sheppard
Academic Policy Officer
February 2017

REC: 16.02.17

H/02/26/02

REC 16/17 3D

The University of Edinburgh

Researcher Experience Committee

16 February 2017

Prepare for Doctoral Success

A new online induction course for doctoral students

– results of pilot

Executive Summary

This paper outlines the results of a recent pilot of a new Institute for Academic Development (IAD) online induction course for doctoral students and sets out initial plans for expansion of online support and training for PGRs.

How does this align with the University / Committee's strategic plans and priorities?

REC committee priority: Implement recommendations of task group on Flexible / Distance PhDs.

Action requested

For Information

How will any action agreed be implemented and communicated?

The paper is for information and no actions are associated with it.

Resource / Risk / Compliance

1. Resource implications (including staffing)

The paper is for information and no resource implications are associated with it.

2. Risk assessment

The paper is for information and no risk assessment is required.

3. Equality and Diversity

Equality and Diversity have been considered in building the course materials. An EIA is not required.

4. Freedom of information

Open

Key words

Doctoral students, induction, online training, transferable skills

Originator of the paper

Dr Fiona Philippi, Head of Doctoral Education, Institute for Academic Development (IAD)
January 2017

Prepare for Doctoral Success- Overview

Prepare for Doctoral Success



In October 2016, the Institute for Academic Development (IAD) ran a pilot four-week online course for new doctoral students at the University. The development of this pilot is a key early step in implementing the recommendations of the REC flexible/distance PhD task group and enhancing the range of online training and development for distance and on campus students.

The course was developed and moderated by the researcher development team at IAD. The course was promoted through the usual IAD channels (central and School inductions/newsletters/ social media etc.).

The course employs a variety of activities to encourage students to think about expectations of doctoral study and to start to take responsibility for their own development and planning. These include sharing useful information, advice and tips, self-study activities and discussion boards to allow students to connect and discuss with other students in the same position. It is hosted on Learn. The course is structured as follows:

Week 1: *Getting to know you* – an introduction to the course and other participants.

Week 2: *Starting out* – essential information and expectations.

Week 3: *The first year* – milestones, planning and skills development.

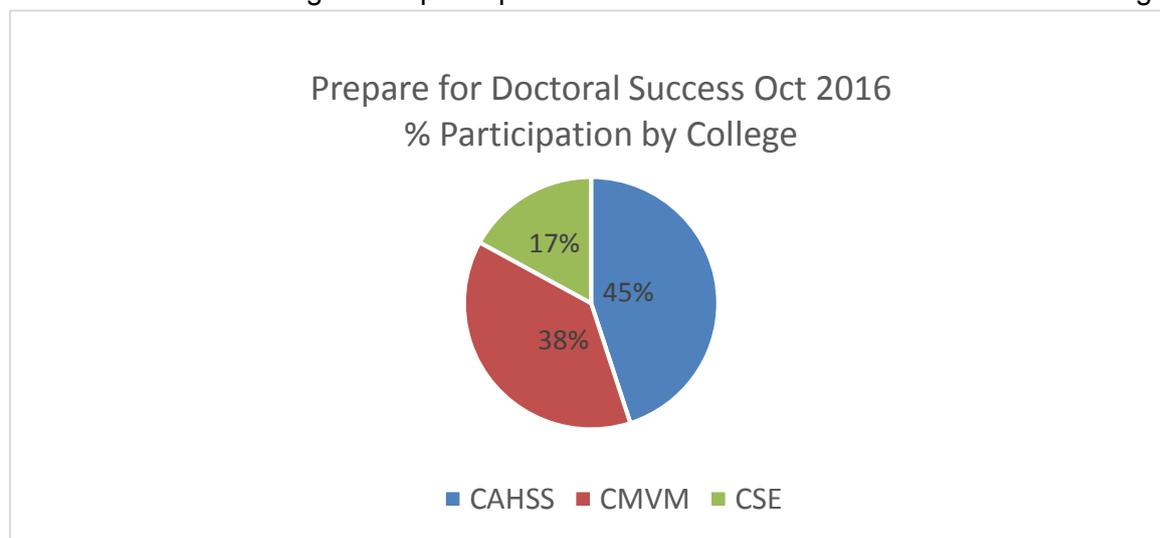
Week 4: *Working with your supervisor* – tips, expectations and supervision styles.

At the end of the course, students can expect to:

- have gained a greater understanding of own expectations of doctoral study and those of the University
- have had opportunity to connect with other doctoral students at the University
- have gained a greater understanding of techniques and strategies to help plan and succeed in the first year
- know where to look for further information and support

Course Participation

The course had 158 registered participants. This included students from all three Colleges.



From CAHSS, 10 out of 11 Schools were represented, the largest numbers were from Edinburgh College of Art and Health in Social Sciences.

From CSE, 6 out of 7 Schools were represented, the largest numbers were from Informatics and Biological Sciences.

From CMVM, there were participants from the Edinburgh Medical School and the Royal (Dick) School of Veterinary Studies.

In the first week 76 (50%) of participants posted an introduction in the discussion board.

10% of participants did not access the course.

Evaluation

The course was primarily evaluated through an online survey. There was also a discussion board for comments and participants were invited to email any comments directly to IAD. The survey had 20 respondents and a number of feedback comments were posted in the discussion board and emailed.

Participants heard about the course through a range of sources. These included: IAD direct communications/webpages, induction events, School direct communications, the MyEd booking channel list and word of mouth.

100% of survey respondents felt that the timing of the course was appropriate.

Participants identified a number of different aspects they felt were useful (online community, links to useful information, practical advice and tools etc.) and a few elements they felt were missing (more direct input from students in later years etc.).

The survey also asked respondents whether they will do anything differently as a result of the course. Here are some of the responses:

- *I've been keeping my workspace neater, I have changed some of the ways I work based on ideas other people had in the discussion boards, I've gotten a better idea of what my supervisor is there for.*
- *Nothing differently on a day-to-day basis. The course has just made me think more about the 'big picture' of the PhD.*
- *Yes, I have. The key point for me was the planning of my training, that came out of the Training Needs Analysis.*
- *I took a good look in to what I should do to prepare for my future 10 week and 1st year review, which included talking to other students.*
- *Yes. Started to write every day.*
- *Created a six week work schedule.*
- *Got me thinking about the next 3 years and structuring it.*
- *Not quite, but it has made me more focused and believe in what I'm doing is right.*
- *Mainly in thinking rather than practice yet, but yes relating to time management (my own take on the pomodoro technique) and general development (looking to participate in conferences and to publish at an early stage; the Researcher Development Framework).*

Future Plans

Building on the results of this pilot we will further expand the range of online training provided by the IAD for doctoral researchers. Prepare for Doctoral Success will become part of the core IAD programme and offered on a bi-annual basis (October and February). Some minor changes will be implemented in response to feedback.

IAD is now starting to develop similar short, interactive online courses for students at the mid-point of their PhD and on preparing for the viva.

Concurrently, IAD is also scoping the potential for converting some face to face sessions into Blackboard Collaborate sessions for PGR training. Topics include: time management/ managing a research project, collaboration etc. The aim is to pilot some workshops over 2016/17 with the implementation of a more comprehensive online training programme from academic year 2017/18.

Online/ Face to Face – Health in Social Sciences

The School of Health in Social Sciences used Prepare for Doctoral Success as a framework for face to face sessions with new doctoral students. Each week seminars were held in the School which mirrored the topics of the online course. This flipped classroom style approach was particularly successful in structuring the sessions and allowed for the School to concentrate on academic community building and disciplinary contextualisation, within a framework of more generic online material. IAD and the School now plan to use this to develop facilitation notes which can be used by other Schools.

The University of Edinburgh

Senatus Researcher Experience Committee

16 February 2017

CROS and PIRLS 2017 – Question set and promotion

Executive Summary

This paper outlines the plans for the 2017 Careers in Research Online Survey (CROS) and Principal Investigators and Research Leaders Survey (PIRLS). This paper provides a summary of previous institutional questions and proposed institutional questions for 2017. An outline of the promotional activities which will be used to encourage increased completion is also included.

How does this align with the University / Committee's strategic plans and priorities?

The CROS and PIRLS surveys gather anonymous data about working conditions and career development opportunities for research staff and research leaders. They create valuable information for the University in continuing to support researchers and PIs/Research Leaders along with data and benchmarking for measuring progress in maintaining our HR Excellence in Research Award, Athena SWAN and other University awards/initiatives. The paper aligns with the University's Strategic Plan Development theme of Digital transformation and data.

Action requested

Is the committee happy with the dates the survey is running, the institutional questions and our plans for promotion?

How will any action agreed be implemented and communicated?

Any comments will be reviewed by the Institute for Academic Development and implemented accordingly.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
None
2. **Risk assessment**
None
3. **Equality and Diversity**
None
4. **Freedom of information**
Open

Originator of the paper

*Nicola Cuthbert, Institute for Academic Development
February 2017.*

CROS and PIRLS Surveys 2017

The two national surveys, Careers in Research Online Survey (CROS) and the Principal Investigators and Research Leaders Survey (PIRLS) will be live from the 1st March to the 31st of May 2017. The University of Edinburgh proposes to run these surveys concurrently from 29th March – 8th May 2017.

This paper lists the institutional questions and promotion strategy for 2017.

CROS Institutional specific questions

Each year the University is able to add institution specific questions to CROS. To allow appropriate tracking across the Schools and Colleges, the University always asks:

'In which College are you based?' and *'In which School do you work?'*

There is space for several additional questions. In previous years these have included:

- 2011: *Have you looked at and/or used MyCareer?*
- 2013/2015: *Are you involved in any of the following? (UKRSA, local research staff associations, international associations, online networks, etc.)*
- 2013/2015: *'Are there ways in which the University could support you around Equality and Diversity issues, or improve your working environment?'*

We propose to change the additional institutional questions, listed above, to link with our recent HR Excellence in Research Award action plan and our plans for supporting online provision. The following 2 new questions are proposed:

1. *Are you aware of the University's Code of Practice for the Management and Career Development of Research staff?*
 - *Yes / No*
 - *If yes, how have you used it*
2. *The IAD is looking to develop more online training/resources. Which topics would you like to access in this way?*

PIRLS Institutional specific questions

Similar to the CROS institutional questions, in PIRLS we always ask about the home College and School. In previous years for PIRLS we have also asked:

- 2011/2013/2015: *Are there any particular ways in which you could be better supported in your role as a PI/supervisor? (free text)*
- 2013/2015: *Are there ways in which the University could support you around equality and diversity issues, or improve your working environment?*

For the 2017 survey, we plan to include the same institutional questions as we are including in CROS.

Promotion for Increased Completion of CROS & PIRLS

To ensure we increase awareness and completion of CROS and PIRLS in 2017, the IAD propose to write blogs on a regular basis on the new IAD4Researchers blog. This will provide details about the surveys including information on why research staff/principal investigators should complete them and what the University does with the results, highlighting some outcomes that have happened since 2015.

The IAD will also work alongside the Research Staff Societies asking them to take on a 'champion' type role in promoting both the surveys and holding information events. We are also aware of the new Postdoc champions in CSE, and we will be asking them to help promote the surveys. Further promotion will include news items on the IAD website, University staff news, research staff newsletter, twitter and emails to all research staff/Pis, school administrators and research staff societies.

During the period in which the surveys are open we will also send out regular reminder emails highlighting return rates in Schools and Colleges. We will keep REC updated of return rates.

*Nicola Cuthbert, Institute for Academic Development
February 2017.*

Appendix for Information on CROS and PIRLS 2017**Response rates in past surveys*****Careers in Research Online Survey (CROS)***

Year	University of Edinburgh	
2011	24%	
2013	18%	
2015	17%	
Completion Rates	2013	2015
CHSS	23%	23%
CMVM	17%	14%
CSE	17%	19%

Principal Investigators and Research Leaders Survey (PIRLS)

Year	University of Edinburgh	
2011	25%	
2013	33%	
2015	25%	
Completion Rates	2013	2015
CHSS	43%	17%
CMVM	22%	32%
CSE	35%	23%

Guidance provided at the start of each surveys, for who should complete the survey includes:

CROS

You should complete CROS if you are primarily employed to conduct research. We are also interested to hear from other early career researchers who are sustaining their research activity, but may be employed on multiple teaching contracts.

...If you are employed primarily to conduct research and have no formal staff management/supervision responsibilities within your job description you should complete CROS.

PIRLS

You should complete PIRLS if you are personally responsible (in your role, even if not currently) for the management of research staff.

. . . If you are principally responsible for setting the intellectual direction of research and are also personally responsible for the management of research staff and/or the supervision of postgraduate researchers you should complete PIRLS.

REC: 16.02.17

H/02/26/02

REC 16/17 3F

The University of Edinburgh

Researcher Experience Committee

16 February 2017

University Research Strategy

Executive Summary

To complement the new University of Edinburgh Strategic Plan, Research Policy Group has developed the attached **Research Strategy** document. Most universities now have research strategies but care has been taken to make this document an inclusive one, embracing all disciplines of the University and reflecting on what makes Edinburgh an outstanding research environment.

The paper was discussed at Central Management Group on 8 November and is being finalised with input from Heads of College and Deans of Research.

How does this align with the University / Committee's strategic plans and priorities?

This strategy is designed to develop the *Leadership in Research* strand and pick up on the *Development themes* articulated in the new Strategic Plan.

Action requested

For information.

Resource / Risk / Compliance

1. Resource implications (including staffing)

There are no resource implications associated with this paper.

2. Risk assessment

The strategy will protect the university's reputation, for which we have a low risk appetite, while promoting the ability of researchers to take risks in their research in order to grow and enhance the research activity of the organisation.

3. Equality and Diversity

Inclusivity is a key pillar of the strategy, and the strategy gives consideration to how the university can support all its researchers equally.

4. Freedom of information

This paper is open.

Key words

Research strategy

Originator of the paper

Pauline Jones, Head of Strategic Performance and Research Policy, 9 February 2017

For further information, or to feed back on the document, please contact Charlotte Brady, Projects and Policy Officer to the Vice Principal Planning, Resources and Research Policy charlotte.brady@ed.ac.uk

Research Strategy: University of Edinburgh

Introduction

The University of Edinburgh is one of the world's leading research-intensive universities. Our researchers continuously challenge the boundaries of knowledge. We provide the highest quality learning opportunities for our students embellished by the new knowledge we discover. We have a glorious history of startling discovery and advancement of knowledge for public good. From our foundation in 1583, through our leadership of the intellectual and scientific advances in the 18th Century Enlightenment, to the present day, Edinburgh has been at the forefront of research and innovation. Twenty-one Nobel Laureates have trained or worked at the University of Edinburgh. The breadth and depth of our scholarship, learning and teaching, our open interdisciplinary approach and our entrepreneurial culture enable Edinburgh to make substantial positive differences to people's lives locally and globally.

We have a continuing track record of the highest levels of research excellence. Edinburgh is a global top 20 university in the authoritative QS World Rankings. We are 4th in the UK in research power in the Government's most recent research assessment, REF 2014. Our REF performance was strong across the board, with all 3 of our Colleges having disciplines placed first in the UK, and most subjects in the UK top 5.

Strategy

We aim to deliver the highest attainable excellence in research and innovation to transform understanding of humanity, the world we live in and the universe around us. We will discover new knowledge and develop solutions to address the great global challenges. Our exceptional research staff and our outstanding students will engage with the local community and global collaborators to deliver this strategy.

Our Values

Leadership in Research

The University of Edinburgh is driven by the pursuit of knowledge, a commitment to the highest attainable excellence in our research and to translating our discoveries into transformative social, cultural, health and wealth benefits for people everywhere.

We have a 430 year legacy of developing hugely influential thought leaders including David Hume, James Clerk Maxwell, Charles Darwin, Alexander Graham Bell, Robert Louis Stevenson and Sir Arthur Conan Doyle. We maintain this reputation by continuing to deliver exceptional discoveries. Recent extraordinary researchers who have worked here include 'physiology or medicine' Nobel laureates Sir Robert Edwards, Sir Paul Nurse and Professors May-Britt and Edvard Moser, physics Nobel laureates Professor Max Born and Professor Peter Higgs, chemistry Nobel laureate Sir Fraser Stoddart, economics Nobel laureate Professor James Mirrlees, chemists Christina Miller and Charlotte Auerbach, and biologists Sir Kenneth and Lady Noreen Murray. Contemporary excellence is exemplified in the research of chemist Professor Lesley Yellowlees, epigenetic biologist Sir Adrian Bird (winner of both Canada Gairdner and Shaw prizes), cloning pioneer Sir Ian Wilmut (who created Dolly the Sheep), Li-Fi inventor Professor Harald Haas and theologian Professor Mona Siddiqui.

Edinburgh has a talent to initiate new areas of enquiry. We started the study of Geology and English Literature and, recently, the new field of epigenetics.

Interdisciplinarity

Our ethos of '*research without boundaries*' ensures that interdisciplinary research is at our core. Our open structure, with cross-cutting research institutes and centres addressing major themes, facilitates interactions between colleagues and students from all disciplines. We incentivise our researchers to break down disciplinary preconceptions and expand knowledge horizons. Thus our outstanding science, arts, humanities, social sciences and clinical researchers readily work together to deliver solutions to the great global challenges of the 21st century.

Edinburgh has won many large, externally-funded centres for training doctoral students. These are typically multidisciplinary and are co-located in clusters across our campuses, further expanding the breadth of experience available to our exceptional postgraduate students. These prestigious centres are based on areas of outstanding research strength in the University and ensure we help to shape the next generation of interdisciplinary research leaders and practitioners.

Internationalisation

We are very international in our outlook. 43% of our students and 30% of our staff are non-UK nationals from over 140 countries. Our Massive Open On-line Courses (MOOCs) have reached 2.5million learners in over 200 countries in the last 3 years. More than 50% of our outputs are co-authored with colleagues from other countries. We encourage secondments, collaborations and deep partnerships globally.

The majority of our research outputs in the last decade are in collaboration with an international partner, 30% with European countries and 20% with the USA over the last decade. In every research field the University of Edinburgh's international co-publication has increased in the last 7 years. International collaboration adds visibility and citations to our research. These links are often supported by strategic alliances including our membership of the League of European Research Universities (LERU), Universitas 21 and other alliances of the world's top research-intensive institutions. Such links assist our staff and students to partner and gain skills and resources from the best research peers globally. We will continue to build our international collaborations at institutional and individual levels.

Inclusivity

The University of Edinburgh aims to attract the world's most talented students and remarkable staff. We continuously develop a nurturing environment where everyone can reach their full potential. Students will increasingly be enabled to gain world-class research experience. Indeed, we plan that all students, including undergraduates, will have the opportunity to become researchers and contribute to knowledge generation.

We continually promote equality and diversity among our students and staff. As an institution we have attained Athena SWAN silver, as have many of our Schools individually, with the School of Chemistry attaining gold. This commitment to human values has a vital role to play in ensuring our success as a world-class research institution, proud of our staff and students and their fine

achievements irrespective of their background, orientation or belief.

Given the key importance of talent and the high value we place on the people we employ, we are committed to providing excellent career support through protected research time, mentoring and removal of the disadvantages to progression that can arise from career breaks. We work with our staff to ensure they feel supported and that they can realise their potential, creating an excellent working environment.

Early Career Development

We are especially focused on early career colleagues, the 'lifeblood' of the academic profession. In the last 4 years we have recruited more than 250 outstanding early career researchers through our prestigious tenure-track *Chancellor's Fellowship* scheme. This highly international cohort develops the best and brightest into the finest academics along a supported career path that will enable them to become the research leaders of the future. We will increasingly develop Chancellor's Fellowships and related schemes, including those supporting links with industry, and establish coherent pathways for the academic professions, such as the outstanding *Edinburgh Clinical Academic Training* scheme.

Integrity

Our research is conducted at the highest levels of integrity. The University of Edinburgh is dedicated to promoting a culture of excellent research practice, ensuring that all research complies with the highest standards within the Universities UK *Concordat to Support Research Integrity*. Our *Institute of Academic Development* works with individual researchers from all disciplines to develop and promote a strong ethical framework of integrity and responsibility. As a major data intensive organisation we ensure high standards of data governance, trustworthiness and security.

Impact

We are the largest and most successful university in Scotland and one of the largest and most successful in Europe. We are an anchor of the Edinburgh economy and a major global economic force. With more than 35,000 students, 2.5 million learners online, 13,000 staff and a turnover of more than £900 million, the University of Edinburgh generates £2 billion for the Scottish economy, £4 billion to the global economy and supports 37,000 jobs outside direct employees. Our staff and students start 35-45 companies each year, with 63% still trading a decade later. We will continue to use the investments of our research funders productively, grow and increase our economic impact, and provide increasing benefits to society.

Partnerships

We recognise that strategic institutional partnerships benefit students, staff and the university as a whole. Our highly successful REF2014 submission included units of assessment that were jointly submitted between ourselves and a partner institution, the greatest number of partnerships of all UK Universities. Deep partnerships are becoming increasingly more important for research, allowing access to and sharing of unique facilities and leveraging funding. We will therefore build a small number of further deep partnerships with key research-intensive organisations.

Our vision for the future

We will address and resolve the world's greatest challenges through research of the highest quality. We will develop existing research themes and build on our distinguished tradition of starting new areas of enquiry. International challenge, interdisciplinary themes are key foci for Edinburgh researchers, for example:

<i>Global health and wellbeing</i>	<i>Ageing and regeneration</i>	<i>Food security</i>	<i>Climate change and its moderation</i>
<i>Robotics</i>	<i>Data science</i>	<i>Arts and design informatics</i>	<i>Global energy</i>
<i>Global Justice</i>	<i>City living and smart cities</i>	<i>Social impacts of globalisation</i>	<i>Changing cultures and demographics</i>

With our commitment to developing the next generation of research leaders we will continue to recruit and support the world's most promising students and outstanding staff. We will have a culture of positive inclusivity for all, which encourages talent migration from across the world to join us in Edinburgh.

We will continue to invest substantially in our research and teaching estate. We will develop our campuses to be *ideal-for-purpose*, with the highest standards of researcher accommodation, equipment, data handling and storage facilities. We will develop open, interactive research spaces where disciplinary and interdisciplinary researchers can work shoulder-to-shoulder on the major challenges.

Our University open to the world: We will make our university increasingly more accessible to colleagues in other universities and in industry, facilitating free exchange of ideas, staff and sharing facilities. We will work ever more closely with such partners to co-create research and training for mutual benefit.

Delivering our vision

Influencing Globally and Contributing Locally

The University of Edinburgh is changing the world through the quality and power of our research. We make extraordinary impacts on societies, the economy and policy across the continents. We will address global challenges and commit to a culture of improving quality of life and sustainable development. The globalisation of our research will continue, with our Research Support Office developing their offering to researchers to include international funds and resources. This will ensure that there are no geographical limitations on opportunities for our researchers. We will continue to work with global partners to further advance mutual research interests and collaborative funding.

Locally, the University is driving a major development of its estate where the staff and students can feel equally part of the university and part of the city. Our buildings will reflect the needs of the 21st

century, with infrastructure and modern connectivity. We will be part of a regional endeavour to bring 'Internet of Things' to the local area. Our capital investment will revolutionise University space in the area and build a series of hubs for knowledge exchange. With campuses such as BioQuarter we will increasingly co-locate research with industry, public sector and other organisations to facilitate knowledge exchange, so that the innovative ideas of our staff and students can be developed and delivered to the people who will benefit.

We will work with our communities increasingly to embed the University into the cultural heart of the region. We have lasting partnerships with local authorities, the NHS, Scottish Enterprise, the National Galleries, the National Library, the National Museums of Scotland, The Royal Zoological Society of Scotland, the Royal Botanic Gardens and Edinburgh's famous International Festivals. Our research staff and students participate and volunteer in every festival hosted here, engaging with local residents and international visitors alike, embellishing our region and making our research public on the world's largest stage.

Partnering with Industry

Research is translational. We will embed knowledge exchange and knowledge transfer practices in our research from inception, part of a wider culture change to make the University a more open institution.

Universities are an ideal conduit for innovation, taking our research and teaching and delivering it to communities near and far. To do this we need increasingly to work with industry, public organisations and third sector bodies. Our philosophy is to have a university with doors open to all who wish to engage. Our industry engagement approaches are open, interdisciplinary and market-led, with arts, humanities and social sciences closely complementary to our science and medicine expertise.

Industry needs the skills that the University of Edinburgh produces. We will enhance industry-ready skills in our students and researchers. We will achieve this by encouraging more researcher and student placements, so they can gain deep experience outside traditional academic disciplines, and by co-creating courses with partners in industry and the public sector. We will increasingly make our institution 'porous' to industry-based colleagues to work collaboratively within our centres, institutes and schools, and share knowledge with our leading academics.

We will encourage academic careers involving periods in industry and support industry staff seeking to access and work within the University. We will also initiate industry-academic research fellowships at postgraduate and postdoctoral levels to ensure that our talented staff and students have the skills and experience to thrive in careers outside academia.

To support the openness of the university we will establish major interdisciplinary centres where researchers, students, industry and the public sector interact and derive knowledge and understanding by working together in a flexible and responsible manner. These will include the Bayes Centre for Data Science and Technology, and the Usher Institute of Population Health Sciences and Informatics.

Curating and manipulating vast data sets to generate new knowledge is the crucial next challenge in many areas of research. The University of Edinburgh will revolutionise our already strong digital practises in the next five years, providing a world-leading, trend-setting experience for staff and students. Our research data strategy ensures our capacity to handle in a trusted manner large data sets on a scale that was unheard of a few years ago. We already house the £100 million UK National Supercomputer and Research Data Facilities to enable this ambition. We will lead on data curation, maximising opportunity with the Digital Curation Centre, another national facility housed at the University. We will ensure that the digital research support available to our academic staff and research students is optimal at any scale of project.

We will lead in digital education, developing revolutionary online learning and Continuing Professional Development (CPD) for our research staff and students. The University is committed to CPD for all its staff. Data skills development is a critical part of that development and courses will be available to all research students and staff so that they have the skills needed to adapt and innovate in the data-driven world.

The breadth of our ambition is reflected in and embellishes our teaching portfolio: across all disciplines the University delivers foundational and advanced teaching programmes enlightened by our world-leading research. We will encourage disciplines to review their curricula to offer every student a research or professional practice experience using relevant digital resources. This will afford a research-driven learning experience unique to Edinburgh supporting the ambition of “every student a researcher”.

Participate, collaborate, contribute

We always welcome participants in our research. Data collectors are encouraged to engage in Citizen Science, as are students and colleagues who would like to become a researcher here at the university. We are eager to work with new people from around the world, learn from them, improve research and advance global understanding. If you are a company or private or public-sector organisation and would like to collaborate with a research group or centre at the University we would be delighted to engage with you. Be part of our vision by contributing either as a researcher, a participant, a funder or a donor to our unique interdisciplinary and open research facilities.

The University is creating a sense of place for its staff and students, based in our wonderful city but looking out globally. We are building communities of researchers who move freely between disciplines inside and outside the university, engage with new ideas and find innovative ways to improve the future. The University of Edinburgh is and will remain at the forefront of global thinking and research for the next century and beyond.

The University of Edinburgh

Senate Researcher Experience Committee

27 September 2016

Knowledge Strategy Committee Report (14 October 2016)

Executive Summary

This paper provides a report of the Knowledge Strategy Committee meeting held on 14 October 2016.

How does this align with the University / Committee's strategic plans and priorities?

University mission, 'providing the highest-quality research-led teaching and learning'; strategic objective, 'leadership in learning'; development theme, 'digital transformation and data'.

Action requested

For information

How will any action agreed be implemented and communicated?

Paper provided for information

Resource / Risk / Compliance

1. Resource implications (including staffing)

Paper provided for information

2. Risk assessment

Paper provided for information

3. Equality and Diversity

Paper provided for information

4. Freedom of information

This paper is **open**

Originator of the paper

Lewis Allan, Head of Court Services

KNOWLEDGE STRATEGY COMMITTEE REPORT

14 October 2016

1 Business Intelligence / Management Information Programme Board Proposal

The Head of the College of Arts, Humanities and Social Sciences (CAHSS) presented a proposal to redefine the Business Intelligence (BI) / Management Information (MI) Programme Board as the BI/MI Governance Board, reporting to Knowledge Strategy Committee; and to clarify the Board's position in relation to the Service Excellence and Digital Transformation Programmes. It was noted that including a definition of BI/MI in the terms of reference for the Governance Board would be helpful.

The proposed changes, to rename the BI/MI Programme Board to the BI/MI Governance Board and a revised remit for the reconfigured Governance Board were approved.

The Head of CAHSS vacated the meeting.

The Committee approved the appointment of the Head of CAHSS as the Convener of the new Governance Board.

2 Online Assessment & Feedback

The Committee received a summary of analysis undertaken on the challenges of moving to an online assessment and feedback system across the University and the measurement of turnaround times. It was noted that the narrower topic of measurement of assessment and feedback turnaround times has been incorporated within the Service Excellence Programme, with an Outline Business Case developed. The following points were discussed:

- The current large variety of practices in Schools leads to an uneven student experience;
- No single system can adequately provide online assessment and feedback for all disciplines as yet so a 'best of breed' approach for cognate disciplines is expected;
- Turnaround times may increase at first during a transitional period as staff acquaint themselves with the new system and initially try to replicate offline practices online but trained staff advisors can aid the transition;
- Early adopters have in general found the advantages of online assessment to outweigh the disadvantages;
- The rationale for change should be communicated clearly to staff to aid 'buy-in'.

3 Student Digital Experience: Next Steps

The Committee received a progress update following the summary of the Headscape student digital experience presentation received at the June meeting. Members commented on the importance of pre-arrival communications to

students, that many of the current flaws affect staff as well as students and that digital champions could be appointed at all staff levels, not only senior levels. It was noted that two Service Excellence Programme projects directly relate to this area, with Outline Business Cases in development.

4 Digital Transformation

Subsequent to Court's approval of a £3m 'digitalisation envelope' within the 2016-19 Planning Round, an initial tranche of underpinning Digital Transformation projects were reviewed. Members discussed:

- The governance process – with recommended projects to be reviewed by the Finance Director, Vice-Principal Planning, Resources & Research Policy and the Deputy Secretary Strategic Planning before submission to Policy & Resources Committee;
- Projects classed as Priority 1B will be amended and considered at a future meeting;
- Accommodating the running costs for the projects after the Year 3 end date – with projects to be incorporated within the Information Services Group budget at no extra cost.

The Priority 1A bids (Enterprise Data Warehouse Service; accelerated software testing; Notifications Service; User-centred MyEd; Enterprise APIs; User Experience for Self Service; Student Digital Experience Standards) were approved for submission to the Policy & Resources Committee.

5 Current Capital Envelope Forecast

The Information Services Group ten year Capital Forecast was noted, with expenditure of £79.61m planned for the period 2016/17-2025/26.

6 Digital Research Services: Governance & Funding

The proposed approach to governance of Digital Research Services (DRS) projects and services, and details the initial 2016/17 spend required to deliver against the first year's programme were reviewed. The importance of outreach following the establishment of the oversight groups and the role of College research groups in placing representatives on oversight groups was discussed. The proposed governance approach and the initial 2016/17 expenditure were approved.

7 Learning Analytics Policy Task Group

The remit, membership, reporting arrangements and timelines for a joint Knowledge Strategy Committee and Senate Learning and Teaching Committee task group to develop a University policy on Learning Analytics was approved.

REC: 16.02.17
H/02/26/02

REC 16/17 3H

The University of Edinburgh

Senatus Researcher Experience Committee

16 February 2017

Progress on Committee Priorities 2016/17

Executive Summary

Progress on the Committee's priorities for 2016/17, which were approved by Senate in June 2016:

Activity	Key theme
Postgraduate Research Enhancement Project Progress: Excellence in Doctoral Research and Career Development scoping to identify work strands. REC to act as Programme Board	Enhancement Data
Enhance tutoring and demonstrating (exact focus of work to be determined) Progress: Task Group reviewing the Code of Practice for Tutors and Demonstrators – revised draft to be submitted to REC	Enhancement Staff recognition, reward, and development
Implement recommendations of task group on Flexible / Distance PhDs Progress: Working Group final report to be submitted to March REC meeting.	Enhancement
Address regulatory issues regarding MSc by Research programmes, and the status of students during the writing-up period Progress: MSc by Research Task Group report to REC due March 2017. Further paper to REC on student status after Service Excellence Programme outcomes available.	Good housekeeping
Enhance support for Early Career Researchers (exact focus of work to be determined) Progress: REC input to REF2021 consultation and discuss actions to prepare for REF. REC received update on Emerging Academic Fellowships in Sept 2016.	Enhancement

How does this align with the University / Committee's strategic plans and priorities?

The Committee priorities align with the University's Strategic Objectives of Leadership in Learning and Research and development theme of digital transformation and data.

Action requested

REC is invited to consider its composition in relation to its key priorities.

[REC Membership 2016/17](#)

[REC Terms of Reference \(PDF\)](#)

How will any action agreed be implemented and communicated?

The Convener and Academic Services will implement and communicate any action in relation to committee membership.

Resource / Risk / Compliance

1. Resource implications (including staffing)

Resource for committee member time will be met from existing provision.

2. Risk assessment

No risk assessment is included as the paper is for information.

3. Equality and Diversity

Equality and diversity implications are considered as part of work in progressing committee priorities.

4. Freedom of information

The paper is **open**.

Originator of the paper

Susan Hunter

Academic Services, 8 February 2017