

The University of Edinburgh
Senatus Quality Assurance Committee

**Meeting to be held on Thursday 20 September 2018 at 9am
in the Raeburn Room, Old College**

A G E N D A

- 1. Welcome and Apologies**
- 2. Notes of the electronic meetings conducted between:**
 - 18 - 25 May 2018
 - 20 - 27 August 2018

SQAC 18/19 1A
SQAC 18/19 1B
- 3. Matters Arising**
For Discussion
- 4. School Annual Quality Reports 2017-18**
 - Sub Group Report
 - Good Practice

SQAC 18/19 1C
SQAC 18/19 1D
- 5. Internal Review Themes 2017-18**

SQAC 18/19 1E
- 6. Thematic Review**

SQAC 18/19 1F
- 7. Senate Committee Planning**

SQAC 18/19 1G
- 8. Annual Review of effectiveness of Senate Committees**

SQAC 18/19 1H
- 9. MOOCs Annual Update 2017-18**

SQAC 18/19 1I
- 10. PT System Oversight Group**

SQAC 18/19 1J
- For Information and Formal Business**
- 11. Terms of Reference, Senate Committees Members' Guidance and Committee Priorities 2018-19**

SQAC 18/19 1K
- 12. Students' Association Vice President Education Priorities 2018-19**

SQAC 18/19 1L
- 13. Scottish Funding Council Annual Report 2017-18**

SQAC 18/19 1M
- 14. Enhancement Themes Institutional Plan**

SQAC 18/19 1N
- 15. Service Excellence Programme: Student Administration and Support**

SQAC 18/19 1O
- 16. Knowledge Strategy Committee**

SQAC 18/19 1P
- 17. Any Other Business**
- 18. Date of Next Meeting:**
Thursday 6 December 2018, 2pm, Torridon Room, Charles Stewart House

The University of Edinburgh
Senatus Quality Assurance Committee

**Note of the electronic Senate Quality Assurance Committee conducted from Friday 18
May 2018 to Friday 25 May 2018**

NOTES

1. Formal Business

The electronic meeting was conducted to enable the Committee to approve items which did not require substantial discussion.

2. For Approval

2.1 Minutes of the meeting held on Thursday 26 April 2018

The minutes of the previous meeting were approved.

2.2 Thematic Review

The Committee received the paper for information and noted the following comments; It would be helpful to get an understanding of how many individual students were involved in discussion and comment. It appears only 7 students attended the focus group sessions. Whilst it is clear individual engagement with a broad range of this cohort and at number is difficult for many reasons the review reads as if the major commentary and content is from the three Students' Association representatives for Mature Students, Student Parents, and Student Carers. These representatives provide hugely valuable and knowledgeable input to report concerns and issues. Getting the balance of experience and opinion of the groups in questions is always difficult and the positive experiences and comment can be hard to capture. It would be helpful to the review to get more individual student input and the decision to extend the consultation phase is very positive.

Academic Services noted that the minimum standards for VLE project may be relevant for some of the provision information issues that have been raised. The review panel coordinator is in the process of seeking further information on the project.

Action: Committee Secretary to refer comments to the Review Panel for further consideration
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2.3 Update on Actions from College Quality Reports

The Committee received and noted a paper providing an update on actions from College Quality Reports considered at the February meeting of the Committee. The Committee was encouraged to see that all these actions had been responded to and noted that it would be interesting to hear from Estates if the responses to its staff survey change from this year to next.

2.4 Distance Learning at Scale Update

The Committee noted the paper providing an update for the Distance Learning at Scale (DLAS) Pilot. It indicated that the quality assurance arrangements for these proposed courses are anticipated to be in line with normal University arrangements.

Comments were noted around the timing of the first intake and ensuring that arrangements will be in place; including communications and marketing, admissions, staff training. In addition, the importance of having effective ways to manage any plagiarism and effective student support were highlighted.

Action: Committee Secretary to refer comments to the DLAS Steering Group for further consideration

2.5 Annual Review of Effectiveness of Committees

The Committee received a paper outlining the annual review of Senate Committees which will take place in 2018/19 and a set of questions which Senate Committee members will be asked to complete over summer 2018.

The Committee were asked to reflect individually on the draft questions set out in the paper.

Comments were received that suggested minor additions including a question in the section 'Governance Structures' about how the academic governance fits in the wider picture.

In the "Stakeholder Engagement and Communications" section it may be helpful to exemplify stakeholders. The Making an Impact question may be difficult to answer given the nature of the Senate Committees.

Action: Academic Services to note comments for further consideration.

2.6 Knowledge Strategy Committee

The Committee noted the update on matters considered by the Knowledge Strategy Committee.

Student Staff Liaison Committee (SSLC) Operational Guidance

The Committee approved the guidance which has been reviewed to reflect the changes to Student Representation from Class Representative to Programme Representative.

The Committee suggested that processes for mid-course feedback be included in Section 5.3 agenda items. In addition, it was suggested that the diagram in the document is amended to include a title and investigate sharing to both staff and students as a mechanism to re-inforce closing the feedback loop.

Action: Academic Services to amend guidance as above and liaise with the Students' Association on sharing the diagram further.

2.7 Internal Review Themes

The Committee noted the update on actions identified from areas for further development arising from teaching/postgraduate programme reviews held in 2016/17.

2.8 Internal Review Reports and Responses

The Committee approved the TPR of Sociology and Sustainable Development final report 2017/18.

The Committee confirmed that it was content with progress in relation to the following responses:

14 week response 2017/18:

Teaching Programme Review of English Literature
Teaching Programme Review of Medicine
Teaching Programme Review of Physics and Astronomy
Teaching Programme Review of Social Anthropology
Postgraduate Programme Review of Clinical Sciences

Year on response 2016/17:

Teaching Programme Review of Design
Teaching Programme Review of European Languages and Cultures
Teaching Programme Review of Islamic and Middle Eastern Studies (IMES)
Teaching Programme Review of Social Work

Action: Academic Services to publish the final report and responses on the Academic Services website.
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3. Date of Next Meeting:

Thursday 20 September 2018 at 9am in the Raeburn Room, Old College

The University of Edinburgh
Senatus Quality Assurance Committee

**Notes of the electronic Senate Quality Assurance Committee meeting conducted from
Monday 20 to Monday 27 August 2018**

NOTES

1. Formal Business

- 1.1** The electronic meeting was conducted to enable the Committee to approve items which did not require substantial discussion in order to provide feedback to schools in a timeous manner and to commence preparations for the 2018-19 Thematic Review.

2. For Approval

2.1 Thematic Review of Student Support 2018-19

The Committee **approved** the proposal to refocus the scope of the Thematic Review 2018-19 from a general review of support for Widening Participation (WP) to a specific focus on Black and Minority Ethnic (BME) students' experiences of support at the University.

2.2 Student Voice Policy

The Committee received a revision to the Student Voice Policy amended to reflect the move towards a streamlined student representation system based on a smaller number of reps structured by programme rather than course or tutorial group, in order that reps can be better trained and engage more effectively.

Members noted the following:

- **Comment:** The link to the EqIAs for the policy (point 3 in the paper) was broken.
Action: The link was fixed.
- **Comment:** Mid-course feedback, page 5: 'If Schools think that a particular approach to gathering mid-course feedback might raise equality and diversity issues then they should take steps to mitigate the risks.' I'm not sure this is sufficient in terms of guidance, given that survey design and analysis of mid-course feedback is devolved to Schools, and in practical terms, to course organisers, who may not be knowledgeable about the EDI issues around student evaluations and survey design. If other members of the committee are also concerned about this point, perhaps it could be discussed further, with a view to offering Schools guidance.
Action: No further comments were received.
- **Comment:** Edit needed to the Student Voice Policy – page 4/paragraph 6 removal of the word 'to' (Schools should to publish the dates of the meetings ahead of the meeting and agendas should be available in advance of the meeting....).
Action: The document was amended accordingly.
- **Comment:** For both the Student Voice Policy and SSLC Operational Guidance there is a movement from 'schools are encouraged to' to 'school should' and other changes, is there a plan to enhance the 'launch' of these policy updates in case they ignored at school level in the trample of induction?
Action: A communication circulated to schools.

The Committee **approved** the revised Student Voice Policy.

2.3 Student Staff Liaison Committee (SSLC) Operational Guidance

The Committee **approved** the revised Student Staff Liaison Committee (SSLC) Operational Guidance reflecting the move towards a streamlined student representation system based on a smaller number of reps structured by programme rather than course or tutorial group, in order that reps can be better trained and engage more effectively.

2.4 Internal Review Reports and Responses

The Committee **approved** the following Final Reports:

- Teaching Programme Review of Biomedical Sciences (including Zhejiang site visit) 2017-18
- Teaching Programme Review of Education 2017-18

The Committee received and noted the following Year On and 14 Week Response Reports:

- Joint Teaching/Postgraduate Programme Review of Economics 2016-17 - Year on
- Teaching Programme Review of Asian Studies 2016-17 - Year on
- Teaching Programme Review of Ecological and Environmental Sciences (including with management) 2016-17 - Year on
- Postgraduate Programme Review of Molecular, Genetic and Population Health Sciences 2017-18 - 14 Week Response
- Teaching Programme Review of SLICCs within TPR of Moray House School of Education 2017-18 - 14 Week Response
- Teaching Programme Review of Sociology and Sustainable Development 2017-18 - 14 Week Response

3. For Information

3.1 External Examiner Reporting System: Total reports for 2016/17

The Committee received and noted a report on the total number of undergraduate and postgraduate taught reports submitted via the External Examiner Reporting System for academic year 2016/17.

4. Date of Next Meeting:

Thursday 20 September 2018 at 9am in the Raeburn Room, Old College

The University of Edinburgh
Senatus Quality Assurance Committee

20 September 2018

**School Annual Quality Reports
Sub-Group**

Executive Summary

This report updates the Committee on the sub group tasked with reviewing School annual quality reports.

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

The paper is relevant to the Committee's responsibility for the quality assurance framework.

Action requested

Discuss the positive practice and themes for further development at University level and agree on recommended actions.

Resource / Risk / Compliance

1. Resource implications (including staffing)

Resource implications will be considered as part of any proposed actions.

2. Risk assessment

The paper does not require a risk assessment.

3. Equality and Diversity

Equality and diversity will be considered as part of any proposed actions.

4. Freedom of information

Open.

Key words

School Quality

Originator of the paper

Nichola Kett, Head of Quality Assurance and Enhancement Team, Academic Services
Brian Connolly, Academic Policy Officer, Academic Services

The University of Edinburgh
Senatus Quality Assurance Committee

School Annual Quality Reports Sub-Group

Meeting held on **Wednesday 6 September 2017**
in the **Cheviot Room, Charles Stewart House**

Notes

Present:

Professor Tina Harrison (Convener)	Assistant Principal, Academic Standards and Quality Assurance
Dr Shereen Benjamin	Associate Dean (Quality Assurance) College of Arts, Humanities and Social Science
Brian Connolly	Secretary to Senatus Quality Assurance Committee, Academic Services
Nichola Kett	Head of Quality Assurance and Enhancement Team, Academic Services
Alex Laidlaw	Head of Academic Affairs, College of Science and Engineering
Dr Claire Phillips	Dean of Quality, College of Medicine and Veterinary Medicine
Professor Graeme Reid	Dean of Learning and Teaching, College of Science and Engineering

Welcome:

The Convener welcomed members and thanked Professor Graeme Reid (Dean of Learning and Teaching) and Alex Laidlaw (Head of Academic Affairs) for agreeing to represent the College of Science and Engineering on the Group whilst the College was in the process of appointing a new Dean of Quality.

1. Update on Actions from 2017-18 Update (for information):

1.1 Schools

The Group received an update on additional School actions agreed at the previous meeting (held on 3 September 2017).

1.2 Colleges

The Group received an update on College actions agreed at the previous meeting (held on 3 September 2017). It was agreed that in order to ensure that the loop is closed on College and University level actions in future Academic Services will circulate an action report as an aide memoire at the start of the reporting process.

2. Consideration of School Annual Quality Reports

The Group considered each report with particular attention to: the Personal Tutor system; Degree Classification; and Industrial Action.

2.1 College of Arts, Humanities and Social Sciences

2.1.1 Business

The Group **commended** the School on the clear connection between the strategic plan for quality assurance and enhancement and the numerous activities currently being undertaken across the School.

- The Group **recommended** that the School ensure that next year's report is less reliant on appendices as repositories for bulk information and instead ensure that the main points are distilled into a self-contained report, referring to appendices only as supporting evidence.
- The Group **recommended** that the School continue to monitor the Personal Tutor system and reflect on effectiveness of initiatives in next year's report.
- The Group noted that the report contained no reference to the Industrial Action but an addendum covering the issue was requested and received which was considered by the College Dean of Quality. No additional points were raised.

2.1.2 Centre for Open Learning

- The Group **recommended** that the School ensure that next year's report provides a clear analysis as to how the Governance Review will address the staffing issues.
- The Group **recommended** that the School ensure that next year's report include a reflection on plans for courses with low scores from Course Enhancement Questionnaires (CEQS).

Action: Academic Services to inform Student Systems of concerns raised in relation to low response rates for CEQS and requests for communications in relation to any plans to increase response rates or plans to review communications to students in regard to CEQs.

2.1.3 Divinity

The Group **commended** the School on a clear, concise and well written report.

- The Group **recommended** that the School monitor the Personal Tutor system in the light of the recent National Student Survey results and include a reflection in next year's report as to whether it was anomalous or the start of a trend.

2.1.4 Edinburgh College of Art

The Group **commended** the Director of Quality for transforming quality assurance and enhancement processes within the Edinburgh College of Art.

- The Group **recommended** that Edinburgh College of Art investigate and address the recurrent planning challenges in the undergraduate teaching office and provide an update in next year's report.
- The Group **recommended** that Edinburgh College of Art School submit an additional update to the December meeting of SQAC clarifying what response had been made to the fair marking comment in the report.
- The Group noted that estates improvements, including in social space, had resulted in a more positive student experience.

2.1.5 Education

The Group **commended** the School on a reflective report with clear actions and senior management oversight.

- The Group had no recommendations.

2.1.6 Economics

- The Group advised that the grading of staff was within the power of the School and **recommended** that the School explore all the options currently available to determine the grading of its own staff, including consulting with other Schools as to how they have approached this issue.

2.1.7 Health in Social Science

The Group **commended** the School for a very good, reflective report with a clear awareness of strengths, weaknesses and challenges. The Group also **commended** the School's approach to listening and responding to the student voice and the joined up approach taken to quality assurance and enhancement and learning and teaching.

- The Group **recommended** that the School continue to monitor the placement challenge and include a reflection in next year's report.

2.1.8 History, Classics and Archaeology

The Group **commended** the School on the formal Teaching Committee and the range of student community initiatives.

- The Group **recommends** that the School considers its internal deadlines and communications to its external examiners in order to ensure reporting deadlines are met. It was noted that this was the only School to raise the issue.

2.1.9 Law

The Group **commended** the School on a good, reflective report and noted student support in particular as an area of good practice.

- The Group **recommended** that the School submit an additional update to the December meeting of SQAC providing a rationale for the decision to abolish the Director of Learning and Teaching role and explanation of new oversight arrangements.

2.1.10 Literature, Languages and Cultures

The Group **commended** the School on a positive report, with actions having impact.

- The Group had no recommendations.

2.1.11 Philosophy, Psychology and Language Sciences

The Group noted the challenging School context of this year's reporting process (i.e. no Director of Quality) but **commended** the new Head of School for all her work to ensure that the report was submitted.

- The Group **recommended** that the College Dean of Quality liaise with the incoming School Director of Quality to discuss plans going forward.
- The Group noted that the report contained no reference to the Industrial Action but an addendum covering the issue was requested and received which was considered by the College Dean of Quality. No additional points were raised.

2.1.12 Social and Political Science

The Group **commended** the School on the peer support, work shadowing, and research fair initiatives.

- The Group **recommended** that the School submit an additional update to the December meeting of SQAC on plans to address the fall in Widening Participation students.
- The Group noted that the report contained no reference to the Industrial Action but an addendum covering the issue was requested and received which was considered by the College Dean of Quality. No additional points were raised.

2.2 College of Medicine and Veterinary Medicine

2.2.1 Edinburgh Medical School: Biomedical Sciences

The Group **commended** the Deanery on the initiatives to develop innovative assessments.

- The Group **recommended** that the Deanery develop strategies to address difficulties setting exams for the Edinburgh-Zhejiang (ZJE) Integrative Biomedical Sciences programme and submit a progress report to the December meeting of SQAC.
- The Group **recommended** that the Deanery submit an additional update to the December meeting of SQAC providing more clarity on plans to address the previous year's actions (ensuring that it matches the actions identified in last year's report).
- The Group **recommended** that the Deanery continue to monitor the high number of B grades awarded and the Personal Tutor system and include reflections on both in next year's report.
- The Group **recommended** that the Deanery include a list authors and contributors in next year's report.

2.2.2 Edinburgh Medical School: Clinical Sciences

The Group **commended** the Deanery on improvements in quality assurance and enhancement.

- The Group **recommended** that the Deanery submit an additional update to the December meeting of SQAC providing more clarity on plans to address the previous year's actions (ensuring that it matches the actions identified in last year's report).
- The Group **recommended** that the Deanery include a reflective analysis on the impact of extra promotional activities on the Postgraduate Taught Experience Survey response rate in next year's report and an explanation of Deanery acronyms for the layperson.

2.2.3 Edinburgh Medical School: MBChB, MSc Clinical Education and Associated PGR students

The Group **commended** the Deanery on the use of audio feedback, training in use of technology for all new markers and peer support to dissertation students.

- The Group **recommended** that the Deanery submit an additional update to the December meeting of SQAC on progress on actions planned in last year's report (ensuring that it matches the actions identified in last year's report). The update should also include additional reflection on plans to address: National Student Survey results; the pressure of Personal Tutor/Tutee ratios for postgraduate taught students; and progress to resolve tension between those charged with delivering teaching and availability and management of resources.

2.2.4 Edinburgh Medical School: Molecular, Genetic and Population Health Sciences

The Group **commended** the Deanery on improvements in quality assurance and enhancement.

Action: Academic Services to seek clarity on Student Staff Liaison Committee meeting requirements within the quality model.

2.2.5 Veterinary Studies

The Group **commended** the School on a very good, reflective and comprehensive report.

- The Group had no recommendations.

2.3 College of Science and Engineering

2.3.1 Biological Sciences

The Group **commended** the School on the Solidaritea initiative.

- The Group **recommended** that the School use existing management processes for Personal Tutor reward and recognition and not pursue the proposals outlined in the report.
- The Group **recommended** that the School addresses the issue of Personal Tutors not responding to student emails and includes an update on progress in next year's report.
- The Group **recommended** that the School submit the updated postgraduate research quality model (referred to in the report) to Academic Services.

2.3.2 Chemistry

The Group **commended** the School on the changes to the curriculum and the CHEMUNITY project.

- The Group **recommended** that the School monitor the impact of CHEMUNITY and include a reflective analysis in next year's report.
- The Group **recommended** that the School submit an additional update to the December meeting of SQAC providing more clarity on plans to address the previous year's actions (ensuring that it matches the actions identified in last year's report).
- The Group **recommended** that the School address the issue of communication to school leavers in relation to Chemical Physics and update in next year's report.

2.3.3 Engineering

The Group **commended** the School on the paperless exam board initiative and the School's approach to the National Student Survey.

- The Group **recommended** that the School submit an additional update to the December meeting of SQAC providing the missing text in relation to 'Introduction of year coordinators in Chemical Engineering.
- The Group **recommended** that the School continue to monitor the Personal Tutor system and improve visibility of feedback on LEARN and provide updates on all in next year's report.
- The Group **recommended** that the School include a reflection on postgraduate research provision in next year's report.
- The Group noted that the report contained minimal reference to the Industrial Action but an addendum covering the issue was requested and received which was considered by the College Dean of Quality. No additional points were raised.

2.3.4 GeoSciences

- The Group **recommended** that the School resubmit the report for December SQAC with reflective analysis of: National Student Survey, Personal Tutor system, Postgraduate Research, Degree Classification, and Industrial Action.

2.3.5 Informatics

- The Group **recommended** that the Industrial Action Sub Group clarify with the School how information on the impact of the industrial action was gathered and how exam boards were informed.
- The Group **recommended** that the School discuss the major changes to programmes detailed in the report with the College.
- The Group **recommended** that the School submit an additional update to the December meeting of SQAC identifying actions for 2018/19 in relation to assessment feedback.

2.3.6 Mathematics

The Group **commended** the School on the administrator 'Champions' and the Widening Participation scholarship initiatives.

- The Group **recommended** that School submit an additional update to the December meeting of SQAC providing more reflective analysis on why more firsts are awarded at Edinburgh than at peer institutions.
- The Group **recommended** that the College liaise with the School with regards to Tier 4.
- The Group **recommended** that School liaise with Student Counselling to determine the current status of provision.

2.3.7 Physics and Astronomy

The Group **commended** the School on the introduction of the semi-automated system to allocate senior Honours project topics.

- The Group **recommended** that the School investigate why uptake of industrial placements remains low and provide an update in next year's report.
- The Group **recommended** that School submit an additional update to the December meeting of SQAC covering two actions from the previous year which were not addressed: internship scheme and student forum actions.
- The Group **recommended** that the School discuss with Academic Services the regulations relating to the award of ordinary degrees detailed in the report.

- The Group **recommended** that the School continue to monitor the Personal Tutor system and reflect on effectiveness of initiatives in next year's report.

2.3.8 Data Science, Technology and Innovation Programme

- The Group had no recommendations.

2.4 Specific Reflection

Particular consideration was given to information in School annual quality reports on the Personal Tutor system, Degree Classification, and Industrial Action and the following was noted for each:

2.4.1 Personal Tutor system

The Group noted that student feedback on satisfaction with the Personal Tutor system had dropped across a large number of Schools at both undergraduate and taught postgraduate level. Schools are carefully considering the reasons for this and several have planned actions for academic session 2018/19 in response, including making changes to key processes and organisation. The Sub Group found no strong sense amongst Schools of why satisfaction has dropped and recognised a need to think more fundamentally about the Personal Tutor system. Following the decline in satisfaction scores, the University will be undertaking a holistic review of the Personal Tutor system which will link to a wider review of student support.

2.4.2 Degree Classification

The Group noted that the reports had generally included a good reflection on Degree Classification outcomes.

The Group noted that SQAC (at the meeting held on 26 April 2018) had identified four schools where the degree classification outcomes diverged substantially from either the University average or disciplinary comparators. The Group noted that each of the four schools had provided the additional reflective analysis on their degree classification outcome data as requested by SQAC. However, the Group **recommended** that the School of Mathematics submit an additional update to the December meeting of SQAC providing more reflective analysis on why more firsts are awarded at Edinburgh than at peer institutions.

2.4.3 Industrial Action

The Group noted that the Industrial Action had been managed effectively by Schools in line with University guidance. Outcomes had not been affected but the ongoing implementation of University guidance, especially in relation to missed content, would need to be monitored. External Examiners had been content and the anticipated increase in Academic Appeals had not happened. Some Schools had noted an impact on NSS via free text comments referring to issues of organisation and management (e.g. due to communication on cancellation of classes). The Group **commended** staff on the significant amount of work undertaken to address the issue.

3. Themes for Further Development

The Group noted that Academic Services will produce a document detailing actions requested of Colleges and the University and liaise with Sub Group members and College Offices to identify actions that will be taken forward. The information in this document will be shared with Schools at appropriate points throughout the academic year by Academic Services and College Offices as appropriate. In the meantime, Academic Services will produce a paper for the September SQAC meeting which lists wider areas of good practice identified by Sub Group members.

4. Themes of Good Practice and Areas for Further Development

4.1 Themes of Good Practice

The Group noted the following Themes of Good Practice:

4.1.1 Academic Community

The Group noted that Academic Community was a strong theme across many School annual quality reports. Schools use a variety of electronic tools to develop virtual academic communities such as online discussion boards, blogs, and social media. Schools also use different types of in-person meetings such as teaching fora, annual events, competitions, and tea/coffee mornings to develop academic communities. Two Schools reported providing academic community building activities to support students with their mental health and wellbeing. The School of Biological Sciences hosts SolidariTEA, a regular facilitated tea/coffee morning where postgraduate research students can discuss matters outwith the technicalities of their research in a supportive environment. Additionally, from October, the School of Chemistry will implement CHEMUNITY, an online staff-student collaborative project which has been designed to support students academically, enhance the student voice and promote good mental health and well-being. The School of Maths has appointed a Combined Degree Officer who has instigated initiatives such as lunchtime meetings and improved communication between partner Schools in order to build a sense of community and provide appropriate support.

4.1.2 Innovative Learning, Teaching and Assessment

The Group noted that Schools are continuing to use innovative learning, teaching and assessment methods to enhance the student experience. The Vet School often uses videos as additional resources for practical tasks and is making use of QR codes to facilitate easy access for students to relevant videos from mobile devices. A programme within the School of Education carried out dissertation projects with national stakeholder organisations in the public sector which developed and maintained strong partnership working, generated applied performance enhancement interventions and positively impacted on service delivery. Within the Deanery of Biomedical Sciences, the external examiner commended the practice of students writing a "BBC-style" article based on a recent paper followed by a student-led interview with the senior author of the paper.

4.1.3 Student Support

The Group noted numerous examples from School annual quality reports on the provision of effective support across many aspects of the student experience, including the Personal Tutor system, wider academic support, widening participation and employability. Examples of support for student transitions were also outlined by Schools. The School of Literatures, Languages and Cultures (SLLC) have developed a 'Support for Success in SLLC' virtual learning environment for students which brings together key information and covers all aspects of the student lifecycle, support available in SLLC, and ways to share feedback on learning and teaching. The School of Engineering provides peer support for new Personal Tutors through training, inviting them to Special Circumstances Committees to develop an understanding of the process to aid support of tutees, and the opportunity to meet with the Deputy Senior Tutor to discuss practice. The School of Maths has appointed a Student Learning Advisor (SLA) for postgraduate taught students, following the success of the existing SLA post for undergraduate students. The Deanery of Molecular, Genetic and Population Health Studies invite new students at the end of their first course to reflect on what they bring to the programme, what they want to get out of it and what support they might need. This reflection is shared with Personal Tutors in order to ensure that meetings are focussed, structured and purposeful. In the School of Chemistry, in order to address the diverse secondary education syllabi, major changes to the way first year is taught were introduced in order to increase the academic level whilst ensuring that sufficient support systems are in place, particularly in the first semester. The School of Literatures, Languages and Cultures has an extensive programme of activities with secondary schools in order to support widening participation. In order to develop employability, the School of Social and Political Sciences piloted a work shadowing initiative for third year undergraduate students which will be expanded in 2018/19. From 2018/19 onward, the School of Maths is providing scholarships to students who satisfy one of the University's eight criteria for widening participation.

4.2 Areas for Further Development

Professor Tina Harrison will prepare a report on the areas for further development for consideration at University Executive. The Group noted the following:

4.2.1 Pressure on Staff Time

The Group noted that as student numbers increase, staff are identifying challenges with, for example, effectively delivering the Personal Tutor system, providing quality feedback to students on assessments within the required timescales, and providing effective supervision for dissertations. The Sub Group identified a particular tension between the provision of quality feedback to students on their assessments and feedback turnaround requirements. A number of comments specifically related to the increase in student numbers on postgraduate taught programmes.

4.2.2 Learning and Teaching Accommodation

The Group noted that Schools are continuing to identify challenges with accessing suitable learning and teaching accommodation. Comments primarily related the lack of availability of large lecture theatres and classrooms to accommodate growing student cohorts. The Sub Group recognised that ongoing estates issues are having an impact on student satisfaction as, where improvements have been delivered, there has been a positive

impact on student satisfaction. For example, the delivery of social space within the School of Chemistry and the Appleton Tower development for the School of Informatics. The Sub Group recommended that plans for student numbers should be considered in line with estates developments.

4.2.3 Personal Tutor system

The Group noted that student feedback on satisfaction with the Personal Tutor system had dropped across a large number of Schools at both undergraduate and taught postgraduate level. Schools are carefully considering the reasons for this and several have planned actions for academic session 2018/19 in response, including making changes to key processes and organisation. The Sub Group found no strong sense amongst Schools of why satisfaction has dropped and recognised a need to think more fundamentally about the Personal Tutor system. Following the decline in satisfaction scores, the University will be undertaking a holistic review of the Personal Tutor system which will link to a wider review of student support.

5. Reflection on the Process

The Group noted that quality assurance and enhancement appears to be disconnected from learning and teaching strategy in many Schools and the value of senior management involvement in quality assurance and enhancement. The Group also noted that School annual quality reports could be used as part of leadership messages within the School. The Group **recommended** Professor Tina Harrison discuss this with the Senior Vice-Principal.

The Group noted a need to review the sources of data that support key quality assurance and enhancement processes with the aim of providing staff with clarity on how to access, interpret and effectively use data. The Group suggested that Schools could be provided with high-level data in line with developments for teaching/postgraduate programme reviews. This will be discussed by Academic Services and Student Systems.

The Group **recommended** that prompts be added to the School annual quality report template to:

- Ensure that Schools include a narrative on postgraduate research provision.
- Encourage Schools to reflect upon how the actions Schools are taking reflect the student voice.

The Group **recommended** that SQAC consider whether there should be a student member on the Group, which may be challenging due to the workload and timing, and if there should be externality.

Nichola Kett, Head of Quality Assurance and Enhancement Team, Academic Services
Brian Connolly, Academic Policy Officer, Academic Services
September 2018

The University of Edinburgh
Senatus Quality Assurance Committee

20 September 2018

Good Practice identified from School Annual Quality Reports

Executive Summary

The paper outlines a selection of good practice identified by members of the Sub Group that reviews School annual quality reports.

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

At its April 2018 meeting, in relation to planning, the Committee agreed that Academic Services should add an item regarding collating information on good practice in relation to developing academic communities. Good practice examples relating to academic communities are detailed below.

Action requested

For information.

How will any action agreed be implemented and communicated?

Academic Services and College Offices are working together to share good practice across the University using a variety of methods.

Resource / Risk / Compliance

1. Resource implications (including staffing)

The paper is for information, no actions are proposed, and therefore there are no resource implications.

2. Risk assessment

The paper is for information and a risk assessment is not required.

3. Equality and Diversity

The paper is for information and equality impact assessment is not required.

4. Freedom of information

Yes.

Key words

Quality reports, good practice

Originator of the paper

Nichola Kett, Academic Policy Manager, Academic Services
11 September 2018

Academic Community

- Peer support for dissertations (Edinburgh Medical School)
- Discussion board threads for workshops and conferences for staff and students to meet (Vets)
- Staff postgraduate research teaching forum and annual event (Biomedical)
- Fortnightly 'Ted and tea' talks for postgraduate taught students to discuss topics of interest with each other (HSS)
- Let's Gather initiative (launch 2018/19) to promote academic community across diverse student constituencies (HSS)
- Blog and Twitter account for postgraduate taught students set up; William Robertson Cup (staff/student team competitions) and annual student recognition event to strengthen community; working party of staff/students set up to elicit further ideas (HCA)
- Programme of meetings for postgraduate tutors to support their teaching and build academic community (PPLS)
- Research day for postgraduate students and continuing to build on commended academic community activities (Clinical Sciences)
- Chemunity online portal for student/staff interaction and support (Chemistry)*
- SolidariTea pilot for postgraduate research students (Biological Sciences)*
- Customised support (e.g. lunchtime meetings) for students on combined degrees (Maths)
- Undergraduate peer support initiatives (SPS)
- Year specific Facebook groups (Informatics)
- Student-led innovations e.g. TED and tea talks (HSS)
- Peer Assisted Learning (Informatics)
- Online distance learning programmes academic community (MGP)
- Appleton Tower development (Informatics)

Innovative Learning, Teaching and Assessment

- Dissertations carried out alongside national stakeholder organisations in the public sector (Education)
- Increased interdisciplinarity and cross-disciplinary links (Divinity)
- Commissioned dissertations (Economics)
- Programmes developing international links (Clinical Sciences)
- Three non-academic training streams, delivered with Heriott-Watt, for postgraduate students (Maths)
- Dissertation milestones to help students with planning (GeoSciences)
- Diversification of assessment activities, including frequent low-stakes assessment (Law)
- Migration of online distance learning courses to new platform offers flexible opportunities to redesign assessment (Law)
- Assessment and feedback software (Edinburgh Medical School)
- QR codes to supporting videos (Vets)
- BBC style article and journal club style presentations (Biomedical Sciences)
- Improved marking criteria guidance leading to increase in National Student Survey scores (Economics)
- Interactive class on assessment (Engineering)
- Improvements in assessment and feedback methods are evident in course evaluations (LLC)
- Lecture recording and top hat (Physics)
- Assessment/marking scheme transparency – online tool for assessment of postgraduate taught projects and dissertations being rolled out (Maths)

- Audio feedback provided as standard on all postgraduate taught assignments (Edinburgh Medical School)
- Hand-in diaries and best of three assessments (Physics)
- Development of grade descriptors (HCA)
- Development of CPD/PPD courses (Clinical)

Student Support

- Transitions – support for direct entry students and 2 to 3 year (Chemistry)
- ‘Support for success’ and ‘Support for teaching’ VLEs bring together support material for students and staff respectively (LLC)
- Writing centre offering 1:1 subject-specific writing support to Honours and postgraduate taught students (PPLS)
- Subject-specific academic skills programmes offered to pre-Honours students in response to changes in school-level curricula (Chemistry)
- At end of first course, students invited to reflect on what they bring to the programme and what they want from it – shared with Personal Tutor (MGP)
- Anonymised graphs of student performance data made available to postgraduate taught students (Vets)
- New student support webpages (Law)
- Personal Tutor system (Chemistry)
- Student Learning Advisor post being rolled out to postgraduate taught students (Maths)
- Online fundamentals course to help transitions (Maths)
- Single online information source for postgraduate research students (Chemistry)
- Research methods fair for postgraduate taught students (SPS)
- Transitions – spacing out provision of content and information (Informatics)
- BVM&S dashboard - students have quick access to commonly-used tools (Vets)

Student Voice

- Bluepulse pilot – confidential, ongoing feedback from students to course organisers (Business)
- Use of Top Hat during lectures for mid-course feedback (Biological Sciences)
- Weekly student/staff meetings with Director of Teaching (Informatics)
- Closing feedback loop, you said, we did (HSS and Vets)
- Initiatives to close the feedback loop resulting in improvement in relevant questions on National Student Survey (Economics)

Wellbeing

- Training all PhD supervisors in mental health and guide for staff and students (Chemistry)
- Staff wellbeing and dignity and respect policy (COL)
- ‘Wellcomm’ group set up and ‘wellbeing Champions’ (Biological Sciences)

Employability

- Edinburgh Award for Professional Development – recognition of postgraduate student professional and personal development (Business School)
- Designer in Residence scheme – final year undergraduate students spend half day a week in primary or secondary schools (ECA)
- Year 2 and 3 Costume Performance students worked with Edinburgh International Festival to design and make 250 costumes for the Festival opening event (ECA)

- Music in the Community students worked with primary school pupils and residents of a refugee camp in Syria (ECA)
- Work shadowing initiative for 3rd year undergraduate students (SPS)
- Initiatives in career development and employability, including workshops (Chemistry)
- Graduate attributes commended in postgraduate programme review and new programme for employability (MGP)
- Postgraduate research careers development programme (HSS)

Widening Participation (WP)

- Programme of activities with schools to support WP (LLC)
- New connections with city venues and community history projects (COL)
- Revised marketing to clearly welcome WP and male applicants (HSS)
- Scholarships for WP (Maths)

Equality and Diversity

- People and equalities lunchtime seminars (LLC)
- Equality and diversity initiatives (HCA)

Management of Teaching

- Poorly-received courses discussed by subject area and teaching committees (SPS)
- 63% academic staff engaged in Edinburgh Teaching Award (Vets)
- Annual Learning and Teaching Forum (Biomedical Sciences)
- Introduction of semi-automated system for allocating Honours dissertation supervision (Physics)
- Skills Matrices and Ethics, Responsibility and Sustainability Matrices (Business School)
- Teaching Forum for sharing good practice in learning and teaching (LLC)
- Innovative approaches to marketing and recruitment (e.g. online chat rooms, live chat with a Chinese-speaking interpreter (Education)
- Introduction of Programme Directors and Administrators Network (HSS)
- Peer support of Personal Tutors (Engineering)
- Guidance and support pack for external tutors (Clinical Sciences)
- Support for dissertation supervisors (MGP)
- Formal teaching committee established to enhance teaching and engagement (HCA)
- Cross-over marking and examiner training (Clinical Sciences)

HSS – Health in Social Sciences

HCA – History, Classics and Archaeology

SPS – Social and Political Science

MGP – Molecular, Genetic and Population Health Sciences

LLC – Literatures, Languages and Cultures

PPLS – Philosophy, Psychology and Language Sciences

COL – Centre for Open Learning

ECA – Edinburgh College of Art

* - Student Partnership Agreement project

The University of Edinburgh
Senatus Quality Assurance Committee

20 September 2018

Internal Review Themes 2017/18

Executive Summary

The paper identifies areas of good practice and further development arising from teaching/postgraduate programme reviews held in 2017/18, and proposes responsibility for action in response.

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

The paper is relevant to the Committee's responsibility for the quality assurance framework.

Action requested

For discussion and approval of proposals for responsibility for action in response.

How will any action agreed be implemented and communicated?

- Responsibility for action in response will be communicated to those allocated the role.
- College Deans of Quality will be asked to communicate the areas and the outcome of the discussion to relevant College committees.
- Academic Services will communicate the areas and responsibility for action in response to Schools/subject areas which had provision reviewed in 2017/18.
- The areas of good practice will be discussed with the Institute for Academic Development to identify the best ways to share this information further.

Resource / Risk / Compliance

1. Resource implications (including staffing)

There are no additional resource implications associated with this paper at this point.

2. Risk assessment

Failure to respond to areas for further development would constitute an institutional risk.

3. Equality and Diversity

The paper itself does not require an Equality Impact Assessment. The Equality Impact Assessment for internal periodic review processes is published at:

<https://edin.ac/2p3B7WZ>

4. Freedom of information

The paper is open.

Key words

Internal review, TPR, PPR, good practice.

Originator of the paper

Nichola Kett, Academic Policy Manager, Academic Services
Gillian Mackintosh, Academic Policy Officer, Academic Services
12 September 2018

Institution-led review (Teaching/Postgraduate Programme Reviews) – 2017/18

- Biomedical Sciences (Undergraduate and Taught Postgraduate Provision), including a site visit to Zhejiang University International Campus, China
- Education (Undergraduate provision)
- English Literature (Undergraduate provision)
- Medicine (Undergraduate provision)
- Physics and Astronomy (Undergraduate and Taught Postgraduate Provision)
- Social Anthropology (Undergraduate and Taught Postgraduate Provision)
- Sociology & Sustainable Development (Undergraduate provision)
- Chemistry (Postgraduate Research Provision)
- Engineering (Postgraduate Research Provision)
- Molecular, Genetic and Population of Health Sciences (Taught Postgraduate Provision)
- Clinical Sciences (Taught Postgraduate Provision)

Individual review reports are available at: <http://edin.ac/2pRLdck>

Areas of Good Practice

Innovative learning and teaching – in particular developments to enhance teaching practice, including discussion and teaching forums, exemplar sessions and Autonomous Learning Groups. The TPR of Education commended use of Teaching Sabbaticals to enhance teaching practice and the use of the School Undergraduate Studies Committee as a forum for continual improvement. The TPR of Medicine commended the implementation of exemplar clinics which offer students a chance to get a more equitable clinical experience. The team approach taken to developing module materials/module zones on the virtual learning environment, whereby Programme Directors work closely with learning technologists and other members of the teaching staff was commended in the PPR of Molecular, Genetic and Population Health Sciences. The PPR of Chemistry commended the presence of the Principal's Career Development Scholar and other dedicated staff in the lab which has helped to develop many excellent practises.

Listening to and responding to Student Voice – specifically in relation to responsiveness to feedback. The TPR of Physics and Astronomy commended the availability of the Director of Teaching to meet with student representatives on a weekly drop-in basis. The TPR of English Literature commended changes made to ease students' transition into first year as a result of responding to student feedback. The TPR of Medicine commended the consistent use of student feedback to make a range of changes and resulting improvements to courses.

Assessment and feedback – the wide variety of assessment methods and mechanisms used to provide feedback to students. The PPR of Molecular, Genetic and Population Health Sciences commended the work that staff have undertaken to develop their feedback; training, peer learning and the use of pro-forma reports to standardise feedback. The standard feedback sheet that is in use and the 'feed-forward' approach was commended in the TPR of Social Anthropology.

Student support – the diverse ways of supporting students, including pre-programme induction, peer support and alumni engagement. The PPR of Clinical Sciences commended the pre-programme induction week for online distance learning students across most postgraduate taught programmes. The creation and use of the School postgraduate research handbook, which is provided during the induction process, was commended in the PPR of Engineering. The Physics Peer Mentoring Scheme, in which Honours students provide peer advice and support to pre-Honours students, was commended in the TPR of

Physics and Astronomy. The use of alumni in enhancing student experience in the area of student placements and putting theory into practice, for example through mentoring was commended in the TPR of Education.

Academic community – supported through a variety of practices, including academic family and buddy systems, peer assisted learning schemes, as well as school conferences, seminar programmes and newsletters. The 'Buddy System' within the Institute of Energy Systems where new students are allocated a 'Buddy' who is further on in their studies was commended in the PPR of Engineering. The PPR of Chemistry commended the annual Joseph Black Conference upon which all students reflected positively, having found the experience beneficial for their research and professional development. The TPR of Sociology and Sustainable Development commended the use of newsletters, peer assistant learning and academic families in encouraging and growing a cohesive cohort. The annual research conference organised by the MA Physical Education and BA Childhood Practice students was commended in the TPR of Education for creating a sense of academic community.

Supporting and developing academic staff, including postgraduate tutors and demonstrators, and professional staff – particularly in relation to mentoring and peer support. The PPR of Molecular, Genetic and Population Health Sciences commended work being undertaken on supporting supervisors, particularly but not exclusively for early career researchers, which included online training and mentoring. In the PPR of Chemistry, it was recommended that the work of the Principal's Career Development Scholar and School staff in the lab to enhance feedback, marking and peer support practises in laboratory based teaching and demonstrating be systematically rolled-out to all labs. The development opportunities for postgraduate tutors such as training and guidance offered at a number of levels, observation of tutoring, and the gathering of feedback at individual tutor level was commended in the TPR of Social Anthropology. The Biomedical Sciences TPR commended the excellent practice developed by the subject area in training PhD students for teaching on the Mentorship for Career Development scheme. The PPR of Molecular, Genetic and Population Health Sciences commended the ongoing professional development of administrative staff through training and accreditation programmes.

Areas for Further Development

Building academic communities. Recommendations made related to developing academic communities which enable students to engage with research and developing a strategy for community building.

Proposal for responsibility for action in response:

- *This theme was highlighted as positive practice in annual monitoring therefore it is suggested that this is included as a key theme of the University level sharing practice event scheduled for semester 2 2018/19.*
- *Examples of good practice will be collated for Teaching Matters.*

(Academic Services)

Student support. Recommendations related to extending peer mentoring, supporting student transition and clarifying expectations of the Personal Tutor system, including the number of meetings.

Proposal for responsibility for action in response:

- *The University will be undertaking a holistic review of the Personal Tutor system which will link to a wider review of student support.*

Supporting and developing academic staff, including postgraduate tutors and demonstrators. Recommendations focussed around career development, training and support, with a particular reference to training and support to ensure the effective use of virtual learning environments.

Proposal for responsibility for action in response:

The University has established a task group to review the issue of Teaching and Academic Careers, considering how achievements in teaching are rewarded and recognised through the academic lifecycle and how the University can ensure it has appropriate academic development provision in place. Also, the Policy for the recruitment, support and development of tutors and demonstrators for will be evaluated in 2018/19.

(Academic Services)

Space – provision of study and social space for students. Recommendations were made in relation to a lack of dedicated space for postgraduate research students at King's Buildings, pressure on all types of accommodation, and students establishing and maintaining a sense of identity with their school.

Proposal for responsibility for action in response:

- *Professor Tina Harrison to include this area for further development in the report on areas for further development identified from annual monitoring, review and reporting being prepared for University Executive.*

Resourcing and planning. Recommendations related to the resourcing of programmes and courses should student numbers expand, investing in teaching to allow for forward planning, and rewarding and recognising teaching.

Proposal for responsibility for action in response:

- *Professor Tina Harrison to include this area for further development in the report on areas for further development identified from annual monitoring, review and reporting being prepared for University Executive.*

The University of Edinburgh
Senatus Quality Assurance Committee

20 September 2018

Thematic Review 2017-18:

Mature Students and Student Parents and Carers

Executive Summary

The paper contains the final report of the Thematic Review of Support for Mature Students and Student Parents and Carers.

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

The paper is relevant to the University's Strategic Goal of 'provide the highest-quality research-led teaching and learning'.

Action requested

For Approval.

Resource / Risk / Compliance

- 1. Resource implications (including staffing)**
Resource implications were considered as part of the review.
- 2. Risk assessment**
Risks were considered as part of the review.
- 3. Equality and Diversity**
Equality and diversity was an integral part of the review.
- 4. Freedom of information**
Open.

Key words

Thematic Review, Mature, Parent, Carer

Originator of the paper

Brian Connolly, Academic Policy Officer



Thematic Review 2017-18: Mature Students and Student Parents and Carers

Final Report

Executive Summary

The following represents the key findings and recommendations of the review:

Data Collection

- **Key Finding:** Data on student parents and carers is limited.
- **Recommendation:** The University needs a more systematic approach to the collection of data on student parents and carers to provide a baseline understanding of these student cohorts.

Disclosure and Support

- **Key Finding:** Disclosure of caring responsibilities often only happens once there has been an impact on studies.
- **Recommendation:** The University needs a systematic and sensitive disclosure process for student parents and carers with follow-up assessment of needs and appropriate support, advice and guidance.
- **Recommendation:** The University needs a more sympathetic and systematic approach to support with consideration given to a system of reasonable adjustments (covering issues such as extensions and examination arrangements) that are consistent with, but not the same as, those for disabled students.

Flexibility and Understanding

- **Key Finding:** Mature students and student parents and carers often face constraints combining academic demands with career or caring responsibilities that can result in a need for a flexible approach to study.
- **Recommendation:** The University needs to explore options for more flexible part-time provision and embed lecture recording across all academic areas.

Child Friendly Campus

- **Key Finding:** Students with children cite 'child-friendly attitudes' as fundamental to their student experience but do not regard the University as a particularly child-friendly environment.
- **Recommendation:** The University needs to conduct a strategic review of childcare provision, from the provision of child friendly spaces and crèche facilities to nurseries and childcare bursaries.

Report

1. Introduction

- 1.1** Over the past 40 years the UK Higher Education (HE) sector has undergone significant transformation expanding opportunities beyond the 'traditional' student profile of 18 and 19 year old school leavers. This expansion has been driven by government initiatives to cultivate a highly skilled and globally competitive workforce and promote increased social mobility. These initiatives have led to an increase in mature students (defined as students over the age of 21 at the point of entry) and student parents and carers (defined as students who provide unpaid support to family or friends who could not manage without this help) entering higher education with a range of support needs which in some aspects diverge from the provision profile that HE has traditionally been geared towards.
- 1.2** Recent student campaigns¹ have drawn attention to the inconsistent levels of support provided to mature students and student parents and carers across the HE sector. This inconsistency can often make all the difference between students from, these groups completing their education or withdrawing. Therefore the aim of the 2017-18 thematic review was to look at the provision of support for these underserved students (i.e. those that either tend not to use the services provided and/or face barriers to access), identify existing good practice and recommend areas for enhancement.
- 1.3** The review was overseen by a panel convened **Professor Alan Murray**, Assistant Principal Academic Support with membership as follows: **Brian Connolly**, Academic Services (Review Administrator); **Dr Jeremy Crang**, Dean of Students for the College of Arts, Humanities and Social Sciences; **Esther Dominy**, Vice President Welfare, Students' Association (2017-18); **Kai O'Doherty**, Vice President Welfare, Students' Association (2018-19); **Andy Shanks**, Director of Student Wellbeing; **Dr Deborah Shaw**, Senior Tutor, Edinburgh Medical School: Biomedical Sciences; **Jill Stevenson**, Head of Student Support Services, Stirling University (External Member).

2. Methodology

- 2.1** Due to the heterogeneous nature of the student groups involved the methodological approach agreed by the review panel placed more emphasis on qualitative methods than would usually be the case with student consultations at the University. The panel opted for a more agile and in-depth approach utilizing interviews and small focus groups to drill down under the general sector-wide issues in order to get a better understanding of the specific, practical problems faced by students at Edinburgh.
- 2.2** The review panel met for the first time in February 2018 to agree the terms of reference, data and evidence for the review panel wiki, and review timelines. The panel also agreed a general email communication which was circulated to student and staff stakeholders across the University announcing the review and consultation plans.
- 2.3** At the second meeting in March 2018 the review panel invited the three Students' Association representatives for Mature Students, Student Parents, and Student Carers to help identify areas of good practice and issues of concern specific to Edinburgh in the light of feedback they had received in their roles. Utilising this, and recent research from across the sector², the panel agreed common themes and

general questions to use as a starting point for consultations with student focus groups.

- 2.4** Mature students and student parents and carers from across the University were invited to share their experience of support at the University. Focus group sessions were conducted in March 2018 with three sets of students asked about the issues of particular importance to them as well as the themes identified by the panel. The panel also received several responses to a general invitation for comments from the student body that went out via the Students' Associations networks of class reps, newsletter, and social media channels.
- 2.5** It should be noted that the number of student responses to the consultation was relatively low. For example, only seven students attended the focus group sessions, with several others sending apologies for work or caring related reasons. However, it should also be noted that while small, the number of responses were comparable to the number of students that previous periodic and internal review panels would expect to meet during traditional formal review days (drawn from larger cohorts than those subject to this review). The review panel, and in particular the external member, was content that the findings were in line with similar reviews³ and research⁴ across the sector.
- 2.6** This view was reinforced during the subsequent consultation with key staff stakeholders across the University examining issues raised by students. These meetings were essentially formative, helping the review panel to understand the issues from a service delivery perspective and to seek staff suggestions on existing good practice and possible areas for enhancement. In each case staff recognised the themes identified by students and welcomed the opportunity afforded by the review to engage with the issues.
- 2.7** The initial findings of the consultation sessions were presented to the April 2018 meeting of Senate Quality Assurance Committee (SQAC). It was noted that feedback from the consultation provided insight into what was currently working and issues of concern particularly from a mature student perspective. However, concern was noted at the lack of responses from younger parents and carers. Therefore, in order to ensure that these particular cohorts had sufficient opportunity to contribute to the review SQAC agreed to extend the consultation period over the summer to allow a survey of student carers to be conducted. To this end, it was agreed that the review panel would submit its final report to SQAC at the first meeting of the 2018-19 academic session.
- 2.8** A survey was conducted between Tuesday 24 July and Tuesday 7 August 2018 seeking to better understand the needs of student carers at the University. The question set was devised by the Edinburgh University Students' Association representative for Student Carers and approved (with minor amendments) by the University Student Surveys Ethics Committee. The survey was limited to students who had self-identified as a carers on Euclid during 2017-18 and had agreed to be contacted for further information about their support needs. Of the cohort of 298 self-declared student carers, 51 responses were received which represented a 17% response rate.
- 2.9** The panel met for the final time in September 2018 to agree on the key findings and recommendations of the review.

3. Findings

3.1 Data

3.1.1 Statistics

The review panel noted that out of the total student population at the University of Edinburgh, 45% are classed as 'mature' (i.e. 21 or over at the point of entry). This compares with 59% of the total United Kingdom HE student population and 63% of the HE population in Scotland.

Of the mature students at the University, 54% are postgraduate taught students, 29% postgraduate research and 17% undergraduate. Of the mature students at the University, 60% are in full-time study, 21% part-time and 19% online distance learning.

Of the total University student population 7% declared dependents at the point of entry. Of these students with declared dependents 58% were postgraduate taught students, 22% postgraduate research and 20% undergraduate. Of the total student population with declared dependents, 38% were online distance learning students.

The figures for Edinburgh are in line with peer institutions in the Russell Group⁵.

3.1.2 Characteristics

The review panel noted research by the National Union of Students (NUS)⁶ highlighting the diversity of mature students, student parents and student carers in terms of age, gender, ethnicity, previous qualifications, work experience, personal and financial circumstances, family and caring responsibilities, and motivations for study. Some general characteristics were noted:

- The majority of student parents and student carers are also mature students.
- Student parents and student carers are more likely to be women, and due to their caring responsibilities, are more likely to be part-time, attending a local institution and studying for a vocational qualification.
- The majority of part-time students at UK universities are mature students. Part-time study appeals to some mature students because it enables them to balance between academic study, financial commitments and other responsibilities such as paid employment and/or family and caring responsibilities.
- There are more female than male mature students. This reflects historic trends of participation in HE as well as the higher qualification requirements for professions such as teaching, nursing and social work that remain attractive for some women who are looking to change career or return to work following a career break.
- Mature students are more likely to have disabilities. This reflects the fact that students with disabilities tend to face greater barriers to accessing HE and are therefore more likely to go to university as mature students if they participate in higher education.

- Mature students are more likely to be from black and minority ethnic (BME) groups. Once again reflecting the fact that BME students tend to face greater barriers to accessing HE and are therefore more likely to go to university as mature students if they participate in higher education.
- Mature students are more likely to be from more disadvantaged backgrounds. Among students whose backgrounds are known, mature students are less likely to be employed in professional and managerial occupations and more likely to be employed in intermediate, semi-routine and routine occupations, compared to the parents of their younger peers.
- Mature students are less likely to complete their courses. Higher Education Statistics Agency (HESA) performance indicators show that mature students are consistently twice as likely as young students to withdraw between the first and second year of study.
- Mature students may be less likely to obtain 'good' degrees. Variable attainment levels may reflect the diverse qualifications and backgrounds of mature students and the challenges that they may experience along the way. In this context 'distance travelled' may be considered to be a fairer way of measuring outcomes than absolute attainment. However, degree attainment could also be a measure of the success of institutional retention and academic support strategies.

3.1.3 Data Collection

The review panel noted that data on student parents and carers is limited.

Institutions have not been required to collect data on students with caring responsibilities so there is no exact information on how many student parents or carers there are across the UK HE sector. However, the Universities and Colleges Admissions Service (UCAS) is making a move to address this deficit by collecting data on carer applicants via an additional tick box on application forms for carers to self-identify.

The University collects data at the point of entry on dependents based on a 'Yes' or 'No' response. However this data does not include students who are caring for someone other than a child. During the 2017-18 academic session the University invited student carers to self-declare via Euclid with the proviso that they may be contacted. However, there is currently no regular, systematic collection of data on student parents or carers and the data that is collected remains largely unused.

The review panel was in agreement that the University needs a more systematic approach to the collection of data on student parents and carers. This will provide the University with a baseline understanding of these student cohorts. This data should be collected prior to or at the point of entry and the new UCAS data could be utilised as part of this process. However, a student may become a carer (or cease to be a carer) at any time during their studies and so there should also be regular, systematic opportunities for students to self-declare (or change their caring status) during their time at the University.

The review panel **recommends** that the **University** develop and implement a systematic collection of data on student parents and student carers.

3.2 Policy

The review panel noted that mature students and student parents and carers would like the University to be flexible, sensitive, and equitable in its approach to study and support. Students would like support to be proactive rather than predicated on circumstances reaching a crisis point. Student parents and carers were particularly concerned that caring responsibilities should not, in themselves, prevent them from succeeding at University.

The review panel **recommends** that the **University** develop and implement a Student Parent and Student Carer Policy setting clear expectations for when the institution and the individual need to take action.

3.3 Transition and Support

3.3.1 Disclosure

The review panel noted that where, when, and how to disclose caring responsibilities is a key concern for student parents and carers as often disclosure will only happen after there has been an impact on studies.

Students would like a system to be in place to enable parents and carers to disclose their caring responsibilities early, easily and efficiently. The system should make clear to students what information will be shared, and with whom. It should also ensure that disclosure is linked to support systems, so that students who declare that they have caring responsibilities have access to the support they need. Support should be systematic and should ensure that all student parents and carers have equal experiences of support, rather than leaving it up to the understanding of individual members of staff. All staff who deal with students on a regular basis should have an understanding of how institutional policies apply to student parents and carers. Students suggested that specialised staff could liaise students after disclosure to help determine which adjustments may be appropriate to their needs and to help them better manage their study and caring responsibilities. Students also noted that it would be important to explain the benefits of disclosure for the individual student, and the wider student community, in order to maximise disclosures.

The review panel **recommends** that the **University/Service Excellence Programme** develop and implement a systematic and sensitive disclosure process for student parents and carers with follow-up assessment of needs and appropriate support, advice and guidance. This system must be underpinned by a programme of training for academic and professional service staff supporting it, with particular in-depth training for those assessing the needs and recommending support mechanisms.

3.3.2 Adjustments

The review panel noted several examples of student parents and carers denied support.

Students cited examples of not being allowed to sit near the door to access the toilets (or another room) in order to express milk or pregnant students not being allowed to stand up to ease discomfort from sitting or to take an exam in a comfortable chair in an alternative quieter room. In many cases students are often referred to the Student Disability Service but are denied adjustments as their situation does not fall into the category of a disability. Students also noted other examples that should not be considered 'disabled' such as trans students who have had surgery and need

adjustments. The review panel was in agreement that the University needs a more sympathetic and systematic approach to these types of reasonable adjustment that acknowledges the additional burden of students with caring responsibilities. Importantly, a system of adjustments may help students with caring responsibilities avoid reaching a crisis point in their studies and the need for repeat Special Circumstances (SC) applications with all the associated time-consuming and stressful evidence requirements that entails.

Currently it is the individual student's responsibility to inform the University (via their Personal Tutor or Student Support Team) of any issues that may impact upon their studies. Student parents or carers can then submit a SC request if they have an exceptional or non-routine caring responsibility that has affected their ability to complete an assessment. This application process places the onus on the student to include evidence each time in support of their request, which is then referred to by the Boards of Examiners when making decisions. Student parents or carers may need to submit regular SC requests during their time at University. Students noted that this administrative process can place additional stress on parents and carers already coping with additional duties and pressures. Students suggested that a limited range of adjustments that are consistent with, but not the same as, those for disabled students could be put in place for students with caring responsibilities as part of a disclosure and assessment process. It was noted that Moray House School of Education currently has such a system of adjustments in place for its students.

The review panel **recommends** the **Curriculum and Student Progression Committee** consider developing a system of adjustments (covering issues such as extensions and examination arrangements) that are consistent with, but not the same as, those for disabled students.

3.3.3 Induction

The review panel noted that the transition into HE can be challenging for mature students and student parents and carers and it is important that the induction process responds to their specific needs.

Mature students and student parents and carers responding to the consultation felt that they had experienced little by way of induction and what had been provided was not particularly relevant to their needs. Students suggested that dedicated open days and specific online guidance (including appropriate quotes/videos/FAQs) would be very helpful.

The review panel **recommends** that **Student Recruitment and Admissions/Service Excellence Programme** conduct a consultation with mature students and student parents and carers and tailor induction provision according to the findings.

The review panel noted that [Moving On](#) was cited as an excellent induction to undergraduate life for local students with Widening Participation backgrounds. The short orientation course takes place in the week prior to Welcome Week and provides an introduction to the University campus and libraries and the study skills that will be required during the students' first weeks on their chosen degree programme.

The review panel **commends** the **Centre for Open Learning** (and partner areas across the University) on the Moving On short course for local students with Widening Participation backgrounds.

3.3.4 Information

The review panel noted that mature students and student parents and carers are often juggling study with home life, work and dependents. In this context accurate, clear and timely provision of information is vital so that practical arrangements can be planned.

The review panel noted that the central information source for mature students is delivered via the webpages: [Mature Students](#).

Information on support for student parents and carers is delivered via a number sources:

- [Equality and Diversity](#) - webpage includes information on family friendly support for students during their study time with the University.
- The Human Resources - [Health and Wellbeing](#) (related policies and guidance).
- Scholarships and Student Funding - [Students with Children](#) (details on government funding and University Bursaries).
- Edinburgh Global - [Students with Dependents](#) (information for international students including [A Guide to Life in Edinburgh for Dependents](#)).
- Childcare information for postgraduate students - [Childcare](#).
- The [Students' Association](#) provides detailed information for students with children or caring responsibilities.
- [Edinburgh University Young Adult Carers](#) (EUYAC) campaigned for student carers to be given the option to identify themselves on university and further education application forms.

Students regard this information was inaccessible, fragmented and poorly signposted. The review panel noted that much of the information that is needed is available, but concealed behind the University's very corporate and somewhat intimidating Webpage style.

The review panel **recommends** that the **University/Service Excellence Programme** develop central, user-friendly webpage portals for mature students, student parents, and student carers. These pages must provide clear and supportive information on support, representation and facilities including application details and profiles, quotes, videos or case studies, wider local community information (e.g. childcare, finance etc.).

The review panel noted that information for international [Students with Dependents](#) and specific information for those bringing [children](#) is provided via the University website. There is also a [Facebook networking group](#) and an [International Women's Club](#) which is mainly for international female partners of University students (usually international PG level students) or new employees (many of whom have children). Edinburgh Global also produce an [International Arrival Guide](#) with practical guidance for international students and [A Guide to Life in Edinburgh for Dependents](#).

The review panel **commends Edinburgh Global** on the quality, volume and effectiveness of its information and guidance for International Students.

The panel noted that changes to Edinburgh Global which are being considered as part of the [Service Excellence Programme](#) may impact on the level of support provided to international mature students and student parents and carers.

The review panel **recommends** that the **Service Excellence Programme** and any other reviews that impact on Student Support ensure that the continuation of welfare support for international students is considered as part of any changes to the remit of Edinburgh Global.

3.3.5 Careers Guidance

The review panel noted that mature students responding to the consultation felt that the Careers Service was geared to the needs of younger students looking for their first job as opposed to more mature students seeking advice on how to use their degree to advance in their current profession or to make a mid-career change.

The Careers Service noted that it encourages students to use relevant professional bodies and existing training support networks for specialist information and advice where these are well established (e.g. Royal Colleges, medical specialty training bodies, NHS career planning, Scottish Medical Training, specialty and associate specialist tutors). The Careers Service can also offer appointments with career consultants to support mid-career students in identifying strengths, preferences, values and examine and evaluate options whatever their circumstances.

The Assistant Director of the Careers Service cited some examples of working with mature students (including some WP backgrounds):

- Single mother of 2 and carer for own mother. Previous career in retail and then studied access course. Finding HE challenging, repeating 2nd year, trying to gain experience to compete in graduate labour market. Experiencing barriers in trying to gain work experience.
- Mother of 3. Going into final year. Previous career in retail management, care and enterprise. Entry to UoE through access course. Lacks confidence and self-belief. Working to explore ideas and options, build confidence and find accessible ways of developing.
- Final year, single mother of 1. Previously had a professional career in HE. Took time out to gain degree and studied through access course. Trying to break into competitive industries, and our work has been on building confidence and competing in those markets.
- 3rd year, father of 2. Had a successful media business before opting to return to education. We have been working to explore ideas and options. Student is currently weighing up further study, returning to business or taking a new direction.
- 3rd year, father of 2. Has previous third sector experience, but wanted to gain professional paid internships and work experience offered by UoE. We worked on applications, interviews, presenting his experience.

The Assistant Director of the Careers Service also noted an example of a successful career-changer who moved from a career at Reuters into law. After successfully securing a new position they contacted the Assistant Director to express their gratitude:

"Thanks so much for your help - all the techniques and tips you gave to me really helped. If you or the University ever need anyone to sing the praises of the Careers Service and you in particular please let me know - I'd be very glad to help".

The review panel **commends** the **Careers Service** on the advice, guidance and support for mature students and students with caring responsibilities. The Careers Service is encouraged to ensure that the specific needs of mature students considering a career change are also included in its support provision, including the positive impact of Alumni Mentors who have experience of this type of career transition.

3.4 Learning and Teaching

3.4.1 Flexibility

The review panel noted that mature students and student parents and carers tend to study under significantly different contexts compared to their more traditional entry 18-19 year old peers. The constraints faced by these students while combining academic demands with career or caring responsibilities can result in a greater need for a more flexible approach to study. Part-time study appeals to some mature students because it enables them to balance between academic study, financial commitments and other responsibilities such as paid employment and/or family and caring responsibilities. Students noted that there is relatively little part-time study options or opportunities at the University.

The review panel **recommends** that the **University/Senate Learning and Teaching Committee** explore the options for growing part-time provision to provide more flexible study options for mature students and student parents and carers. This would benefit many other groups of students, including those from Widening Participation backgrounds.

3.4.2 Online Lecture Recording

The review panel noted that mature students and student parents and carers valued the flexibility provided by online lecture recordings. Students suggested that more widespread use of lecture recording would provide an additional element of support if and when work or caring commitments prevented attendance (or in the case of international students, to help when language was a barrier).

The review panel **recommends** that the **University** embed lecture recording fully across all academic areas, with an opt-out policy to maximise the availability of lectures to mature students and student parents and carers. This would benefit many other groups of students, including those from Widening Participation backgrounds and international students.

3.4.3 Timetabling

The review panel noted that mature students feel that classes, lectures or extra-curricular events seem to be organised and orientated to the needs of unencumbered 18-19 year olds living on or near campus. Students with work or caring responsibilities find early (due to the school run) or late (due to the school run or work commitments) or Friday afternoon (due to the Edinburgh school half day) compulsory/core course starts problematic. Students also noted that advanced and prompt issuing of timetabling information is vital for those with childcare responsibilities or work commitments. Students noted that this doesn't always happened in practice.

The review panel noted that Timetabling and Examination Services work with schools to ensure that all core curriculum requirements are accommodated within the constraints of wide curriculum choice and the need for increasing estate efficiency. The timetabling team has complex modelling software and expertise to support schools to ensure the experience of all their students is as equitable as possible. Schools are also encouraged to proactively engage with the timetabling team.

The review panel also noted that the move to personalised timetables via Office 365 had enabled advanced and prompt issuing of timetabling information. The new system was not completely comprehensive (some areas of the College of Science and Engineering and the College of Medicine and Veterinary Medicine were yet to make the switch) however where the facility was available students were able to receive swift notification of any timetable changes.

3.4.4 Examinations

The review panel noted that student parents struggle with exams on Saturdays due to lack of regular weekday childcare provision. The Head of Timetabling and Examination Services confirmed that weekend exams were being used only as a last resort in response to the constraints on space due to the current phase of estate development and therefore this was not a permanent arrangement.

3.4.5 Retention and Outcomes

The review panel noted that research⁷ indicates that mature students and student parents and carers are less likely to achieve good honours degrees and are also less likely to complete their degree courses than younger students.

Whilst it seems reasonable to assume that this reflects the cumulative array of challenges that these students may face (particularly financial and the struggle to balance study with other commitments), there may also be scope for improvement in the extent to which the University monitors and supports these students via the analysis of retention and outcome data. The review panel was in agreement that it would be important to understand this data in terms of the 'distance travelled' by these students (for example, some students completing the course is the major achievement, others will not be satisfied without a 'good degree'). It would also provide a greater understanding of the 'value added' by the University and the extent to which the student needs have been supported by the University. The data could be monitored at an institutional level, weighted by qualifications on entry, to determine if the differential is actually evidence of systematic disadvantage or whether pre-existing disadvantage is exacerbated or mitigated whilst at Edinburgh. It would also be important to monitor the reasons why mature students and student parents and carers decide to withdraw.

The review panel **recommends** that **Senate Quality Assurance Committee** implement systematic monitoring of retention and degree outcome data by age and caring responsibility and, if appropriate, develop interventions where there are clear and consistent patterns of divergence between 'traditional' students and mature students, student parents, student carers.

3.5 Children

The review panel noted that students with children cited 'child-friendly attitudes' as fundamental to their student experience.

3.5.1 Child Friendly Campus

The review panel noted a general perception that the University was not particularly child friendly, with a very limited number child friendly spaces, baby changing or bottle-feeding facilities across the estate.

Students with children regard the **Policy for Child Access to the Main Library** as a particularly unwelcoming and inequitable barrier. Students raised questions as to why an additional policy for children was required as opposed to simply requiring students with children to adhere to the same standard of non-disruptive behaviour as all other library users.

The Director of Library and University Collections noted that the Library had previously identified the policy as in need of revision and was currently undertaking a review. The policy was devised with a mind to the underlying Health and Safety issues related to public access of library facilities (which include hazards such as a large array of electronic equipment, large and movable book stacks, and open plan stairwells) and minimising risk (particularly in regard to the additional duty of care responsibilities for children on campus). In this context it was also noted that there may be the additional requirement for a Personal Escape and Evacuation Plan (PEEP). It was also noted that the numbers of student parent and carer users were relatively small and that the wider student community continued to place a high value on the quiet and studious environment provided by the Library. The Library was currently benchmarking with other institutions (such as Glasgow and Stirling) to understand how they approach this issue.

The Director of Library and University Collections also noted that the Library service was currently restricted by the lack of space in the Main Library building. The impending Main Library development project (which may include an extension of space at ground level) would provide an opportunity to take a more strategic and comprehensive approach to the issue. The Library is liaising with the Students' Association to understand how facilities in the Library could be improved for students with caring responsibilities. It was noted that the Library has struggled to find ways to engage and consult with student parents and carers particularly due to the lack of data in relation to these student cohorts. However, it was noted that Library had recently given students access to a new breastmilk fridge.

The review panel **commends** the **Main Library** for providing students with access to a breastmilk fridge and encourages similar facilities to be made available to students in each library across the University estate.

The panel noted that the Library would welcome a definitive statement from the University specifically in regard to child access requirements but also more generally in relation to child friendly campus aspirations. The review panel noted a lack of University information or guidance on how service areas within the institution should approach these matters.

3.5.2 Crèche Facilities

The review panel noted that students tend to have a lot of last minute or short-period childcare requirements (usually just a couple of hours) which could be accommodated by the provision of crèche facilities. However, the University has no crèche facilities and provision across Edinburgh is extremely limited with only a hand full of facilities mainly based in Schools and Sports Centres.

Students cited the public crèche at the Scottish Parliament as an example of good practice. The crèche is considered to be an important part of creating an open and accessible Parliament. The crèche is free to the public and provides care for children aged 6 weeks to 5 years. It is open from 8am to 6pm, Monday to Friday and can be used for up to 4 hours at a time. It can be pre-booked or used on a drop-in basis (subject to availability). A Child Entry Form must be fully completed prior to a child being admitted to ensure that staff have all the relevant information to enable children to be cared for appropriately. Parents/carers must sign their child into the crèche to provide a signature for comparison when the child is being collected at the end of the session. Parents/carers are required to be contactable while their child is in attendance at the crèche and must collect their child at an allotted time. The crèche is run for the Parliament by Tinies UK Ltd. The cost of the Crèche is £4 per/hour or part hour but visitors to the Parliament may use the Crèche free of charge.

Students suggested that the University explore the viability of crèche provision with consideration given to the following: a subsidised scheme students; facilities open to the broader community if demand was insufficient to cross-subsidise the student and staff prices; co-locating facilities with a business or social enterprise or a nursery (in the Central Area, preferably) or as a stand-alone model.

3.5.3 Nursery Provision

The review panel noted that students with children reported facing a number of difficulties accessing childcare which was suitable for their needs. Student parents reported that they frequently use family or friends for childcare in order to attend University and have been late for, or have had to miss, lectures or classes because of problems with childcare or child sickness. The national shortage of childcare places, high costs, and the flexibility required by most student parents combine to ensure that student parents are disadvantaged from the offset.

The University's childcare provision is centred on the Arcadia Nursery based on at the University's King's Buildings campus. The nursery is a state of the art facility which welcomes children from the surrounding neighbourhood as well as staff and students. A new Arcadia Nursery at the Easter Bush Campus was due to open in August 2018. This new facility would enable the Royal (Dick) School of Veterinary Studies and the Roslin Institute to meet the childcare elements of their Gold Athena SWAN action plan.

The Director of Accommodation noted that the facilities were fully owned by the University and were therefore expensive to maintain. However, the Director noted that the nursery's childcare charges were in line with other local private providers. He also noted that, from a service provider perspective, the irregular hours (often subject

to last minute changes) required by students were very difficult to accommodate. To ensure facilities are run efficiently, without drawing on resources that could be used on other aspects of the student experience, the Nursery was open to the wider public. Most users were drawn from the local neighbourhood and tended to be able to commit to regular and numerous hours. The Director also suggested that childcare users tend to want to use provision close to where they live and not necessarily where they work or study.

Students regard the University's nursery provision as expensive and geared to the needs of full-time staff with little or no flexibility when timetables change or in relation to the needs of students.

Students cited the University of Glasgow as an example of good practice. Glasgow's nursery is intended for matriculated students and staff members of the University with a current contract of employment. Because of the competition for places a Childcare Committee (which is made up of 5 members: a Senate representative (Chair), a representative from Human Resources, an early years researcher, a union nominee, and the sitting Vice President, Student Support) operates a priority rating system for all applications in order to facilitate placements. Priority is given to applicants whose circumstances make it extremely difficult for them to return to or take up work or study at the University without a nursery place for their child. The specific criteria used in the priority rating system include:

- single parenthood;
- both parents being staff and / or students at the University;
- having a sibling already in place at the Nursery;
- lack of a support network;
- applicants returning to work or study after a period of leave e.g. paternity, maternity, adoptive leave etc.

Fees subsidies can be applied for by students and staff members of the University, and relative to total family income, the University may help with a proportion of the fee. The nursery is run by a professional childcare organisation (Childcare Scotland Ltd) on behalf of the University.

Students also cited the University of St Andrews' nursery provision (managed by Roseangle House Nursery on behalf of the University) which aims to provide childcare places to all staff and students but will prioritise places to parents who fall into the following criteria:

- Parents or children with a disability;
- Lone parents;
- Student parents.

Thereafter, all other applicants (including external applicants) are offered places when available but students and staff receive 10% discount off fees. The Universities of Aberdeen and Dundee have similar nursery provision, primarily for students and staff, with priority criteria and student and staff discounts.

The review panel noted that the location of the University's nursery provision had been dictated by the availability of a sufficiently large plot of land (in the case of King's Buildings) or local backing and opportunity (in the case of Easter Bush). No benchmarking of provision in peer institutions had been undertaken and nor had students or staff been consulted to determine needs or demand. Accommodation

Services have no plans to develop nursery provision at either the Central Area or Little France campus.

3.5.4 Childcare Funding

The review panel noted student uncertainty and stress caused by childcare funding arrangements.

Students perceive the childcare funding process as overly bureaucratic, with numerous forms and evidence required before decisions are made. Students must already have a place and be self-funding before they can apply for financial help with costs. At the start of the academic year students must have received their initial Student Awards Agency for Scotland (SAAS) payment before they can apply for further support from the childcare fund and/or the lone parent childcare grant. Even if their SAAS funding is prompt, the childcare fund applications can take up to 15 working days to process which can result in a delay between taking up a childcare place and receiving the funding to maintain it. This can be particularly stressful if they do not get the funding (and it is by no means guaranteed) and cannot afford to keep it. Furthermore, students in receipt of housing benefit face uncertainty as this fluctuates in proportion to the amount of student funding they receive. Keeping up to date with this can be difficult as it usually falls at exam time. If they apply for discretionary funding over the summer whilst they are not getting student funding, this can also have an impact on housing benefit.

The review panel noted that fully funded childcare bursaries had recently been discontinued.

- 3.5.5** The review panel **recommends** that the **University** conduct a strategic review of childcare provision, from the provision of child friendly spaces and crèche facilities to nurseries and childcare bursaries. The review must include benchmarking with peer institutions and consultation with students and staff in order to understand fully the needs of students and staff and to provide an evidence base for strategic decision making regarding the allocation of resources. The panel suggests that the Director of Student Wellbeing would be the ideal person to “own” such a review, taking inputs from students, staff, Schools and relevant Professional Service Groups (e.g. Estates and Accommodation Services).

3.6 Social

The review panel noted that some students felt that there was a lack of a lack of events or fora for mature students and student parents and carers to meet and socialise with students with similar needs or backgrounds.

The review panel noted that the students who had responded to the consultation were enjoying the opportunity to study and had not made the decision to attend University primarily for the social life. However, some students noted a lack of opportunities to meet and socialise with students with similar needs or backgrounds. Mature students emphasised that their social needs tended to be different from those of their younger or unencumbered peers and that this didn't seem to be catered for at the University. It was noted that students, particularly international students, tend to rely on informal

peer support networks but that the opportunity to pair up with more experienced peers at the University would help with both the induction process and socialisation. Students would like more dedicated spaces (either physical or virtual) where they can casually meet other students with a similar backgrounds and better signposting or information on current activities and spaces available which can be booked or utilised. Students would like opportunities for social engagement which are rooted in local accommodation or driven by academic activities as these were perceived by students as more likely to be embraced and flourish than University wide networks or associations with nebulous ambitions. Student parents also suggested that University organised playgroups would be a great way for student parents to meet each other.

The review panel **recommends** that the **University** explore the need to support the development of online or in-person social networks for mature students and student parents and carers, recognising the lack of time they have to establish these on their own.

3.7 Student Carers

The review panel noted the particular challenges faced by student carers as identified by the student carer survey, the consultation with the Student Carer Representative and as highlighted in research by the Carers Trust. The review panel also noted the work being done to improve support for care-experienced students (students who have spent time in local authority care) at the University, as well as the proposal that the Implementation Group being established to oversee support for care-experienced students should also include estranged students and student carers.

The review panel **recommends** that oversight of support for student carers should be integrated into the remit of the Implementation Group overseeing support for care-experienced and estranged students, chaired by the **Director of Student Wellbeing**.

The review panel was also noted that the lack of [Changing Places](#) facilities across the University estate which both impedes disabled students who might need it but also any student carer needing to bring those they care for to campus.

The review panel **recommends** that the **University** consider the provision of Changing Places facilities across the estate.

4. Conclusion

The review panel noted that the University is seeking to expand its intake beyond the 'traditional' student profile as part of the new Widening Participation Strategy. The review panel was in agreement that the University has a duty of care to recognise the range of support needs of these new student cohorts, including mature students and student parents and carers. In some aspects, these support needs may diverge from the provision of support that the University has traditionally been geared towards. Whilst this may necessitate an institutional conversation as to the University's strategic approach, the review panel was in agreement that the University has a duty of care to support all of its students and provide them with an equal opportunity to succeed in their studies.

List of Commendations

Paragraph Reference	Commendations
3.3.3	The review panel commends the Centre for Open Learning (and partner areas across the University) on the Moving On short course for local students with Widening Participation backgrounds.
3.3.4	The review panel commends Edinburgh Global on the quality, volume and effectiveness of its information and guidance for International Students.
3.3.5	The review panel commends the Careers Service on the advice, guidance and support for mature students and students with caring responsibilities.
3.5.1	The review panel commends the Main Library for providing students with access to a breastmilk fridge and encourages similar facilities to be made available to students in each library across the University estate.

List of Recommendations

Paragraph Reference	Recommendation	Responsibility
3.1.3	The review panel recommends that the University develop and implement a systematic collection of data on student parents and student carers.	University
3.2	The review panel recommends that the University develop and implement a Student Parent and Student Carer Policy setting clear expectations for when the institution and the individual need to take action.	University
3.3.1	The review panel recommends that the University/Service Excellence Programme develop and implement a systematic and sensitive disclosure process for student parents and carers with follow-up assessment of needs and appropriate support, advice and guidance. This system must be underpinned by a programme of training for academic and professional service staff supporting it, with particular in-depth training for those assessing the needs and recommending support mechanisms.	University/Service Excellence Programme
3.3.2	The review panel recommends the Curriculum and Student Progression Committee consider developing a system of adjustments (covering issues such as extensions and examination arrangements) that are consistent with, but not the same as, those for disabled students.	Curriculum and Student Progression Committee

3.3.3	The review panel recommends that Student Recruitment and Admissions/Service Excellence Programme conduct a consultation with mature students and student parents and carers and tailor induction provision according to the findings.	Student Recruitment and Admissions/Service Excellence Programme
3.3.4	The review panel recommends that the University develop central, user-friendly webpage portals for mature students, student parents, and student carers. These pages must provide clear and supportive information on support, representation and facilities including application details and profiles, quotes, videos or case studies, wider local community information (e.g. childcare, finance etc.).	University
3.4.1	The review panel recommends that Senate Learning and Teaching Committee explore the options for growing part-time provision to provide more flexible study options for mature students and student parents and carers. This would benefit many other groups of students, including those from Widening Participation backgrounds.	Senate Learning and Teaching Committee
3.4.2	The review panel recommends that Senate Learning and Teaching Committee embed lecture recording fully across all academic areas, with an opt-out policy to maximise the availability of lectures to mature students and student parents and carers. This would benefit many other groups of students, including those from Widening Participation backgrounds and international students.	Senate Learning and Teaching Committee
3.4.5	The review panel recommends that Senate Quality Assurance Committee implement systematic monitoring of retention and degree outcome data by age and caring responsibility and, if appropriate, develop interventions where there are clear and consistent patterns of divergence between ‘traditional’ students and mature students, student parents, student carers.	Senate Quality Assurance Committee
3.5.5	The review panel recommends that the University conduct a strategic review of childcare provision, from the provision of child friendly spaces and crèche facilities to nurseries and childcare bursaries. The review must include benchmarking with peer institutions and consultation with students and staff in order to understand fully the needs of students and staff and to provide an evidence base for strategic decision making regarding the allocation of resources. The panel suggests that the Director of Student Wellbeing would be the ideal person to “own” such a review, taking inputs from students, staff, Schools and relevant Professional Service Groups (e.g. Estates and Accommodation Services).	University
3.6	The review panel recommends that the University explore the need to support the development of online or	University

	in-person social networks for mature students and student parents and carers, recognising the lack of time they have to establish these on their own.	
3.7	The review panel recommends that oversight of support for student carers should be integrated into the remit of the Implementation Group overseeing support for care-experienced and estranged students, chaired by the Director of Student Wellbeing .	Director of Student Wellbeing
3.7	The review panel recommends that the University consider the provision of Changing Places facilities across the estate.	University

Endnotes

¹ National Union of Students (NUS) & MillionPlus, *Never to Late too Learn* (2012); NUS, *Meet the Parents* (2009); NUS, *Learning with Care* (2013).

² National Union of Students (NUS) & MillionPlus, *Never to Late too Learn* (2012); MillionPlus, *Forgotten Learners: building a system that works for mature students* (2018); NUS, *Meet the Parents* (2009); NUS, *Learning with Care* (2013); UK Universities, *The Power of Part Time: Review of Part Time and Mature Higher Education* (2013).

³ University of Bristol, *A report into mature students' experiences of support at the University of Bristol* (2014), University of Surrey, *Understanding the support needs of mature students* (2011).

⁴ National Union of Students (NUS) & MillionPlus, *Never to Late too Learn* (2012); MillionPlus, *Forgotten Learners: building a system that works for mature students* (2018); NUS, *Meet the Parents* (2009); NUS, *Learning with Care* (2013); UK Universities, *The Power of Part Time: Review of Part Time and Mature Higher Education* (2013).

⁵ National Union of Students (NUS) & MillionPlus, *Never to Late too Learn* (2012).

⁶ National Union of Students (NUS) & MillionPlus, *Never to Late too Learn* (2012); NUS, *Meet the Parents* (2009); NUS, *Learning with Care* (2013).

⁷ National Union of Students (NUS) & MillionPlus, *Never to Late too Learn* (2012); NUS, *Meet the Parents* (2009); NUS, *Learning with Care* (2013).

The University of Edinburgh
Senatus Quality Assurance Committee

20 September 2018

Senate Committee input into 2019-22 Planning Round

Executive Summary

The paper summarises out how the planning round for 2019-22 will operate, and how the Senate Committees will be able to input into it. The paper also seeks the Committees' views on some initial thoughts on priorities for the student experience, learning and teaching, which we are asking Schools, Colleges and support groups to engage with during the planning round.

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

Aligns with the University's strategic objective of Leadership in Learning.

Action requested

The Committee is invited to discuss some initial thoughts on priorities for student experience, learning and teaching for the planning round.

How will any action agreed be implemented and communicated?

Section 1 explains the arrangements.

Resource / Risk / Compliance

1. Resource implications (including staffing)

Yes. The paper will assist the University to use its resources strategically.

2. Risk assessment

No. Since the paper aims to generate ideas rather than to recommend a specific course of action, it is not necessary to undertake a risk analysis.

3. Equality and Diversity

No. Since the paper aims to generate ideas rather than to recommend a specific course of action, it is not necessary to undertake an equality and diversity assessment.

4. Freedom of information

For inclusion in open business

Tom Ward, Director of Academic Services, 11 September 2018

Senate Committee input into 2019-22 Planning Round

1 Overview of 2019-22 planning cycle

- In August / September 2018, the Senate Quality Assurance Committee (QAC) identified key strategic themes in Schools' annual quality reports and in Teaching Programme Reviews (TPRs) and Postgraduate Programme Reviews (PPRs) held in 2017-18;
- At their meetings in September 2018, the Senate Committees will have an initial opportunity to identify student experience, learning and teaching issues that Schools / Colleges / support groups should take account of in the planning round;
- In autumn 2018 (exact timelines to be determined by University Executive), Governance and Strategic Planning will circulate to Schools / Colleges / support groups an initial indication of the strategic planning round priorities;
- At their meetings in November 2018, the Senate Committees will have a full discussion of issues that should be taken account of in the planning round, including identifying:
 - Strategic priorities for student experience, learning and teaching with significant resource implications that Schools / Colleges and support groups should take account of in their plans;
 - Changes that the Committee has initiated or plans to initiate which would require support groups, Colleges or Schools to allocate significant additional resources;
 - Changes in the external environment (eg regulatory changes) which would result in significant additional work for the University; and
 - Major institutional projects that the Committee would like to make a case for, which would require significant support from support services which could not be accommodated within existing resources.
- In late 2018 / early 2019 (exact timelines to be determined by University Executive), Governance and Strategic Planning will publish the detailed planning guidance.
- In Semester Two, the Committees will undertake a broader discussion of their priorities for the coming session – and will submit their plans to the 29 May 2019 Senate meeting for approval.

2 Reference points for identifying student experience, learning and teaching issues for the 2019-22 planning round

Key reference points when identifying issues for the planning round include:

- The results of the 2018 National Student Survey and Postgraduate Taught Experience Survey and the 2017 Postgraduate Research Experience Survey
- The most recent Career Destination data (relating to 2016-17 graduates)
- The University's Learning and Teaching Strategy:
www.ed.ac.uk/files/atoms/files/learning_teaching_strategy.pdf
- The strategic themes identified in Schools' quality reports, and in TPRs and PPRs held in 2017-18 (see Annex)
- The student experience action plan under development by the Principal's Direct Reports Group for agreement by the University Executive

3 Initial thoughts on priorities for student experience, learning and teaching that Colleges, Schools and support groups should engage with during the planning round

Taking account of these reference points, and initial discussions at the Principal's Direct Reports Group, the Senior Vice-Principal has suggested the following as an initial statement of priorities for student experience, learning and teaching. The expectation is that these will be addressed explicitly in College Plans (and that Colleges will in turn require them to be addressed in the School-Level planning discussions that inform College Plans) and in Support Group Plans (and similarly in internal Support Group planning discussions).

- Enhancing the sense of shared community linking academic staff and students, and developing more effective ways of listening and responding to students' views;
- Keeping a tight focus on improving the timeliness and quality of feedback on assessment in the light of disappointing National Student Survey results;
- Recognising and rewarding excellence in teaching and learning and ensuring that all teaching staff have meaningful conversations about teaching and other student experience themes in their annual reviews, while engaging with consultation regarding the Principles that should underpin the University's future approach to these issues;
- Ensuring all Schools recruit, support and develop their tutors and demonstrators in line with the University's Policy;

- Respond to insights from the University's first staff survey regarding the staff experience in relation to student experience, learning and teaching.

4 For discussion

The Committee is **invited to discuss** these initial ideas for priorities for student experience, learning and teaching, and to suggest any other priorities to take into account in the planning round. The Committee will then have a more substantive opportunity to input into the planning round in November 2018.

5 Process for seeking resources for major developments

If the Senate Committees identify any major developments with implications for the Colleges or support groups, the Senior Vice-Principal will invite the relevant College or support group to consider including a bid for this in their planning round submissions.

Annex: Key themes identified in Schools' quality reports, and in TPRs and PPRs held in 2017-18

Student support

Recommendations from teaching/postgraduate programme reviews (T/PPRs) identified the need to build academic communities, extend peer mentoring, support student transition and clarify expectations of the Personal Tutor system. Student feedback on satisfaction with the Personal Tutor system has dropped across a large number of Schools. In response, Schools are carefully considering the reasons for this and have planned actions. However, no strong sense of why satisfaction has dropped has been identified and a need to think more fundamentally about the Personal Tutor system is recognised.

Learning and teaching accommodation

Schools are continuing to identify challenges with accessing suitable learning and teaching accommodation. Comments in School annual quality reports primarily related the lack of availability of large lecture theatres and classrooms to accommodate growing student cohorts. T/PPR recommendations primarily related to the provision of study and social space for students, noting the importance of students establishing and maintaining a sense of identity with their School.

Pressure on staff time/resourcing

As student numbers increase, staff identified challenges with, for example, effectively delivering the Personal Tutor system, providing quality feedback to students on assessments within the required timescales, and providing effective supervision for dissertations. Recommendations from T/PPRs related to the resourcing of programmes and courses should student numbers expand, investing in teaching to allow for forward planning, and rewarding and recognising teaching.

Supporting and developing academic staff, including postgraduate tutors and demonstrators.

T/PPR recommendations focussed around career development, training and support, with a particular reference to training and support to ensure the effective use of virtual learning environments.

The University of Edinburgh
Senatus Quality Assurance Committee

20 September 2018

Annual Review of effectiveness of Senate Committees

Executive Summary

As part of the annual review of the Senate Committees, members of the four Senate Committees were asked to complete a questionnaire over the summer 2018. The questionnaire sought to gauge the effectiveness of the composition, support, engagement and impact of the Senate Committees. The results of the questionnaire are summarised in the attached paper, along with some suggestions for addressing some specific issues.

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

This paper aligns with the University strategic objective of leadership in learning.

Action requested

The Committee is invited to discuss the outcome of the questionnaire and consider whether it wishes to recommend any changes to its operation.

How will any action agreed be implemented and communicated?

The summary of the annual review will feed in to the externally-facilitated review of Senate and its committees conducted in 2018/19.

The report from the externally-facilitated review will be communicated to the Senate Committees in early 2019/20.

Resource / Risk / Compliance

1. Resource implications (including staffing)

If the Committee wishes to identify any changes to its operation as a result of the questionnaire, Academic Services will review the resource implications of implementing them.

2. Risk assessment

The paper will assist the University in ensuring that its academic governance arrangements are effective and will enable the University to manage a range of risks associated with its academic provision.

3. Equality and Diversity

The results of the questionnaire highlighted the need for equality and diversity of the committee membership to be addressed. This issue should be considered by the Committee when considering action to take after discussing the results.

4. Freedom of information

Open

SQAC: 20.09.18
H/02/28/02

SQAC 18/19 1H

Key words

Governance, committees

Originator of the paper

Tom Ward, Director of Academic Services
Theresa Sheppard, Academic Policy Officer
September 2018

Annual review of effectiveness of Senate Committees

1. Background

The 2017 version of the Scottish Code of Good Higher Education Governance states that institutions are expected to review the effectiveness of their Senate and its committees annually and to hold an externally-facilitated review every five years:

“49. The governing body is expected to review its own effectiveness each year and to undertake an externally facilitated evaluation of its own effectiveness and that of its committees, including size and composition of membership, at least every five years. As part of these processes or separately, the effectiveness of the academic board (also known as Senate, Senatus Academicus or academic council) is expected to be reviewed similarly. These reviews should be reported upon appropriately within the Institution and outside. Externally facilitated reviews should be held following any period of exceptional change or upheaval (allowing suitable time to see the effects of changes made), the usual timetable for externally facilitated review being brought forward if necessary in these circumstances.”

In line with the requirements of the Code, Academic Services conducted an annual review of Senate and its committees over the summer 2018.

An email was sent to all sent to all Senate Committee members which included a link to an online questionnaire. The questionnaire invited participants to indicate their opinion of the effectiveness of the composition, support, engagement and impact of the Senate Committees. 25 committee members responded in total (around 45 per cent of the overall membership).

The Committee is invited to discuss the findings of the questionnaire and to consider whether to recommend any changes in practice, taking account of the suggestions set out below.

The University is planning to undertake an externally-facilitated review of Senate and its committees during 2018-19 and the results of the questionnaire, including follow-up discussion by committees, will be submitted to the external facilitator as part of the review documentation. While it was originally planned for the results of this questionnaire to be submitted to Senate in October, it is now recommended that they be considered by Senate members at a later stage within the context of the report on the externally-facilitated review.

2. Key issues

Senate Committee members were asked to indicate their level of support for a series of statements about the operation of the committees, and these statements were grouped together by a common theme. The responses of committee members to these statements are summarised in Section 3.

Free text boxes gave committee members the opportunity to comment in detail about the issues and to make suggestions. The main themes to emerge from these comments are summarised in Section 4.

Overall, the results of the questionnaire showed patterns emerging which were broadly consistent for all four committees, which is why the results are summarised as a group, rather than having been divided up by committee (which would involve attempting to analyse very small data).

The questionnaire included a set of demographic questions which were analysed in relation to the responses; the sample was too small to draw any meaningful conclusions, however.

Overall, the results of the questionnaire indicated that members were satisfied with a range of aspects relating to the operation of their committee.

While the key themes are set out in detail below, the Committee is invited to discuss the following principal issues to emerge from the results:

a) Place of the Committees within the overall governance of the University

Several committee members indicated that they were unsure of how their committee's remit related to governance structures in Schools and Colleges, with a request for clarity around the links between the committee structures (see Section 4.1).

This issue will be highlighted at the externally-facilitated review of Senate in Semester 1, which will examine the place of Senate and its Committees within the University's overall governance structure. Furthermore, Colleges could be asked to demonstrate how their committee structures link to the Senate Committees.

b) The need for Committees to manage implementation of decisions and evaluate their impact

Comments suggested that it was challenging for committees to manage the implementation of decisions and evaluate their impact, particularly given the size and structure of the University (see Section 4.2). Suggestions for improvement in this area included better communication with Heads of Schools, and fewer items on the University-wide agenda, which would allow committees to focus in depth on specific issues.

All Task Group reports and proposals for Senate Committees are obliged to include an implementation plan, which is a component of the standard cover sheet for committee papers. In addition, the Committees do routinely evaluate the impact of significant changes. However, implementation planning and evaluation could be strengthened, and Academic Services will emphasise the importance of this to Task Groups for the forthcoming year.

c) Volume of papers and agenda items

Several respondents observed that there was a high volume of papers to read for the committee meetings, which was a barrier to meaningful participation (see Section 4.3); comments in this regard related in particular to Curriculum and Student Progression Committee (CSPC).

The nature of some types of committee business can in some circumstances necessitate long and detailed papers, and the nature of CSPC's work can lead to particularly long Committee documentation. While the guidance for committee members on producing papers emphasises the importance of succinct papers, Academic Services will continue to emphasise the importance of this when engaging with authors of papers.

d) Induction of new members

Some responses highlighted the need for inductions for new members, which would inform them of their responsibilities (see Section 4.4).

Members of the four committees are offered an induction on an annual basis, and the members' handbook is also made available. Further suggestions for effective ways of informing members of their responsibilities are welcomed.

e) Equality and Diversity issues

Responses indicated that, while members felt that committee membership was as diverse as it could be given the need to include specific roles and expertise on the Committee, more could be done to ensure diversity in membership (see Section 4.6).

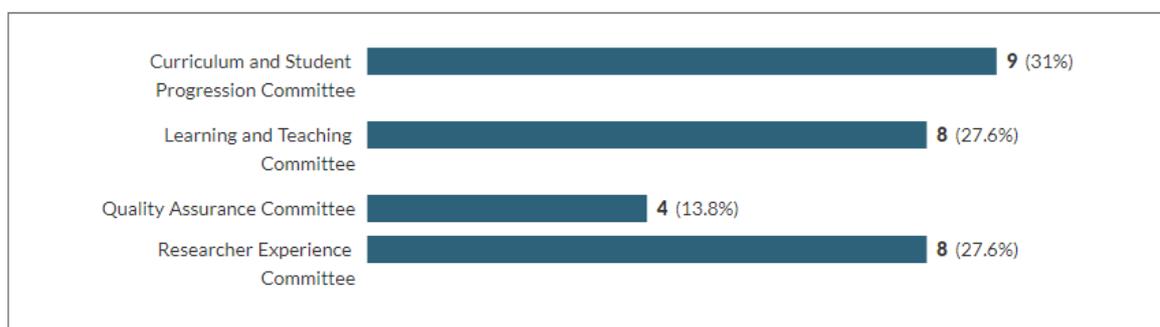
The composition of the Senate Committees is largely determined according to defined role-holders (e.g. defined Assistant or Vice-Principals, Director of a defined support service or delegate) or as representative of a particular stakeholder (e.g. a College or the Students' Association). The membership of these committees is therefore largely a consequence of decisions made elsewhere to appoint individuals to particular roles.

In practice, in recent years all the Committees have had a gender balance broadly in line with the relevant population (when the inevitable volatility associated with small populations is taken into account). It is less clear whether the committee membership is representative in terms, for example, of ethnicity or disability, since Academic Services does not hold data on these characteristics of its committee members. The Committee may wish to consider whether Academic Services should collect this information in the future. While it is useful to understand the diversity of the committee member population, there would be limited actions open to us on the basis of this information, in view of numbers of ex officio members on committees. The need for a diverse range of demographics could be taken into consideration when appointing co-opted members, however.

3. Summary of quantitative responses

The following shows the response levels by committee:

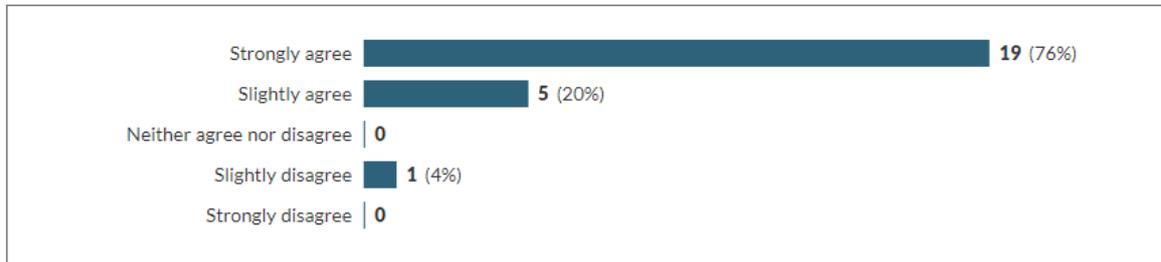
1 Please indicate the Senate Committee(s) of which you are a member



Remit and Governance

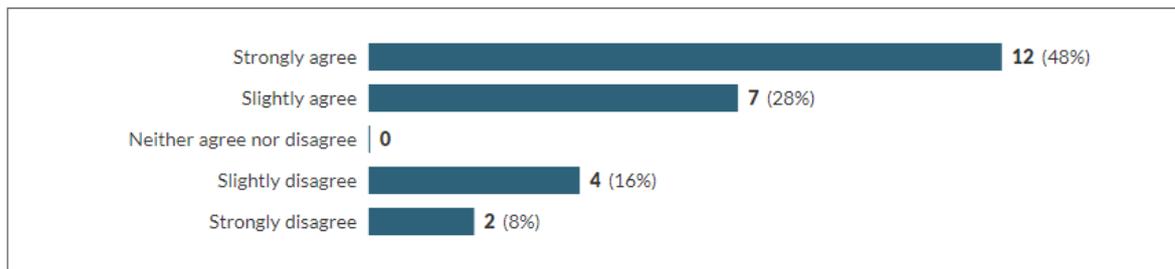
The majority of respondents (96 per cent) indicated that they were clear about their committee's remit.

2.1 I am clear about the Committee's remit

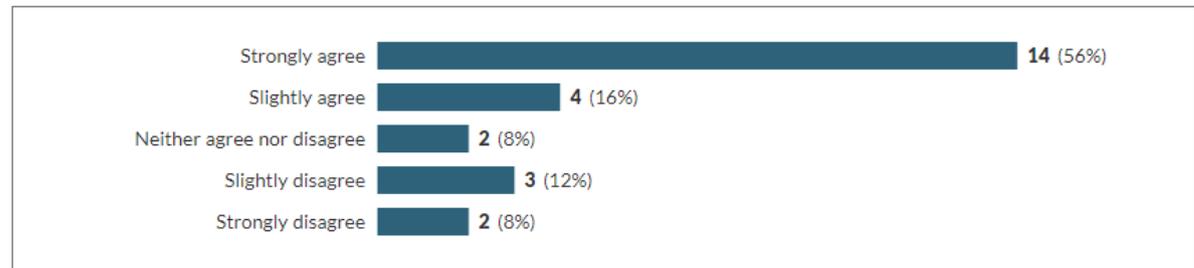


While the majority of respondents was aware of how their committee fitted into the overall governance structures of the University, (Senate and Court, and Schools and Colleges) several indicated that this was not the case:

2.2 I am aware of how the Committee reports to Senate and Court

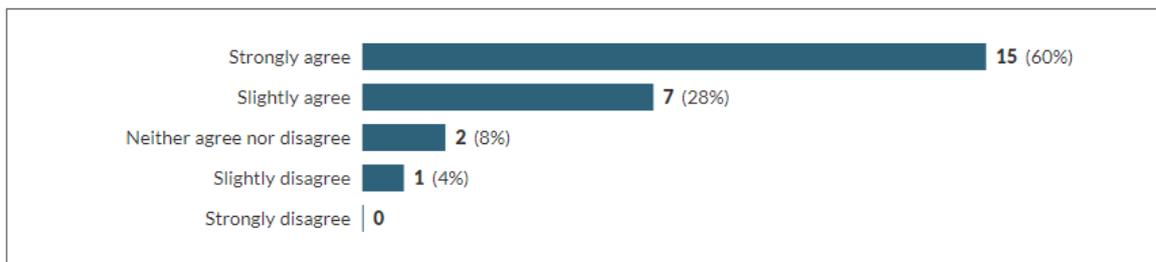


2.3 I am aware of how the Committee's remit relates to governance structures in Schools and Colleges

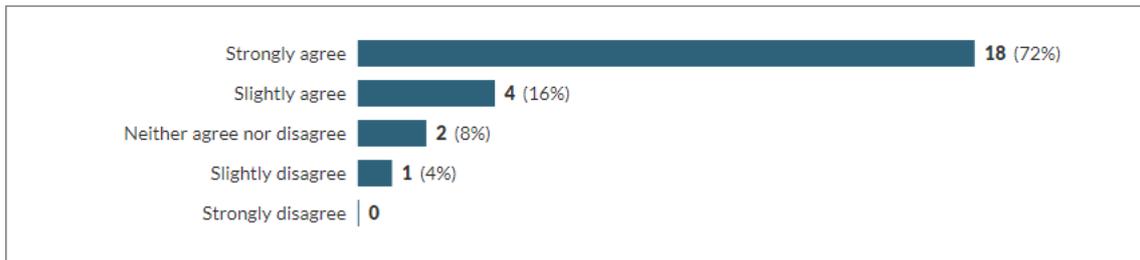


The majority of respondents thought that their committee handled its business effectively, was flexible enough to adapt to changes in priorities, and used Task Groups effectively:

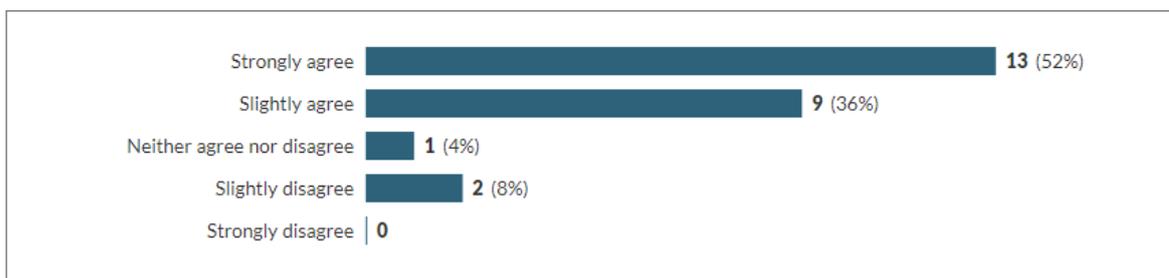
2.4 The Committee manages its business effectively



2.5 The Committee is flexible enough to adapt to changes in priorities



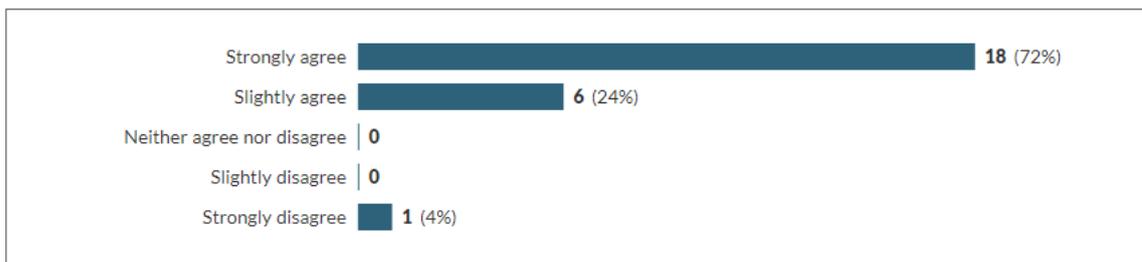
2.6 The Committee uses Task Groups effectively



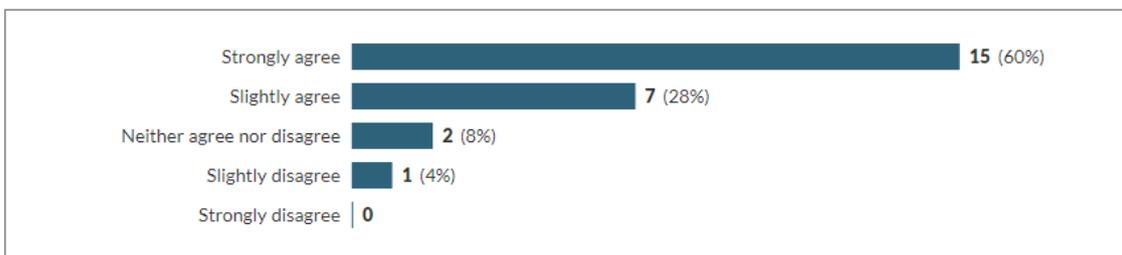
Responsibilities and Participation of Committee Members

The majority of respondents (96 per cent) felt that they were clear about what their responsibilities were as members, and the majority (88 per cent) indicated that they participated fully in committee business:

3.1 I am clear what my responsibilities are as a Committee member

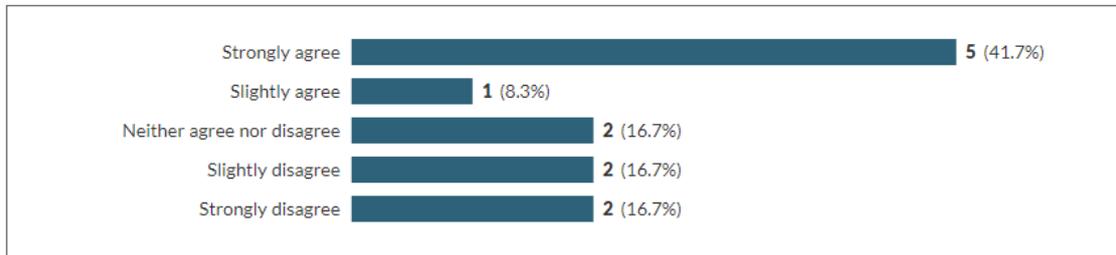


3.2 Members participate fully in Committee business



Members who were new in 2017/18 were asked if they were happy with the induction they received and responses were varied:

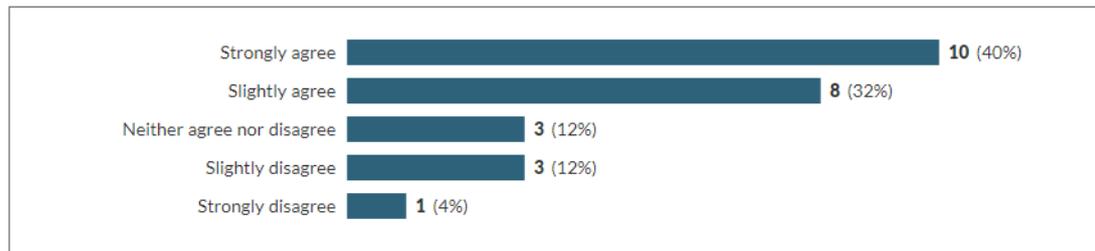
3.3 (For new members in 2017/18) I am happy with the induction I was given to the Committee and its business



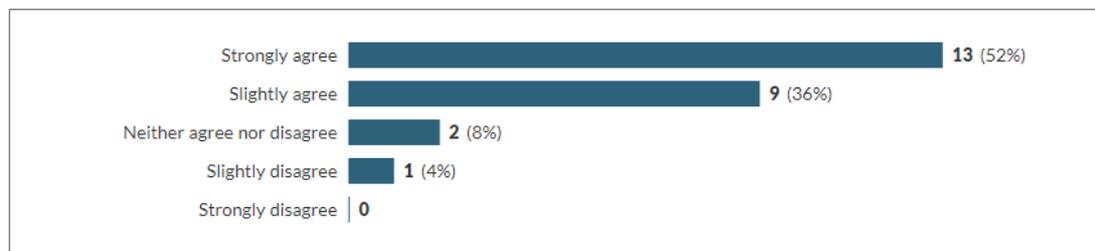
Composition and Support of the Committees

The majority of respondents indicated that the current composition of their committee enabled it to fulfil its remit, that the size of the committee was appropriate in order for it to operate effectively, and that committee operations were supported effectively.

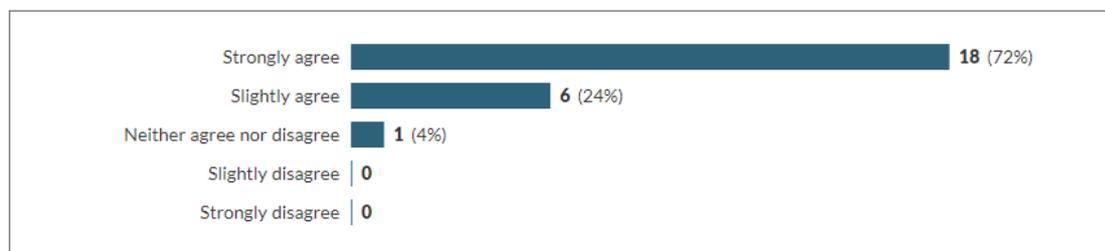
4.1 The current composition of the Committee enables it to fulfil its remit



4.2 The size of the Committee is appropriate in order for it to operate effectively

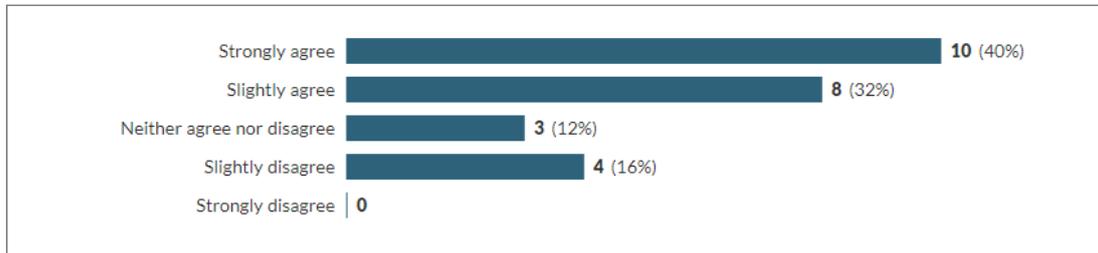


4.3 The Committee operations are supported effectively



While most of the respondents agreed that the volume and format of committee papers enabled them to make decisions, opinions were more divided on this subject:

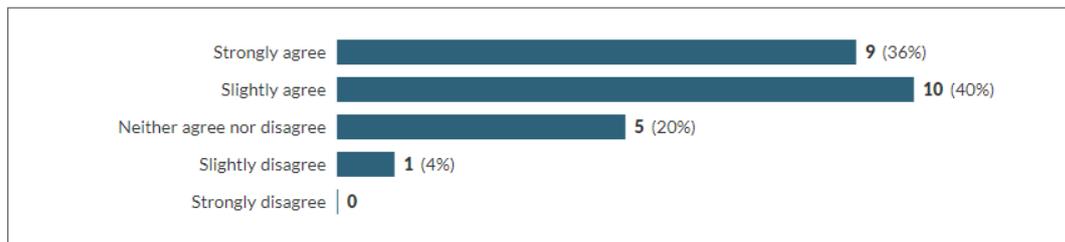
4.4 The volume and format of Committee papers enable me to make decisions



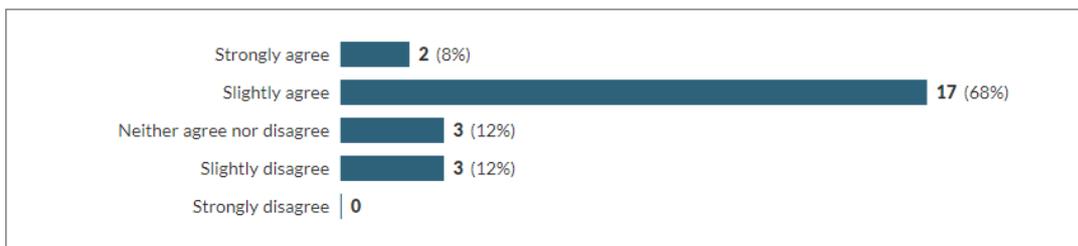
Engagement and Impact

While respondents mostly agreed that their committee engaged and communicated effectively with stakeholders, made adequate plans to ensure that its decisions were implemented effectively, and evaluated the impact of its decisions, the responses indicated that there was room for improvement in this area.

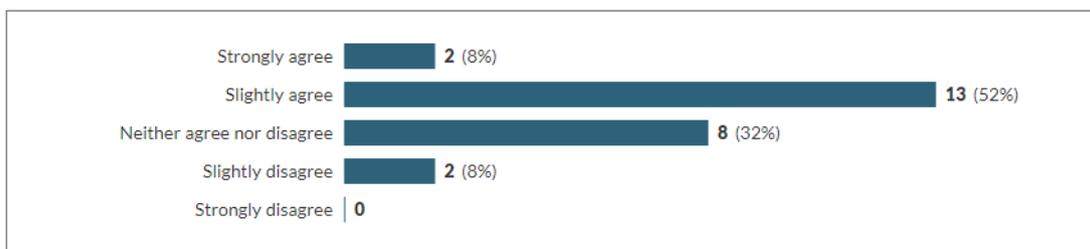
5.1 The Committee engages and communicates effectively with stakeholders, such as Schools, Colleges and the Students' Association



5.2 The Committee makes adequate plans to ensure that its decisions are implemented effectively



5.3 The Committee always evaluates the impact of its decisions

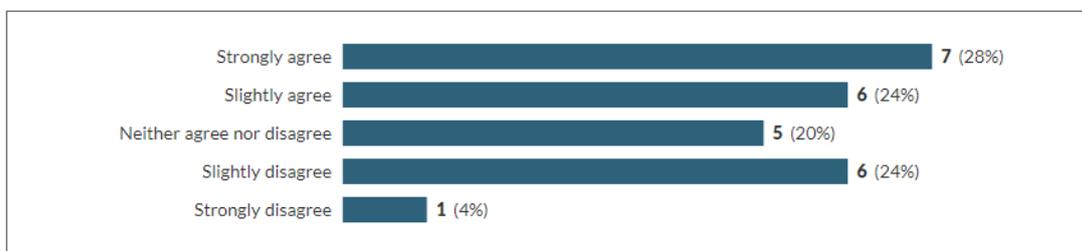


Equality and Diversity

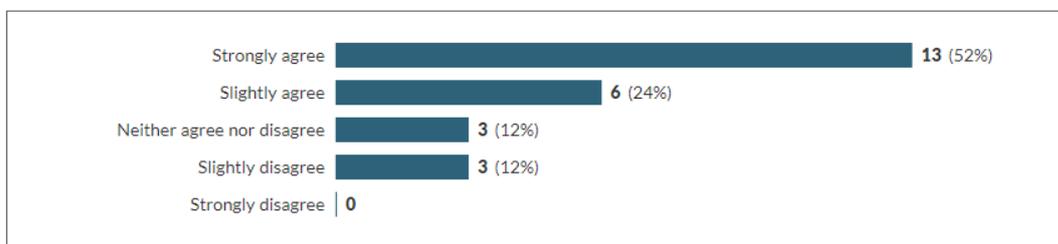
Opinion was divided among respondents as to whether the composition of the Committee was suitably representative of the diverse University population, while the majority was satisfied that

equality and diversity considerations were adequately addressed when discussing committee business.

6.1 The composition of Committee members is suitably representative of the diverse University population



6.2 I am satisfied that equality and diversity considerations are adequately addressed when discussing Committee business



4. Summary of free text comments

4.1 *Place of the Committees within the University's governance structure*

Comments around the place of the committees within the University's overall governance structure demonstrated uncertainty around the link between the Committee and School/College governance infrastructure (from 20 per cent of respondents). A particular issue highlighted was the challenge in aligning School/College committees with the central governance apparatus; it was observed that there was no clear link between central university governance and Schools/College, with one member noting that CSPC was not mirrored at School/College level, meaning that consultation and dissemination of information were a challenge. A request was made for clarity around how the Senate Committees mapped on to School/College committees.

4.2 *Communications and implementation of committee business*

Members' comments around the communications of the Committees indicate that it is not always clear to members how committee decisions are converted into practice, with the size of the University being mentioned as a barrier to communication of decisions. 12 per cent of respondents disagreed that their committee made adequate plans to implement its decisions. 32 per cent neither agreed nor disagreed that the committee always evaluated the impact of its decisions, with 8 per cent disagreeing with this. Observations were made that the committees had little power to ensure that decisions were implemented and that a receptive culture was required in Schools and Colleges in order for committee decisions to be effective.

Suggestions which were made with regard to communication and implementation included better evaluation of committee activity, with one response suggesting having fewer items on the University-wide agenda, meaning that more attention could be given to implementation and

evaluation of individual initiatives. Greater focus on communication with Heads of Schools, which would allow messages to cascade to colleagues, was also mentioned.

4.3 Participation in committee business

Several members indicated that the volume of the committee papers and number of items on the agenda made engagement with business, and consideration of issues in depth, challenging (this was raised in particular by members of CSPC), with 16 per cent of respondents disagreeing that the volume and format of committee papers enabled them to make decisions. The suggestion was made that the agenda could be prioritised, to ensure that the most important issues were raised in the meeting, and that a comfort break be included. One member of QAC suggested that subgroups of readers could be employed for certain items of business. It was also noted that student committee members may not always feel comfortable in challenging ideas in the committee forum.

4.4 Induction of new members

Some members reported that they had not received an induction (33 per cent), and other comments indicated that induction sessions for new members were helpful.

It was suggested that a summary of the responsibilities of members would be a useful resource for new members, to ensure that they understood the operation of the committee and how they were to represent their constituents.

4.5 Membership of committees

With regard to the composition of the Committees, a member of CSPC suggested that it would be useful to have more Heads of School members, while a member of REC highlighted the need for sustained involvement by post-doctoral researchers.

It was also suggested that committee membership should be reviewed to ensure that it was enabling the remit to be fulfilled, and that joint sessions or workshops between committees would be helpful when considering overlapping issues.

4.6 Equality and Diversity

While the responses demonstrated that equality and diversity was adequately considered when discussing committee business, comments indicated that the membership composition should be monitored to ensure that a range of protected characteristic voices was included.

Opinions about whether the membership was suitably representative of the diverse University population were more divided (28 per cent of respondents disagreed that the composition of committee members was suitably representative of the diverse University population). Comments implied that the membership was as diverse as it could be in view of the need to include specific roles, while acknowledging that more could be done to improve diversity.

With regard to committee discussion, one member felt that more could be done to ensure that decisions were taken which took account of differing student perspectives, while it was also suggested that there could be greater representation of students on the committees.

SQAC: 20.09.18
H/02/28/02

SQAC 18/19 1H

The University of Edinburgh
Senatus Quality Assurance Committee

20 September 2018

MOOCs
Annual Update on the Portfolio

Executive Summary

As our MOOC portfolio continues to grow, and reach out into new areas, it is important that we continue to develop policy and support levels relevant to current activities. This paper highlights policy, strategic alignment, academic quality assurance processes, and provides a summary of the existing portfolio and new courses in development. It also provides a marketing update to demonstrate how MOOCs can drive enrolments to existing online master courses.

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

The academic quality of MOOCs is managed through relevant School Board of Studies, where one is available, as a non-accredited course. The *Programme and Course Approval and Management* policy is currently being updated to provide clarity on resource and quality assurance requirements for MOOCs. The proposed wording is:

“A MOOC proposal form is required for any new MOOC. The proposal and course documentation are considered by the MOOC Strategy Group who must be assured that the School has adequate resources in place for the creation and delivery of the course, that adequate risk analysis has been carried out and that the relevant statutory requirements are met. The MOOC Strategy Group authorise the release of the course, once course materials have been developed and the appropriate Board(s) of Studies has approved the academic aspects of the course.”

Each new MOOC proposal requires the sponsorship of a senior member of University staff, usually vice- or assistant-principal level. The MOOC Strategy Group meets at regular intervals to review the MOOC proposals coming from colleagues around the institution. The group includes: Melissa Highton (convenor), Sian Bayne, Russell Bartlett, Sarah Cunningham-Burley, Laura Cattell, Chris Cox, Elizabeth Grant, Charlie Jeffery, Suilin Lavelle, Sadie McKinley, Susan Rhind, Neil Speirs, Stuart Nicol, Lesley McCara, Susan Rhind and James Smith.

The purpose of the MOOC Strategy Group is to ensure that our MOOC portfolio is in line with other university strategies for online learning, research dissemination and cultural partnerships. The University MOOCs play a key role in influencing globally and contributing locally.

Action requested

SQAC is invited to review the information in the accompanying executive summary, which includes details about the current MOOCs and their learner numbers.

How will any action agreed be implemented and communicated?

Academic Services are in the process of integrating, or mainstreaming, the University position around online courses and MOOCs into policy covering the delivery of all University programmes and courses. This is designed to cover processes not only new types of online, for-credit programmes, such as Distance Learning at Scale (DLAS), and MOOCs, but also new not-for-credit offerings such as Executive Education.

Resource/Risk/Compliance

1. Resource implications (including staffing)

None.

2. Risk assessment

In its current form, MOOC activity is low risk for the University, being part of an ongoing service level offered to support Schools and Colleges in online learning and research dissemination.

3. Equality and Diversity

There are no equality Impacts arising from this paper.

4. Freedom of information

The paper is **open**

Key words

MOOC, massive open online courses, ODL, OER, online distance learning, global, local.

Originator of the paper

Melissa Highton
Director of Learning, Teaching & Web Services & Assistant Principal Online Learning
11th September 2018

MOOC Programme overview, August 2018

This paper provides an executive summary report about the University of Edinburgh's portfolio of existing and proposed MOOCs.

Portfolio – summary data

Platform	No. of courses	Enrolment	Certificates
Coursera	37	2,303,450	21,999
Edx	6	88,551	1,583
FutureLearn	9	136,542	1,675
<i>Total</i>	52	2,525,226	25,092

Marketing update (MOOCs to Masters conversion)

Communicating with MOOC learners

We have e-mailed University of Edinburgh learners studying on the Coursera platform, using the platform's in-house promotional message tool. This enables us to promote our educational offerings to all learners who have been active within the past 12 months and who have opted into receiving communications from the University (around 900,000 learners).

Four communications have been sent out in 2018:

- January: "New year, new you" – promoting degrees at the University at all levels, campus and online
- March: "Postgraduate Online Learning Open Day" – inviting learners to sign up for our online learning open day sessions
- June: "Study a world-class degree online" – promoting online degrees, coinciding with launch of new online learning website
- July: "Don't miss the next intake" – promoting online degrees, apply now for September start

The subjects of some MOOCs are closely aligned to existing online masters at the University; where this is the case we have encouraged Schools to communicate with their learners about online or campus Masters programmes that may be of direct interest or a possible next step following the MOOC. The School of Molecular, Genetic and Population Health Sciences has engaged with learners on the Sit Less Get Active MOOC, promoting the online Master of Public Health.

Impact

University-wide communications:

On average, 7% of those who opened each email clicked through to our website, collectively driving 121,000 sessions to the website, 72% of which are estimated to have been first time visits. The communications have helped us reach new markets, especially vital for growing our online learning portfolio, and have attracted website visits from countries that don't currently deliver large numbers of applications. To take one country as an example, 0.23% of all postgraduate online degree applications in 2017/18 were from Brazil, a country that appeared consistently in the top 6 countries driven to our website by Coursera communications.

The Coursera communication had a huge impact on registrations for the University's Postgraduate Online Learning Open Day; bookings increased from 167 to 661 bookings within 24 hours of the Coursera communication going out. Bookings from Brazil increased from 2 in 2017 to 60 in 2018) and bookings from established markets such as UK and USA more than doubled.

Sit Less Get Active communications:

The course team sent out two announcements to learners to promote the Master of Public Health. These delivered more than 1,500 sessions to masters programme website, 84% of which were new sessions.

Work is underway, using Google Analytics code in EUCLID and reports from BI Suite, to better understand the impact of these campaigns on applications for degrees.

[New courses launched in 2018](#)

Name	Date launched	Platform
Climate Change: Carbon Capture and Storage	15-Mar-18	edX
Data Science in Stratified Healthcare and Precision Medicine	30-Apr-18	Coursera
Know Thyself - The Value and Limits of Self-Knowledge: The Examined Life	6-Aug-18	Coursera
Nitrogen: A Global Challenge	29-May-18	edX
Philosophy, Science and Religion: Religion and Science (PSR 3)	01-May-18	Coursera

[Courses in development](#)

Name	School / Centre	Sponsor(s)
The Sharia: An Introduction the Path of God in Muslim Belief, Practice & Law	The Alwaleed Centre for the Study of Islam in the Contemporary World	Prof. Dorothy Miell
Research Data Management Service Development	Digital Curation Centre	Kevin Ashley (Director) / Gavin McLachlan
Driving Value from AI and Data	Data Lab	Prof. Dave Robertson
Mental Health: A Global Priority (<i>migrating an existing course from Coursera to FutureLearn</i>)	School of Molecular, Genetic and Population Health Sciences	Prof. Liz Grant

[Enrolment and certificate data for all courses](#)

	School	Enrolments	Certificates
edX			
Climate Change: Carbon Capture and Storage	Engineering / Geosciences	2,570	139

Economic Democracy: The Cooperative Alternative	Economics	10,877	268
Introduction to Marketing: Tools to Set Enterprises Apart	Business	49,436	859
Introduction to Social Research Methods	Education	3,902	45
Nitrogen: A Global Challenge	Geosciences	1,408	47
Statistics: Unlocking the World of Data	Mathematics	20,358	225
FutureLearn			
Bonnie Prince Charlie and the Jacobites	ECA (partnership with NMS)	8,392	407
Football: More than a Game	Moray House	26,645	214
How to Read a Novel	LLC	27,004	332
Scotland and Wales Vote 2016: Understanding the Devolved Elections**	SPS	2,652	0
Social Wellbeing	SPS	10,037	77
Stereoscopy: An Introduction to Victorian Stereo Photography**	Education (partnership with NMS)	8,382	71
The Discovery of the Higgs Boson	Physics & Astronomy	33,153	439
Towards Brexit? The UK's EU Referendum**	SPS	10,791	38
Towards Scottish Independence? Understanding the Referendum**	SPS	9,486	0
Cousera			
¡A Programar! Una introducción a la programación	Informatics (partnership with Universidad ORT Uruguay)	97,984	385
Animal Behaviour and Welfare	Vets	100,585	3,610
Artificial Intelligence Planning**	Informatics	113,565	*
Astrobiology and the Search for Extraterrestrial Life	Physics & Astronomy	138,107	1,170
AstroTech: The Science and Technology behind Astronomical Discovery (2016)	Physics & Astronomy	35,429	534
Chicken Behaviour and Welfare	Vets	26,458	735
Code Yourself! An Introduction to Programming	Informatics	133,549	1,047
Critical thinking in Global Challenges	Biomedical Sciences	220,608	1,029

Data Science in Stratified Healthcare and Precision Medicine	Edinburgh Data Science	1,435	48
Digital Footprint	EDINA / Vets	3,621	54
EDIVET: Do you have what it takes to be a veterinarian?	Vets	43,214	1,138
E-Learning and Digital Cultures**	Education	94,132	*
Equine Nutrition**	Vets	52,994	896
Fundamentals of Music Theory	ECA	274,894	1,930
Intellectual Humility: Practice	PPLS	5,428	49
Intellectual Humility: Science	PPLS	4,073	50
Intellectual Humility: Theory	PPLS	14,617	148
Introduction to Philosophy	PPLS	506,385	3,763
Know Thyself - The Value and Limits of Self-Knowledge: The Examined Life	PPLS	3,317	30
Learning for Sustainability: Developing your personal ethic	Education	13,998	103
Mental Health: A Global Priority**	Molecular, Genetic & Population Health Sciences	8,462	135
Philosophy and the Sciences (2014) **	PPLS	81,509	558
Philosophy and the Sciences: Introduction to the Philosophy of Cognitive Sciences	PPLS	21,106	393
Philosophy and the Sciences: Introduction to the Philosophy of Physical Sciences	SPS	13,732	261
Philosophy, Science and Religion: Philosophy and Religion (PSR 2)	PPLS	8,789	119
Philosophy, Science and Religion: Religion and Science (PSR 3)	PPLS	3,139	52
Philosophy, Science and Religion: Science and Philosophy (PSR 1)	PPLS	16,681	305
Photography: A Victorian Sensation**	Education (partnership with NMS)	7,522	71
Research Data Management and Sharing	EDINA / Data Library	10,438	591
Sit Less, Get Active	Molecular, Genetic & Population Health Sciences	51,345	245
The Clinical Psychology of Children and Young People**	SPS	88,187	1,575

The Making of the US President: A Short History in Five Elections	HCA	1,639	28
The Truth About Cats and Dogs	Vets	13,843	321
Understanding the UK's 2015 General Election**	SPS	4,550	*
Understanding Obesity	Centre for Integrative Physiology	32,356	327
Warhol**	ECA	41,484	160
哲学导论 (中文版) Introduction to Philosophy	SPS	14,275	139

* Data not available.

** Course currently not active

The University of Edinburgh
Senatus Quality Assurance Committee

20 September 2018

**Personal Tutor System
Oversight Group**

Executive Summary

This report updates the Committee on activities in relation to the mainstreaming of the Personal Tutor (PT) system within School QA processes.

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

The paper is relevant to the University's Strategic Goal of 'excellence in education' and the Strategic Theme of 'Outstanding student experience'.

Action requested

The Committee is asked to note and comment on the ongoing activities to mainstream the PT system within School QA processes.

Resource / Risk / Compliance

1. Resource implications (including staffing)

No resource implications are identified.

2. Risk assessment

No risks are associated with the paper as it ensures alignment with current University policy.

3. Equality and Diversity

Equality and diversity was considered in the development of the Personal Tutoring system and this paper does not make any substantive changes to University policy or practice. Therefore equality impact assessment is not required.

4. Freedom of information

Yes.

Key words

Personal Tutor

Originator of the paper

Brian Connolly, Academic Policy Officer, Academic Services

Personal Tutor System Oversight Group

Meeting held on **Monday 25 June 2018**
at 2pm in the Raeburn Room, Old College

Notes

Present:

Professor Alan Murray, Convenor, Assistant Principal Academic Support;
Dr Shereen Benjamin, Associate Dean Quality Assurance, College of Arts, Humanities and Social Sciences;
Brian Connolly, Academic Policy Officer, Academic Services;
Dr Jeremy Crang, Dean of Students, College of Arts, Humanities and Social Sciences;
Nichola Kett, Head of Quality Assurance and Enhancement Team, Academic Services;
Dr Gordon McDougall, Dean Quality Assurance, College of Science and Engineering;
Dr Antony Maciocia, Dean of Students, College of Science and Engineering;
Professor Geoff Pearson, Dean of Students, College of Medicine and Veterinary Medicine.

School Personal Tutoring Statements - Annual Review

In preparation for the 2018-19 academic year, Senior Tutors have been asked to review their School Personal Tutoring Statements to ensure alignment with the standard template and to ensure information is current. There were no changes to the template this year. The statement performs a twofold function:

- Acting as a guide for Personal Tutors (PTs) and tutees by setting out exactly what each should expect of the other in relation to the general features of the PT system across the University and the specific elements delivered locally by the School.
- Acting as a light touch QA mechanism for the University to ensure that each school is broadly in line with the rest of the institution by meeting the minimum PT system framework requirements, as set out in the template.

For the review, the Group received the School Personal Tutoring Statements and a brief comment highlighting issues for consideration (from an initial analysis by Academic Services comparing each statement with the standard template). The Group was asked to consider each statement and either **approve** or **approve with amendments**. It was agreed that the Group would review late or non-submissions at a later date via an electronic, email meeting. The following was noted:

College of Humanities and Social Science

School	School Personal Tutoring Statement - Comments
Business	UG&PGT:

<p>Approve with Amendments</p>	<ul style="list-style-type: none"> • Not meeting the University minimum requirements for UG school scheduled meetings. <p>Amendment:</p> <ul style="list-style-type: none"> • Must reflect the University minimum requirement for undergraduate years 1 & 2 (i.e. UG Year 1 – four meetings, at least two of which must be individual meetings; UG Year 2 – three meetings, at least one of which must be an individual meeting). If the fourth meeting in UG Year 1 and the third meeting in UG Year 2 is being covered by group meetings then this needs to be referenced in the statement.
<p>Divinity Approve</p>	<p>UG&PGT:</p> <ul style="list-style-type: none"> • Good statement, clearly indicating what the student can expect as far as the number and content of school scheduled meetings. • Roles and responsibilities are clearly defined with a detailed list of administrative queries which the SST is first-point-of-contact for. • Sara Parvis temporarily replacement as Senior Tutor for Alex Chow (on sabbatical between July–December 2018).
<p>Economics Approve</p>	<p>UG:</p> <ul style="list-style-type: none"> • Clear and concise statement indicating what the student can expect as far as the number and content of school scheduled meetings. • Contacts to be updated after SST recruitment interviews. <p>PGT:</p> <ul style="list-style-type: none"> • Clear and concise statement indicating what the student can expect as far as the number and content of school scheduled meetings.
<p>Edinburgh College of Art Approve</p>	<p>UG&PGT:</p> <ul style="list-style-type: none"> • Clear and concise statement indicating what the student can expect as far as the number and purpose of school scheduled meetings. • New Student Support pages being set up in Learn, statement may be the entry page (accessed via password for ECA staff and students) rather than a downloadable pdf document.
<p>Education Approve</p>	<p>UG&PGT:</p> <ul style="list-style-type: none"> • Comprehensive statement with template adapted into the form of a handbook (standard text changed while preserving the core information). • Good local adaptations include pictures of staff and FAQs. • A number of minor wording changes proposed for 2018-19 (highlighted in yellow on the statement) – all in line with the standard template apart from additional references to ‘pastoral’ support stating the integral link between academic and pastoral support at the School.

<p>HCA</p> <p>UG & PGT</p> <p>Approve</p>	<p>UG:</p> <ul style="list-style-type: none"> • Clear and concise statements indicating what the student can expect as far as the number and purpose of school scheduled meetings.
<p>HiSS</p> <p>Approve</p>	<p>UG&PGT:</p> <ul style="list-style-type: none"> • Clear and concise statement, including the latest guidance on continuity of support and the definition of 'scheduled' meeting.
<p>Law</p> <p>UG & PGT</p> <p>Approve</p>	<p>UG&PGT:</p> <ul style="list-style-type: none"> • Very good, detailed and accessibly written statements.
<p>LLC</p> <p>Approve with Amendments</p>	<p>UG&PGT:</p> <ul style="list-style-type: none"> • School requested amendment to core template wording as follows for 2018-19 to reflect local practice: <ul style="list-style-type: none"> - REPLACE - "During your early years at the University your School will schedule meetings with your Personal Tutor to enable you to settle in and build a relationship." - WITH - "During your early years at the University, you will have scheduled meetings with your Personal Tutor to enable you to settle in and build a relationship." <p>Request denied.</p>
<p>PPLS</p> <p>Approve with Amendments</p>	<p>UG&PGT:</p> <ul style="list-style-type: none"> • Not meeting the University minimum requirements for PGT meetings (the School appears to only schedule 3 meetings instead of the required 5). <p>Amendment:</p> <ul style="list-style-type: none"> • Must reflect the University minimum requirement for 5 PGT meetings.
<p>SPS</p> <p>UG</p> <p>Approve with Amendments</p> <p>PGT</p> <p>Approve</p>	<p>UG:</p> <ul style="list-style-type: none"> • Clearly set out statement however the onus is on students to arrange meetings beyond their second year. <p>Amendment:</p> <ul style="list-style-type: none"> • The statement must be clear that the school will schedule the required meetings. <p>PGT</p> <ul style="list-style-type: none"> • Clear and concise online statement indicating what the student can expect as far as the number and content of school scheduled meetings.

School/Deanery/ Programme	School Personal Tutoring Statement - Comments
<p>Edinburgh Medical School: Biomedical Sciences</p> <p>Approve</p>	<p>UG&PGT:</p> <ul style="list-style-type: none"> • Clear and comprehensive statement indicating what the student can expect as far as the number and content of school scheduled meetings.
<p>Edinburgh Medical School: Clinical Sciences</p> <p>On-Campus: Approve with Amendments</p> <p>ODL: Approve</p>	<p>On-Campus: Not meeting the University minimum requirements for PGT meetings.</p> <p>Amendment: The statement must be amended to reflect the University minimum requirement for PGT meetings (i.e. four meetings during the taught part of the degree, at least two of which must be individual meetings).</p> <p>ODL:</p> <ul style="list-style-type: none"> • No changes required during the 2017-18 review and no changes made for 2018-19.
<p>Edinburgh Medical School: Molecular, Genetic and Population Health Sciences</p> <p>Approve with Amendments</p>	<p>PGT:</p> <ul style="list-style-type: none"> • Not meeting the University minimum requirements for school scheduled meetings and the onus appears to be on the student to schedule. <p>Amendment:</p> <ul style="list-style-type: none"> • the statement must be amended to reflect the University minimum requirement for PGT meetings (i.e. four meetings during the taught part of the degree, at least two of which must be individual meetings). If two of these meetings in taught part of the degree are being covered by group meetings then this needs to be referenced in the statement.
<p>Edinburgh Medical School: MBChB</p> <p>Approve</p>	<p>UG:</p> <ul style="list-style-type: none"> • Clear and comprehensive statement indicating what the student can expect as far as the number and content of school scheduled meetings.
<p>Edinburgh Medical School: BSc (Hons) Oral Health Sciences</p> <p>Approve</p>	<p>UG:</p> <ul style="list-style-type: none"> • Clear and comprehensive statement indicating what the student can expect as far as the number and content of school scheduled meetings.
<p>Edinburgh Medical School:</p>	<p>PGT:</p>

<p>MSc Clinical Education</p> <p>Approve</p>	<ul style="list-style-type: none"> Statement covers a gap in the Medical School's provision due to the fact that the MSc Clinical Education does not sit in a Deanery.
<p>RDSVS</p> <p>Approve</p>	<p>UG&PGT:</p> <ul style="list-style-type: none"> Clear and comprehensive statement indicating what the student can expect as far as the number and content of school scheduled meetings.

College of Science and Engineering

School	School Personal Tutoring Statement Comments
<p>Biological Sciences</p> <p>Approve</p>	<p>UG&PGT:</p> <ul style="list-style-type: none"> Very good, detailed statement.
<p>Chemistry</p> <p>Approve</p>	<p>UG&PGT:</p> <ul style="list-style-type: none"> Clear and concise statement indicating what the student can expect as far as the number and purpose of school scheduled meetings.
<p>Engineering</p> <p>Approve with Amendments</p>	<p>UG&PGT:</p> <ul style="list-style-type: none"> The statement sets out what students can expect as far as the number and purpose of school scheduled meetings however PGT tutees seem to be short of a meeting (3+1 instead of 4+1). <p>Amendment:</p> <ul style="list-style-type: none"> the statement must be amended to reflect the University minimum requirement for PGT meetings (i.e. four meetings during the taught part of the degree, at least two of which must be individual meetings; one individual meeting during the research part of the degree). If the fourth meeting in taught part of the degree is being covered by a group meeting then this needs to be referenced in the statement.
<p>GeoSciences</p> <p>Approve with Amendments</p>	<p>UG&PGT:</p> <ul style="list-style-type: none"> The number of scheduled meetings is unclear. <p>Amendment:</p> <ul style="list-style-type: none"> the statement must be amended to reflect the University minimum scheduled meeting requirements for UG Year 1 and PGT (i.e. UG Year 1 – four meetings, at least two of which must be individual meetings; PGT - four meetings during the taught part of the degree, at least two of which must be individual

	meetings). If these meetings are being covered by a group meeting then this needs to be referenced in the statement.
Informatics Approve	UG&PGT: <ul style="list-style-type: none"> The statement is available at the following link: https://web.inf.ed.ac.uk/infweb/student-services/ito/admin/personal-tutoring-statement
Maths UG & PGT Approve	UG & PGT <ul style="list-style-type: none"> Clear and concise online statements indicating what the student can expect as far as the number and content of school scheduled meetings.
Physics & Astronomy Approve	UG&PGT: <ul style="list-style-type: none"> Clear, concise and personable statement indicating what the student can expect as far as the number and content of school scheduled meetings. One substantial addition to the 2018-19 statement refers to concerns in relation to Data Protection and Privacy: <i>PTs in the School of Physics and Astronomy treat your personal data with great care. At the present time it is not possible to claim compliance with the General Data Protection Regulation since the University's guidance on this legislation is not sufficiently precise.</i>
College of Science and Engineering Approve	Data Science, Technology and Innovation Distance Learning Programme

Enhancement Work

The Group noted that at the previous meeting, held on Monday 6 November 2017, the Students' Association Vice President Education shared student feedback on the PT system. In response, consultation sessions were held with students (via a focus group held on 27 April 2018) and with staff (via the Senior Tutor Network meeting on 4 June 2018) to examine ways of improving communication of the aims and expectations of the PT system. The following was noted:

- PT Central Webpages**
Students and staff were in agreement that the central PT webpages for students ([My Personal Tutor](#)) and staff ([Personal Tutors and Student Support Teams](#)) contain all the relevant and necessary information but are too corporate and lacking the aesthetic appeal that would draw users back for repeat usage.

The Group agreed that Andy Shanks (Director of Student Wellbeing) and Adam Bunni (Head of Regulations and Governance Team, Academic Services) should be invited to review the information held on the webpages to confirm that it was current and relevant in regard to Wellbeing issues (including Mental Health) and University

regulations. It was also agreed that further consideration must be given to the format / language / style of the information contained on the PT webpages.

- **PT System Leaflet**

Students and staff were in agreement that a guidance leaflet for the PT system must clarify what each should expect of the other. There was agreement that the leaflet should be a brief, clear, and bulleted explanation of what PTs will and will not do (it was noted that 'Personal' implies a lot of things and raises expectations that are rarely fulfilled).

The Group agreed that the leaflet should be a two-sided, electronic, A5 leaflet providing a high level description of the bare essentials of the PT system aimed at both students and staff which would be relevant (and not contradict the diversity of practice) in each of the 20 schools. It was agreed that the leaflet would be posted on the student PT web portal and circulate to Senior Tutors (for dissemination to their PTs) for the start of welcome week.

The Group agreed that Academic Services would draft the text for the leaflet which would then be approved by the Group. The EUSA Sabbaticals for Welfare and Education would then be consulted to ensure that the content was sufficient from a student perspective. The Colleges would also be consulted to ensure that the content did not contradict the diversity of practice in each of the 20 schools. The Group agreed that the leaflet should be posted on the PT central webpages and circulated to Senior Tutors (for dissemination to their PTs) for the start of welcome week.

Internal Audit

The Group noted that Internal Audit (IA) had carried out a review of the Student Support Team (SST) function across the University towards the end of the 2016-17 academic session. A number of recommendations were made with the following of particular relevance to the Group:

- **Student Support Team Confidential Space**

- Each Head of School should consider options for a confidential space that is available at short notice. A plan of action should be agreed and shared as appropriate. Longer term, each school should consider this issue when planning space requirements.

The Group noted that this recommendation been made in the context of an increasing number of students in distress approaching SST members. There was often no available space in which to offer confidential support unless a student pre-arranges a meeting. This reduced the quality and effectiveness of service provision. While the audit recognised that space was an ongoing issue in many schools, it also noted that confidential space was important for providing an effective student support service.

During the first semester of 2017-18 each Head of School was asked to action this recommendation within their School/Deanery by (1) considering options for confidential

space that could be available at short notice, (2) agreeing and sharing a plan of action, and (3) ensuring that this issue was considered when planning space requirements longer term. College Deans of Students were then invited to review the responses from each School/Deanery in their College and comment as to whether, in their opinion, each of the three points has been addressed sufficiently. Follow-up responses were requested from a number of schools. The Group received and noted the follow-up responses.

Brian Connolly
Academic Services
September 2018

The University of Edinburgh

Senate Quality Assurance Committee

20 September 2018

**External Examiners for Taught Programmes:
Policy review stage 1**

Executive Summary

The External Examiners for Taught Programmes policy is due for review during academic year 2018/19 with any amendments due for implementation in 2019/20. Since the External Examiner system is central to the UK quality framework, Academic Services will wait until the Advice and Guidance on the revised UK Quality Code has been published (expected late 2018) before conducting this review. However, this paper seeks approval at this stage for two changes which are very unlikely to be affected by that Advice and Guidance: introducing a clause on notice periods for External Examiners terminating their appointments for 2018/19; and introducing a standard University template appointment letter for External Examiners.

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

The paper is consistent with the University strategic plan objective of leadership in learning and the Committee priority of an ongoing programme of policy reviews.

Action requested

The Committee is invited to approve the recommendations regarding the proposed change to the policy (and to make associated amendments to the wording of the Handbook for External Examiners of Taught Programmes) and the introduction of a template appointment letter.

How will any action agreed be implemented and communicated?

Agreed policy change and the template letter will be communicated to key College stakeholders by Academic Services. Colleges will be asked to disseminate information to key School stakeholders.

Resource / Risk / Compliance

1. Resource implications (including staffing)

No resource implications are identified with updating the policy. The paper also suggests an approach to relieve some of this work for Colleges and School by proposing a standard appointment letter template for External Examiners.

2. Risk assessment

The External Examiner system is a key mechanism for ensuring that the University's provision is of a high standard. The proposed policy change is intended to mitigate the risks associated with inconsistent operation of the External Examiner system, by ensuring that all External Examiners have the same contractual arrangements and

that External Examiners need to provide notice if they wish to terminate their contract.

3. Equality and Diversity

This is a minor change to existing policy, and the introduction of the standard appointment letter, and the change to procedures is designed to harmonise rather than substantively change procedures. There is no reason to think that these proposed changes will have any equality and diversity implications.

4. Freedom of information

The paper is **open**.

Key words

Notice period, termination of appointment

Originator of the paper

Susan Hunter

Academic Services, 29 August 2018

External Examiners for Taught Programmes:

Policy review stage 1

Proposal to add a notice period to the policy

Background

During the University and College Union (UCU) industrial action in 2017-18, the UCU encouraged External Examiners to resign from their posts at relevant institutions. The Senate Curriculum and Student Progression Committee established exceptional guidance to assist Schools to continue to maintain academic standards in the event that External Examiners resigned. Discussions regarding the development of these guidelines highlighted that, unlike many other institutions, the University of Edinburgh does not have a notice period for External Examiners wishing to terminate their appointment. College Registrars and the Deputy Secretary (Student Experience) asked Academic Services to prepare proposals for introducing a notice period.

Academic Services carried out desk-based research to benchmark with comparator Russell Group institutions to gain an understanding of current sector practice in relation to notice periods for External Examiners.

Benchmarking findings

External Examiner resignation

Nineteen Russell Group institutions were found to include a notice period for External Examiners wishing to resign before the end of their term of appointment (one is still at proposal stage). Of these, 13 institutions include a notice period in policy or regulations and six institutions include a notice period in their letter or contract of appointment only. The majority (15 institutions) state that External Examiners must give three months' notice if resigning from their appointment. One institution states that not less than four months' notice is required and three institutions do not state a specific notice period.

The findings show that the majority sector approach is to require a three month notice period from External Examiners who wish to resign from their appointment.

Institution terminating External Examiner appointment

Thirteen Russell Group institutions include a statement in their policy or regulation on the institution's right to seek terminate an External Examiner appointment. Generally, no specific notice periods are stated, although two institutions state they may seek to terminate appointment "at any time", one states "with immediate effect" and one stipulates a three month notice period. The current University policy states that the University can terminate the External Examiner's appointment at any time and does not give a specific notice period which is consistent with sector practice.

Some institutions describe specific circumstances in which they may seek to terminate an External Examiner's appointment and the process used for termination. Examples of circumstances in which institutions may consider termination include, non-fulfilment of duties, where a conflict arises that cannot be resolved and breakdown in the relationship between the examiner and the institution.

The current University policy describes circumstances in which the University would seek to terminate an External Examiner's appointment where the External Examiner is deemed to have not fulfilled their obligations or if a conflict of interest arises which cannot be satisfactorily resolved. These are consistent with sector practice.

Action requested:

The Committee is invited to approve the following:

- The inclusion in the policy, with immediate effect, at section 40 Termination of appointment, "External Examiners who wish to resign before the end of their normal term of office must give three months' notice in writing to the appointing College." This would apply to all new appointments and extensions to existing appointments from 2018-19 onwards.
- That equivalent wording is also added into the Handbook for External Examiners for Taught Programmes.

Proposal for a standard University appointment letter for External Examiners

Academic Services consulted with Colleges during July 2018 regarding their documentation for appointing External Examiners and examples of current External Examiner appointment letters were obtained. A variety of letter templates appear to exist with no single College templates being used. College Quality Officers were supportive of a single University appointment letter for External Examiners. It is recognised that there are different arrangements for external examining activities in different areas of the University. It would be beneficial for staff dealing with appointment to have a standard template, outlining the terms set out in the policy.

The examples obtained from Colleges were used with reference to current policy to create a draft which Colleges, Human Resources and Legal Services have provided comments on. A suggested template is attached as Appendix 1. If this Committee is content with the standard appointment letter, Academic Services will also work with Colleges to develop an equivalent standard contract extension template letter.

Action requested

The Committee is invited to approve:

- Adopting the draft template University appointment letter for External Examiners attached as Appendix 1.

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- Implementing this standard appointment letter for all new External Examiners appointments from October 2018.
- Academic Services developing a template contract extension letter.

Dear

Thank you for agreeing to act as External Examiner for the University of Edinburgh (the "University"), and we hope you will find this a valuable and interesting experience. The purpose of this letter is to formalise your appointment as an External Examiner in the University's [SCHOOL], part of the [COLLEGE]. The University is very grateful to our External Examiners for applying their expertise to assist us in ensuring that our programmes and courses are of a high standard, and that our students are treated fairly and consistently in respect of degree classification.

Term of appointment

The appointment is for a period of four years from [START DATE TO END DATE] (the "Term").
[DELETE AS APPROPRIATE A list of the courses and/or degree programmes to be examined is attached. Or, insert name(s) of course(s)/programme(s).]

Roles and responsibilities

External Examiners at the University are required to operate within the roles and responsibilities set out in the University's [External Examiners for Taught Programmes Policy](#), [External Examiners for Taught Programmes Handbook](#), [Taught Assessment Regulations](#) (Section A) and other relevant University academic policies and regulations which can be accessed on the University's website: <https://www.ed.ac.uk/academic-services/policies-regulations>

Information from the School

The [SCHOOL] will provide further information on their teaching and assessment processes, your role as External Examiner, dates of Board of Examiners meetings and any induction activities for External Examiners. More detail on this process is set out in the [External Examiners for Taught Programmes Handbook](#). [INSERT: "Your contact will be NAME/TITLE/EMAIL" AS APPROPRIATE.]

Arrangements for submitting External Examiner reports

As an External Examiner, you are required to submit your External Examiner report annually via the University's External Examiner Reporting System.

The deadline for submission of your annual External Examiner report is [31 July or 30 November delete as appropriate] each year of the Term.

In addition to providing an annual report, you are also required to provide an additional reflective overview at the end of your period(s) of office.

External Examiners should attend all Board of Examiners meetings relevant to their appointment. Notice of such meetings shall be provided at least [TIMESCALE] in advance by [EMAIL].

Fees and Expenses

The annual fee paid for this appointment is [FEE] (the "Fee"). Expenses will also be payable as set out below.

Fee payments are made following receipt of your annual report; please allow up to two months from the report submission date. Please note that payment cannot be made unless all eligibility to work checks have been completed (please see below).

In addition to the fee, the School will pay for reasonable travel, accommodation and subsistence expenses that you incur in fulfilling your role as an External Examiner, in line with the [University's Expenses Policy](#). An expenses claim form is attached to this letter. Please submit claim forms and receipts directly to the School finance team.

Right to Work

Under UK immigration legislation, the University is required to check that all staff and workers are eligible to work in the UK. We have received a copy of your passport/right to work documentation from the [SCHOOL]. In order to complete the check, we also need to see the original document and take a copy, which is then signed and dated by a member of staff in the School. Therefore, we ask you to **bring your passport/right to work documentation to the first Board of Examiners meeting that you attend**. Please note that your fees cannot be paid until these checks have been completed.

Please accept our apologies for any inconvenience this causes. If you would like any further information on right to work, please see our Human Resources website:

https://www.ed.ac.uk/files/atoms/files/external_examiners_documentation_request_letter.pdf

Termination of appointment

The University can terminate an External Examiner's appointment at any time where the External Examiner is deemed to have not fulfilled their obligations or if a conflict of interest arises which cannot be satisfactorily resolved.

External Examiners who wish to resign before the end of the Term must give not less than three months' notice in writing to the College.

Privacy Information Notice for Staff

The 'privacy notice' explains what personal information the University holds about you as a member of staff. "Member of staff" covers both employees and workers.

https://www.ed.ac.uk/files/atoms/files/privacy_information_notice_for_staff_-_golden_copy.pdf

Accepting this External Examiner position If you wish to accept the position of External Examiner as set out in this letter, please return a signed copy of this letter (see below) and the attached "External Examiner Details" (HR Form 95a) to the above address. We will need these documents before payment can be made.

If you require any further information, please do not hesitate to contact me at the email address above.

Yours sincerely

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[*Name and title*]

Acceptance of appointment: [*External Examiner's name*]

I accept this appointment to act as External Examiner for the [SCHOOL] in the [COLLEGE] for the course(s)/programme(s) specified in this letter.

Signature:	Date:
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The University of Edinburgh
Senatus Quality Assurance Committee

20 September 2018

**Terms of Reference,
Senate Committees Members' Guidance,
and Committee Priorities 2017/18**

Executive Summary

This paper notes the Committee's Terms of Reference, Senate Committees Members' Guidance and outlines the planned priorities for 2018-19.

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

The paper is relevant to the University's Strategic Goal of 'excellence in education' and the Strategic Theme of 'Outstanding student experience'.

Action requested

For information.

Resource / Risk / Compliance

- 1. Resource implications (including staffing)**
Resource implications would be considered as part of any proposed actions.
- 2. Risk assessment**
The paper does not require a risk assessment.
- 3. Equality and Diversity**
Equality and diversity would be considered as part of any proposed actions.
- 4. Freedom of information**
The paper is open.

Key words

Terms of Reference, Committee Priorities

Originator of the paper

Brian Connolly, Academic Policy Officer, Academic Services

Terms of Reference and Committee Priorities 2018/19

The Terms of Reference can be found at the following link:

<http://www.ed.ac.uk/academic-services/committees/quality-assurance/terms-reference>

Senate Committees Members' Guidance can be found at the following link:

<https://www.ed.ac.uk/academic-services/committees>

The Committee identified the following priorities for 2018/19 which were approved by Senate in May 2018:

Proposed activities cutting across the four Senate Committees
<ul style="list-style-type: none">• Work with Students' Association to promote and implement the Student Partnership Agreement*
<ul style="list-style-type: none">• Continue to implement the changes in Senate's composition associated with the HE Governance (Scotland) Act 2016*
<ul style="list-style-type: none">• Student Administration and Support strand of Service Excellence Programme – likely to raise various new strands of activity for Senate Committees, for example regarding academic policy and regulations
<ul style="list-style-type: none">• Take steps towards aligning with the new UK Quality Code, with a view to full alignment prior the University's next ELIR
<ul style="list-style-type: none">• Engage with further development of Teaching Excellence Framework*
<ul style="list-style-type: none">• Policies and Codes – Ongoing programme of review of policies

Quality Assurance Committee
<ul style="list-style-type: none">• Work with the Students' Association to enhance the Class Representation System*
<ul style="list-style-type: none">• Oversee and evaluate the effectiveness of the Personal Tutor system*
<ul style="list-style-type: none">• Oversee institutional activities in response to 2015 Enhancement-led Institutional Review (ELIR)*
<ul style="list-style-type: none">• Oversee initial preparations for the University's next ELIR
<ul style="list-style-type: none">• Embed mid-course feedback for undergraduate students, and develop appropriate mechanisms for evaluating its operation*
<ul style="list-style-type: none">• Thematic review on Black and Minority Ethnic (BME) students' experiences of support at the University.
<ul style="list-style-type: none">• Review good practice identified in quality review processes in relation to developing academic communities

* Already underway in 2017-18

The University of Edinburgh
Senatus Quality Assurance Committee

20 September 2018

Students' Association Vice President Education Priorities 2018-19

Executive Summary

This paper provides an introduction to the Students' Association Vice-President Education's priorities for 2018-19.

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

The paper aligns with the strategic objective of 'Leadership in Learning'.

Action requested

For information and discussion.

How will any action agreed be implemented and communicated?

This will be agreed if specific actions arising from the ideas discussed in the paper are identified.

Resource / Risk / Compliance

1. Resource implications (including staffing)

Action arising from the ideas discussed in the paper may have resource implications. These will be considered in detail if specific action is proposed.

2. Risk assessment

The risk of any action arising from the ideas discussed in the paper will be assessed if specific action is proposed.

3. Equality and Diversity

The ideas discussed in the paper aim to encourage and support equality and diversity. The equality impact of any specific actions arising from the paper will need to be assessed once the actions are proposed.

4. Freedom of information

This paper is **open**

Originator of the paper

Diva Mukherji, Students' Association Vice President Education

SQAC: 20.09.18
H/02/28/02

SQAC 18/19 1L

10 September 2018

1. Promoting a diverse curricula.

Student groups are increasingly discussing the need for a curriculum which represents voices from various backgrounds, and one wherein students are exposed to a host of different perspectives. Aligning with the work the LTC task group will be conducting, understanding how students interpret a 'diverse curriculum' will be essential in how this work will occur at school-level.

- Creating institutional guidelines which promote diversifying the curriculum as a necessity, while ensuring autonomy to subject areas to interpret the way in which it'd be most appropriate to a discipline.
- Hosting workshops with students to understand what those in various academic areas want to see within their curriculum.
- Raising awareness on the importance of diversity and representation in academic spheres with staff and students.
- Encouraging this is a prioritized guideline for when pre-honours courses are being audited.

2. Creating inclusive teaching environments.

We need to ensure that all teaching spaces are comfortable spaces for students from different backgrounds, and that we're able to challenge various view points and opinions in a healthy environment. This includes ensuring students can access necessary support services, both academic and pastoral.

- Emphasizing the importance of the mental health training for all Personal Tutors, and ensuring all Personal Tutor's undertake the training.
- Structuring the PT role more clearly, distinguishing the role as an academic and pastoral role, and emphasizing the role PT's play in academic development for students.
- Clarifying to both staff and students the role of the PT, so both groups have a better understanding of what that relationship entails.
- Developing microaggression training, to equip staff with the tools necessary to minimize the impact of microaggressions may have on students from various social backgrounds.
- Continue working to reduce the BME attainment gap.
- Understanding the experiences of widening participation students and increasing levels of support throughout their studies.

3. Developing alternative approaches to learning.

Encouraging the use of innovative teaching and learning pedagogies which centre student engagement in their academic journey. By ensuring students have opportunities to critically engage with their studies, we can collectively build wider learning communities.

- Create frameworks encouraging co-curricula, and a closer relationship between staff and students in course development.
- Support the development and enhancement of peer learning and mentoring schemes.
- Mainstreaming innovative and forms of assessment which appropriately assess learning outcomes.

- Utilizing better forms of feedback, focusing on how students can constructively implement feedback in future assessment.
- Ensuring students are guided to optimize their experience of taking outside courses, to enhance the first and second year experience.

The University of Edinburgh
Senatus Quality Assurance Committee

20 September 2018

Annual Report to the Scottish Funding Council on Institution-led Review and Enhancement Activity 2017/18

Executive Summary

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

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

The paper is relevant to the Committee's responsibility for the quality assurance framework.

Action requested

Approval of the contents of the report.

How will any action agreed be implemented and communicated?

The paper has also been presented to eSenate for noting and comment and to Court for consideration and endorsement. Court will be asked to return a statement of assurance to the SFC confirming that the University's academic standards and quality of learning provision continue to meet the requirements set by the Council.

Resource / Risk / Compliance

1. Resource implications (including staffing)

There are no specific resource implications associated with the report.

2. Risk assessment

The provision of a high quality student experience is covered by the University's Risk Register and actions are ongoing and continue to be managed via Risk Management Committee. Additionally, failure in effectiveness of quality assurance framework, including aligning review activity with external expectations and taking action on findings, constitutes an institutional risk.

3. Equality and Diversity

Quality assurance policies and processes are subject to Equality Impact Assessment.

4. Freedom of information

The paper is open.

Key words

Quality assurance and enhancement, Scottish Funding Council, annual report

Originator of the paper

Professor Tina Harrison (Assistant Principal Academic Standards and Quality Assurance) and Nichola Kett (Academic Policy Manager, Academic Services), 10 September 2018



The University of Edinburgh

Annual Report to the Scottish Funding Council (SFC) on Institution-led Review and Enhancement Activity 2017/18

Summary of the institutional-led review outcomes from the preceding academic year (AY) including main themes, recommendations and/or commendations

The University carries out regular reviews of its subject areas and Schools as one of the main ways in which it assures itself of the quality of its academic provision and the student experience. The reviews are carried out on a six-yearly cycle and take the form of either a teaching or postgraduate programme review (TPR or PPR).

Institution-led review (Teaching/Postgraduate Programme Reviews) – 2017/18¹

- Biomedical Sciences (Undergraduate and Taught Postgraduate Provision), including a site visit to Zhejiang University International Campus, China
- Education (Undergraduate provision)
- English Literature (Undergraduate provision)
- Medicine (Undergraduate provision)
- Physics and Astronomy (Undergraduate and Taught Postgraduate Provision)
- Social Anthropology (Undergraduate and Taught Postgraduate Provision)
- Sociology & Sustainable Development (Undergraduate provision)
- Chemistry (Postgraduate Research Provision)
- Engineering (Postgraduate Research Provision)
- Molecular, Genetic and Population of Health Sciences (Taught Postgraduate Provision)
- Clinical Sciences (Taught Postgraduate Provision)

The review of Education included Initial Teacher Education which had been held over from 2015/16 with permission from SFC in order to conduct a single combined review of the Education undergraduate portfolio. A site visit of the Zhejiang University International Campus took place following the TPR of the Deanery of Biomedical Sciences, focusing on the Dual Award BSc Integrative Biomedical Sciences (iBMS) programme with Zhejiang University, which is in its second year of operation.

The Senate Quality Assurance Committee (SQAC) receives an annual report in September each year on areas of good practice and for further development from institution-led reviews and remits actions as necessary². A progress report on actions is considered by SQAC at an appropriate point

¹ Reports available at: <https://www.ed.ac.uk/academic-services/quality/monitoringandreview/teaching-and-postgraduate-programme-review>

² <https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers20170919.pdf> (Paper D)

later in the academic year³. The areas of good practice and for further development from 2017/18 reviews are as follows:

Areas of Good Practice

- **Innovative learning and teaching – in particular developments to enhance teaching practice, including discussion and teaching forums, exemplar sessions and Autonomous Learning Groups.** The TPR of Education commended use of Teaching Sabbaticals to enhance teaching practice and the use of the School Undergraduate Studies Committee as a forum for continual improvement. The TPR of Medicine commended the implementation of exemplar clinics which offer students a chance to get a more equitable clinical experience. The team approach taken to developing module materials/module zones on the virtual learning environment, whereby Programme Directors work closely with learning technologists and other members of the teaching staff was commended in the PPR of Molecular, Genetic and Population Health Sciences. The PPR of Chemistry commended the presence of the Principal's Career Development Scholar and other dedicated staff in the lab which has helped to develop many excellent practises.
- **Listening to and responding to Student Voice – specifically in relation to responsiveness to feedback.** The TPR of Physics and Astronomy commended the availability of the Director of Teaching to meet with student representatives on a weekly drop-in basis. The TPR of English Literature commended changes made to ease students' transition into first year as a result of responding to student feedback. The TPR of Medicine commended the consistent use of student feedback to make a range of changes and resulting improvements to courses.
- **Assessment and feedback – the wide variety of assessment methods and mechanisms used to provide feedback to students.** The PPR of Molecular, Genetic and Population Health Sciences commended the work that staff have undertaken to develop their feedback; training, peer learning and the use of pro-forma reports to standardise feedback. The standard feedback sheet that is in use and the 'feed-forward' approach was commended in the TPR of Social Anthropology.
- **Student support – the diverse ways of supporting students, including pre-programme induction, peer support and alumni engagement.** The PPR of Clinical Sciences commended the pre-programme induction week for online distance learning students across most postgraduate taught programmes. The creation and use of the School postgraduate research handbook, which is provided during the induction process, was commended in the PPR of Engineering. The Physics Peer Mentoring Scheme, in which Honours students provide peer advice and support to pre-Honours students, was commended in the TPR of Physics and Astronomy. The use of alumni in enhancing student experience in the area of student placements and putting theory into practice, for example through mentoring was commended in the TPR of Education.
- **Academic community – supported through a variety of practices, including academic family and buddy systems, peer assisted learning schemes, as well as school conferences, seminar programmes and newsletters.** The 'Buddy System' within the Institute of Energy Systems where new students are allocated a 'Buddy' who is further on in their studies was commended in the PPR of Engineering. The PPR of Chemistry commended the annual Joseph Black Conference upon which all students reflected positively, having found the experience beneficial for their research and professional development. The TPR of Sociology and Sustainable Development commended the use of newsletters, peer assistant learning and academic families in encouraging and growing a cohesive cohort. The annual research conference organised by the MA Physical Education and BA Childhood Practice students was commended in the TPR of Education for creating a sense of academic community.
- **Supporting and developing academic staff, including postgraduate tutors and demonstrators, and professional staff – particularly in relation to mentoring and peer support.** The PPR of

³ https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers_20180524web.pdf (Paper H)

Molecular, Genetic and Population Health Sciences commended work being undertaken on supporting supervisors, particularly but not exclusively for early career researchers, which included online training and mentoring. In the PPR of Chemistry, it was recommended that the work of the Principal's Career Development Scholar and School staff in the lab to enhance feedback, marking and peer support practises in laboratory based teaching and demonstrating be systematically rolled-out to all labs. The development opportunities for postgraduate tutors such as training and guidance offered at a number of levels, observation of tutoring, and the gathering of feedback at individual tutor level was commended in the TPR of Social Anthropology. The Biomedical Sciences TPR commended the excellent practice developed by the subject area in training PhD students for teaching on the Mentorship for Career Development scheme. The PPR of Molecular, Genetic and Population Health Sciences commended the ongoing professional development of administrative staff through training and accreditation programmes.

Areas for further development

- **Building academic communities.** Recommendations made related to developing academic communities which enable students to engage with research and developing a strategy for community building.
- **Student support.** Recommendations related to extending peer mentoring, supporting student transition and clarifying expectations of the Personal Tutor system, including the number of meetings.
- **Supporting and developing academic staff, including postgraduate tutors and demonstrators.** Recommendations focussed around career development, training and support, with a particular reference to training and support to ensure the effective use of virtual learning environments.
- **Resourcing and planning.** Recommendations related to the resourcing of programmes and courses should student numbers expand, investing in teaching to allow for forward planning, and rewarding and recognising teaching.
- **Space – provision of study and social space for students.** Recommendations were made in relation to a lack of dedicated space for postgraduate research students at King's Buildings, pressure on all types of accommodation, and students establishing and maintaining a sense of identity with their school.

No significant changes were made to the institution-led review process in 2017/18. For reviews taking place in 2018/19, Academic Services are providing areas being reviewed with key data to ensure that remit items explored during reviews are evidence-based and address key strategic issues (e.g. issues raised by National Student Survey results). This approach will be evaluated during 2018/19.

Annual monitoring, review and reporting – 2017/18

In 2016/17 the University made changes to annual monitoring, review and reporting (AMRR) processes as a result of the review of its quality framework in 2015/16. As a result of these changes, which were designed to streamline and enhance the University's quality processes, the primary focus of reporting moved from course to programme level, the timing for the submission of School annual quality reports was brought forward to August, School annual quality reports are now considered at the University-level rather than College level (Colleges still receive copies and have a role in their analysis), and existing report templates (School and College) were streamlined.

Feedback received from Colleges via their Deans, Quality Officers and College quality committees, following the first year's operation of these arrangements has been generally positive. Feedback from School Directors of Quality showed that: the aim of streamlining processes whilst deriving maximum benefit was achieved; the process encourages wide engagement from across the School;

and that the new template helps the development of clear actions. While the August deadline for the submission of School quality reports has created some particular challenges, alternate timings raise other challenges and do not offer the same benefits. In the light of feedback from Schools and Colleges, a number of minor changes were made to the processes for 2017/18⁴.

SQAC has established a Sub Group to review the School annual quality reports. Each September, this Sub Group submits to SQAC a report on the outcomes of this process, identifying themes for sharing and remitting actions as necessary⁵. Responses to the additional School- and University-level actions arising from the review of School annual quality reports in September 2017 was made available to SQAC via the Committee's wiki in November 2017. An update on actions from College annual quality reports submitted in January 2018 was considered by SQAC in May 2018⁶.

Themes of positive practice for sharing at University level:

- **Academic community.** This was a strong theme across many School annual quality reports. Schools use a variety of electronic tools to develop virtual academic communities such as online discussion boards, blogs, and social media. Schools also use different types of in-person meetings such as teaching fora, annual events, competitions, and tea/coffee mornings to develop academic communities. Two Schools reported providing academic community building activities to support students with their mental health and wellbeing. The School of Biological Sciences hosts SolidariTEA, a regular facilitated tea/coffee morning where postgraduate research students can discuss matters outwith the technicalities of their research in a supportive environment. Additionally, from October, the School of Chemistry will implement CHEMUNITY, an online staff-student collaborative project which has been designed to support students academically, enhance the student voice and promote good mental health and well-being. The School of Maths has appointed a Combined Degree Officer who has instigated initiatives such as lunchtime meetings and improved communication between partner Schools in order to build a sense of community and provide appropriate support.
- **Innovative learning, teaching and assessment.** Schools are continuing to use innovative learning, teaching and assessment methods to enhance the student experience. The Vet School often uses videos as additional resources for practical tasks and is making use of QR codes to facilitate easy access for students to relevant videos from mobile devices. A programme within the School of Education carried out dissertation projects with national stakeholder organisations in the public sector which developed and maintained strong partnership working, generated applied performance enhancement interventions and positively impacted on service delivery. Within the Deanery of Biomedical Sciences, the external examiner commended the practice of students writing a "BBC-style" article based on a recent paper followed by a student-led interview with the senior author of the paper.
- **Student support.** There are numerous examples from School annual quality reports on the provision of effective support across many aspects of the student experience, including the Personal Tutor system, wider academic support, widening participation and employability. Examples of support for student transitions were also outlined by Schools. The School of Literatures, Languages and Cultures (SLLC) have developed a 'Support for Success in SLLC' virtual learning environment for students which brings together key information and covers all aspects of the student lifecycle, support available in SLLC, and ways to share feedback on learning and teaching. The School of Engineering provides peer support for new Personal Tutors through training, inviting them to Special Circumstances Committees to develop an understanding of the process to aid support of tutees, and the opportunity to meet with the Deputy Senior Tutor to discuss practice. The School of Maths has appointed a Student Learning Advisor (SLA) for

⁴ <https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers-20171130-web.pdf> (Paper C)

⁵ <https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers20170919.pdf> (Paper C)

⁶ https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers_20180524web.pdf (Paper C)

postgraduate taught students, following the success of the existing SLA post for undergraduate students. The Deanery of Molecular, Genetic and Population Health Studies invite new students at the end of their first course to reflect on what they bring to the programme, what they want to get out of it and what support they might need. This reflection is shared with Personal Tutors in order to ensure that meetings are focussed, structured and purposeful. In the School of Chemistry, in order to address the diverse secondary education syllabi, major changes to the way first year is taught were introduced in order to increase the academic level whilst ensuring that sufficient support systems are in place, particularly in the first semester. The School of Literatures, Languages and Cultures has an extensive programme of activities with secondary schools in order to support widening participation. In order to develop employability, the School of Social and Political Sciences piloted a work shadowing initiative for third year undergraduate students which will be expanded in 2018/19. From 2018/19 onward, the School of Maths is providing scholarships to students who satisfy one of the University's eight criteria for widening participation.

Areas for further development at the University level:

- **Pressure on staff time.** As student numbers increase, staff are identifying challenges with, for example, effectively delivering the Personal Tutor system, providing quality feedback to students on assessments within the required timescales, and providing effective supervision for dissertations. The Sub Group identified a particular tension between the provision of quality feedback to students on their assessments and feedback turnaround requirements. A number of comments specifically related to the increase in student numbers on postgraduate taught programmes.
- **Learning and teaching accommodation.** Schools are continuing to identify challenges with accessing suitable learning and teaching accommodation. Comments primarily related the lack of availability of large lecture theatres and classrooms to accommodate growing student cohorts. The Sub Group recognised that ongoing estates issues are having an impact on student satisfaction as, where improvements have been delivered, there has been a positive impact on student satisfaction. For example, the delivery of social space within the School of Chemistry and the Appleton Tower development for the School of Informatics. The Sub Group recommended that plans for student numbers should be considered in line with estates developments.
- **Personal Tutor system.** Student feedback on satisfaction with the Personal Tutor system has dropped across a large number of Schools at both undergraduate and taught postgraduate level. Schools are carefully considering the reasons for this and several have planned actions for academic session 2018/19 in response, including making changes to key processes and organisation. The Sub Group found no strong sense amongst Schools of why satisfaction has dropped and recognised a need to think more fundamentally about the Personal Tutor system. Following the decline in satisfaction scores, the University will be undertaking a holistic review of the Personal Tutor system which will link to a wider review of student support.

Sharing Good Practice from Institution-led Review and Annual Monitoring, Review and Reporting

In June 2018 the University held its first Learning and Teaching Conference⁷. This event provided an opportunity for staff to share good practice examples identified through institution-led review via a presentation and posters delivered by staff from Academic Services and College Offices at the conference. However, whilst the conference was very successful, it was not felt to be the most effective way to share the good practice specifically identified through quality processes. Therefore, Academic Services and College Offices will work together in 2018/19 to organise additional University-level and College-level events and to share good practice examples via mechanisms such as the Teaching Matters blog and webpages and network events.

⁷ <https://www.ed.ac.uk/institute-academic-development/learning-teaching/practice/ltconf2018>

Ways in which support services were reviewed

Student Support Services Annual Review – reporting on 2016/17

Student-facing support services are reviewed annually by a sub-committee of SQAC. To manage the transition to a new process to align with broader institutional planning processes in 2018/19 (for reporting on 2017/18), a light touch review process operated in 2017/18 (for reporting on 2016/17). For the light touch review for 2016/17 reporting, services were invited to submit progress updates on their recommendations from their 2015/16 reports. At its November 2017 meeting, SQAC confirmed that all services had considered and responded to the recommendations made in the previous year's report. No areas for consideration were identified as part of the light touch review.

Student Support Thematic Review – 2017/18

The University has moved from undertaking periodic reviews of individual student support services towards holistic student thematic reviews which focus on the quality of the student experience in relation to a particular theme or aspect of student support which can span both student support services and academic areas. Topics for thematic reviews are influenced by the outcomes of student support services annual review and discussion with the Edinburgh University Students' Association (Students' Association).

The 2017/18 thematic review has focused on mature students and student parents and carers and aimed to look at the provision of support for these underserved students, identify existing good practice and recommend areas for enhancement. The initial findings of the student consultation sessions were presented to the April 2018 meeting of SQAC⁸ where it was agreed to extend the consultation period over the summer to allow a survey of student carers to be conducted to try to ensure that the voices of younger parents and carers were encompassed by the review. Additionally, a series of staff stakeholder meetings was held over summer 2018 in order to help the review panel understand the issues from a service delivery perspective and allow staff to identify existing good practice and suggest areas for enhancement. The final report and recommendations will be received by SQAC in September 2018.

The next thematic review in 2018/19 will focus on Black and Minority Ethnic (BME) students' experiences of support at the University.

Role and nature of student engagement in institution-led review

The Students' Association and the University work in partnership to ensure that students are central to academic governance, decision-making and quality assurance and enhancement.

Institution-led and thematic reviews both include student members on review teams. The student member of a review team will typically convene one or more meetings during the review. Membership of a review team is included in the student's Higher Education Achievement Record. In addition to having student members on review teams, engagement of students from review areas as a part of institution-led review is regarded as essential. Briefing material aimed at students outlines ways in which they can engage with reviews and actions taken in response. Parallel briefings guide Schools on how to engage their students with reviews. The remits for all reviews include items proposed by students in the review areas.

⁸ <https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers-20180426web.pdf> (Paper D)

Contextual information and key messages from analysis of data

The University is in the process of reviewing and reflecting on the results of the 2018 National Student Survey (NSS) and Postgraduate Taught Experience Survey (PTES). The NSS results in particular are disappointing and the University is giving careful consideration to determining what action to take in response. The survey results will be considered in detail by the Senate Learning and Teaching Committee in autumn 2018.

SQAC considers data annually on the degree classification outcomes of the University's undergraduate students, in the context of recent trends and Higher Education Statistics Agency (HESA) data on Russell Group research-intensive institutions. In April 2018, SQAC also held a strategic discussion of trends in undergraduate degree classification outcomes. SQAC discussed explanations for the increasing proportion of good (first or upper second) degrees being awarded by UK higher education institutions, noted that the University has a number of controls in place to ensure that degree classifications are robust and appropriate, and identified additional ways for the University to address the issue. Whilst most subject areas across the University are broadly in line with Russell Group comparators for their discipline and/or with the University average, there are a small number of outliers which diverge substantially from either the University average or comparators in their discipline. Whilst there may be good reasons for these areas to have these patterns of degree outcomes, SQAC has asked the relevant Schools to give particular attention to their degree classification outcome data and provide an analysis of their context within their School annual quality report. SQAC also strengthened the focus on this issue in School Annual Quality Reporting processes.

Analysis of progression data showed that the University outperformed the Scottish sector average and the UK sector averages for the relevant HESA Performance Indicators (non-continuation and projected outcomes), although the University is slightly below benchmark.⁹

An analysis of 2016/17 undergraduate¹⁰ and taught postgraduate¹¹ external examiners' reports shows that there continues to be a high number of commendations and a low number of issues across the University. The main theme commended was 'The Assessment Process', with the sub-theme of 'Student Feedback' most commented on. An analysis of 'Student Feedback' sub-theme comments from external examiners' reports was discussed at the University's School Directors of Teaching Network meeting in June 2018. Issues raised by external examiners related to the provision of information, the assessment process, moderation, and induction. No University-level action was required.

Data from the HESA Destination of Leavers of Higher Education Survey of 2016/17 full-time first degree UK domicile graduates, shows 94.3% in employment or further study 6 months after graduation. This is not significantly different from our benchmark (95.3%) and is an increase on the previous year (92.8%). For the same population, 76.5% entered highly skilled employment or further study. The importance of institutional action and support for personal, professional and career development, has been reinforced this year through input to Senate and a working group of the Senate Learning and Teaching Committee. The working group devised an implementation plan to take forward work to ensure all our students are appropriately supported to make effective transitions and see their time at Edinburgh as a launch-pad for future success. There is considerable and often understandable variation across subject areas; School level plans developed in partnership with the Careers Service reflect and respond to these local contexts.

⁹ <https://www.hesa.ac.uk/news/08-03-2018/non-continuation-tables>

¹⁰ <https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers-20171130-web.pdf> (Paper D)

¹¹ <https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers-20180208.pdf> (Paper E)

Summary

The previous year's institution-led review activity has identified an abundance of good practice examples across all areas of learning and teaching and it is important that these are shared across the University. There is clear evidence that staff are committed to enhancing the student experience by listening to and acting upon student feedback and other relevant data. The reviews also identified areas for further development, many of which are already a focus of work.

Actions Undertaken

During 2017/18 the University has continued to focus on developing its approach to communications, engagement and dialogue with students, along with heavy investment in student-facing facilities and services in the coming years to underpin the University's commitment to learning, teaching and student experience. In addition, the University has continued to signal and reward the importance of teaching, alongside research, from the point of staff recruitment and through the whole life-cycle of academic careers.

The University has continued to make progress on addressing the recommendations from the 2015 Enhancement-led Institutional Review (ELIR) in the areas of assessment and feedback, personal tutoring, postgraduate research student experience, workload allocation models, student representation, and student data dashboards.¹²

The University published a new Learning and Teaching Strategy in January 2017.¹³ Over the course of 2017-18, the University has developed and begun to implement a formal implementation plan for the Strategy. The Senate Learning and Teaching Committee will review progress against this plan at its meeting in September 2018.

In October 2017, the University and the Students' Association signed their first Student Partnership Agreement¹⁴. It serves to highlight ways in which the wider University, including all staff and students, can work together to enhance the student experience. It sets out values, approach to partnership and the three priorities for academic year 2017/18: student voice; academic support; and mental health and wellbeing. The University made funds available to support students and staff working together on projects related to the Partnership priorities and 16 projects were funded during 2017/18. An event will be held in semester 1 2018/19 to share project outcomes and to launch the new priorities.

In 2017/18 the Vice-President Education (Students' Association) led a project to streamline the student representation system, focussing on a move from course to programme representatives.

The benefits of such a system include:

- A clearer, consistent and empowered structure across the institution, enabling better quality of representation and support.
- More inclusive of students on joint-degree programmes.
- A more valuable dialogue between staff and students regarding the wider student experience.

The majority of schools have indicated that they will move to a programme representative structure for 2018/19. At its meeting in May 2018, Senate Learning and Teaching Committee agreed that from 2019/20, all Schools would be asked to implement a programme-level representation system. The enhancements to the student representation system will be supported by in-person training for programme representatives.

¹² <https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers-20180208.pdf> (Paper D)

¹³ https://www.ed.ac.uk/files/atoms/files/learning_teaching_strategy.pdf

¹⁴ <https://www.ed.ac.uk/students/academic-life/student-voice/partnership-agreement>

In 2016/17, the University rolled out a new initiative to enable students to provide feedback midway through their courses ('mid-course feedback'), with a view to enabling Schools to respond and in some circumstances make changes to elements of the course for the benefit of the current cohort. In 2016/17 this was introduced for students on Honours level course. In 2017/18, the University decided that all undergraduate courses should implement mid-course feedback.

In response to the 2015 ELIR, institution-led reviews, and other feedback, the University reviewed its Code of Practice for Tutors and Demonstrators during 2016/17 and agreed to replace it with a new Policy. The University implemented this new Policy, which clarifies the arrangements for recruitment, support and development of tutors and demonstrators, from 2017/18. It will evaluate the implementation of the Policy during 2018/19.

Planned Actions

During 2018/19 the University plans to place a strong focus on signalling and rewarding the importance of teaching, alongside research. As part of this, the University has established a task group to review the issue of Teaching and Academic Careers, considering how achievements in teaching are rewarded and recognised through the academic lifecycle and how the University can ensure it has appropriate academic development provision in place.

The University also plans to continue to focus on developing its approach to communications, engagement and dialogue with students, along with heavy investment in student-facing facilities and services in the coming years to underpin the University's commitment to learning, teaching and student experience.

In addition to continuing implementation of the University's Learning and Teaching Strategy, and continued progress in relation to the 2015 ELIR, the University is in the process of developing broader plans for enhancing the student experience, informed by the 2018 NSS results. These plans are likely to involve actions for delivery in 2018/19.

Indication of institution-led reviews for the forthcoming cycle

Please see Appendix 1. Please note that specific timings may be subject to change to reflect schedules in Schools.

List of subject areas/programmes reviewed by other bodies

In 2017/18 11 professional bodies carried out reviews resulting in all 64 programmes being successfully accredited/reaccredited (Appendix 2).

11 September 2018

Appendix 1 - Internal Periodic Review forward schedule

	Postgraduate Programme Review	Teaching Programme Review
2018/19	<ul style="list-style-type: none"> • College of Medicine & Veterinary Medicine (Postgraduate Research Provision) • Edinburgh College of Art (Postgraduate Taught & Postgraduate Research Provision) • GeoSciences (Postgraduate Research Provision) • Literatures, Languages and Cultures (Postgraduate Taught & Postgraduate Research Provision) 	<ul style="list-style-type: none"> • Classics (Undergraduate provision) • Engineering (combined) (Undergraduate & Postgraduate Taught provision) • History of Art (Undergraduate provision) • Earth Sciences (Undergraduate provision) • Philosophy (Undergraduate provision)
2019/20	<ul style="list-style-type: none"> • Education (Postgraduate Taught and Postgraduate Research Provision) • Informatics (Postgraduate Research Provision) • Philosophy, Psychology and Language Sciences (Postgraduate Taught & Postgraduate Research Provision) • Social and Political Sciences (Postgraduate Taught & Postgraduate Research Provision) 	<ul style="list-style-type: none"> • Business and Accounting (Undergraduate provision) • Chemistry (Undergraduate & Postgraduate Taught provision) • Divinity (Undergraduate provision) • Geography (Undergraduate provision) • Politics and International Relations (Undergraduate provision) • Social Policy (Undergraduate & Postgraduate Taught provision) • Centre for Open Learning (Undergraduate provision)
2020/21	<ul style="list-style-type: none"> • Clinical Education (Postgraduate Taught Provision) • Health in Social Science (including Nursing Undergraduate provision, Postgraduate Taught and Postgraduate Research Provision) • Maths (Postgraduate Research Provision) 	<ul style="list-style-type: none"> • Archaeology (Undergraduate provision) • Architecture (Undergraduate provision) • Biological Sciences (Undergraduate & Postgraduate Taught provision) • History (Undergraduate provision) • Informatics (Undergraduate & Postgraduate Taught provision) • Law (Undergraduate provision, Postgraduate Research & Postgraduate Taught provision) • Music (Undergraduate provision) • Oral Health Sciences (Undergraduate provision)
2021/22	<ul style="list-style-type: none"> • Biological Sciences (Postgraduate Research Provision) • Divinity (Postgraduate Taught & Postgraduate Research Provision) 	<ul style="list-style-type: none"> • Applied Sport Science and Sport and Recreation Management (Undergraduate provision)

	<ul style="list-style-type: none"> • Royal (Dick) School of Veterinary Studies (Postgraduate Taught Provision) • GeoSciences (Postgraduate Taught Provision) 	<ul style="list-style-type: none"> • Celtic and Scottish Studies (Undergraduate provision) • Maths (Undergraduate & Postgraduate Taught provision) • Psychology (Undergraduate provision) • The Royal (Dick) School of Veterinary Studies (Undergraduate provision)
2022/23	<ul style="list-style-type: none"> • Business (Postgraduate Taught and Postgraduate Research Provision) • Economics (Undergraduate provision, Postgraduate Research & Postgraduate Taught provision) • History, Classics and Archaeology (Postgraduate Research & Postgraduate Taught provision) • Physics and Astronomy (Postgraduate Research provision) 	<ul style="list-style-type: none"> • Art (Undergraduate provision) • Asian Studies (Undergraduate provision) • Design (Undergraduate provision) • Ecological and Environmental Sciences (Undergraduate provision) • European Languages and Cultures (Undergraduate provision) • Islamic and Middle Eastern Studies (Undergraduate provision) • Linguistics and English Language (Undergraduate provision) • Social Work (Undergraduate & Postgraduate Taught provision)
2023/24	<ul style="list-style-type: none"> • Chemistry (Postgraduate Research Provision) • Engineering (Postgraduate Research Provision) • Molecular, Genetic and Population of Health Sciences (Postgraduate Taught Provision) • Clinical Sciences (Postgraduate Taught Provision) 	<ul style="list-style-type: none"> • Biomedical Sciences (Undergraduate and Taught Postgraduate Provision) • Education (to include Childhood Practice & Community Education) • English Literature (Undergraduate Provision) • Medicine (Undergraduate Provision) • Physics and Astronomy (Undergraduate and Postgraduate Taught Provision) • Social Anthropology (Undergraduate and Postgraduate Taught Provision) • Sociology & Sustainable Development (Undergraduate Provision)

Appendix 2 – Degree Programmes Accredited in 2017/18

Degree Programme Title	Name of Accrediting Body	URL of Accrediting Body
MBChB Medicine	General Medical Council (GMC)	http://www.gmc-uk.org/
PgCert Clinical Education (Online Learning) - 1 Year	Higher Education Academy (HEA)	http://www.heacademy.ac.uk/home
MSc Clinical Education (Online Learning) - 3 Years	The Royal Australasian College Surgeons	http://www.surgeons.org/
PgCert Clinical Education (Online Learning) - 1 Year	The Royal Australasian College Surgeons	http://www.surgeons.org/
PgDip Clinical Education (Online Learning) - 2 Years	The Royal Australasian College Surgeons	http://www.surgeons.org/
PgCert Academic Practice (ICL) - 1-3 Years	Higher Education Academy (HEA)	http://www.heacademy.ac.uk/home
PgCert Digital Education (Online Learning) (ICL) 1-2 Years	Higher Education Academy (HEA)	http://www.heacademy.ac.uk/home
MSc Advanced Chemical Engineering	Institution of Chemical Engineers (IChemE)	http://www.icheme.org/
BEng (Hons) Electrical and Mechanical Engineering	Institution of Mechanical Engineers (IMechE)	http://www.imeche.org/Home
BEng (Hons) Engineering for Sustainable Energy	Institution of Mechanical Engineers (IMechE)	http://www.imeche.org/Home
BEng (Hons) Mechanical Engineering	Institution of Mechanical Engineers (IMechE)	http://www.imeche.org/Home
BEng (Hons) Mechanical Engineering with Management	Institution of Mechanical Engineers (IMechE)	http://www.imeche.org/Home
BEng (Hons) Mechanical Engineering with Renewable Energy	Institution of Mechanical Engineers (IMechE)	http://www.imeche.org/Home
MEng (Hons) Electrical And Mechanical Engineering	Institution of Mechanical Engineers (IMechE)	http://www.imeche.org/Home
MEng (Hons) Engineering for Sustainable Energy	Institution of Mechanical Engineers (IMechE)	http://www.imeche.org/Home
MEng (Hons) Mechanical Engineering	Institution of Mechanical Engineers (IMechE)	http://www.imeche.org/Home
MEng (Hons) Mechanical Engineering with Management	Institution of Mechanical Engineers (IMechE)	http://www.imeche.org/Home
MEng (Hons) Mechanical Engineering with Renewable Energy	Institution of Mechanical Engineers (IMechE)	http://www.imeche.org/Home
BSc (Hons) Geography	Royal Geographical Society (with IBG)	www.rgs.org/accreditation
MA (Hons) Geography	Royal Geographical Society (with IBG)	www.rgs.org/accreditation
DClinPsychol Clinical Psychology (Core Programme Route) - 3 Years	British Psychological Society (BPS)	http://www.bps.org.uk/
DClinPsychol Clinical Psychology (Flexible Study Route) - 4 Years	British Psychological Society (BPS)	http://www.bps.org.uk/
DClinPsychol Clinical Psychology (Flexible Study Route) - 5 Years	British Psychological Society (BPS)	http://www.bps.org.uk/
DClinPsychol Clinical Psychology (Core Programme Route) - 3 Years	Health Professions Council (HPC)	http://www.hpc-uk.org/
DClinPsychol Clinical Psychology (Flexible Study Route) - 4 Years	Health Professions Council (HPC)	http://www.hpc-uk.org/
DClinPsychol Clinical Psychology (Flexible Study Route) - 5 Years	Health Professions Council (HPC)	http://www.hpc-uk.org/
Law (LLB Ord)	Law Society of Scotland	http://www.lawscot.org.uk/
LLB (Hons) Law	Law Society of Scotland	http://www.lawscot.org.uk/
LLB (Hons) Law and Accountancy	Law Society of Scotland	http://www.lawscot.org.uk/
LLB (Hons) Law and Business	Law Society of Scotland	http://www.lawscot.org.uk/

Degree Programme Title	Name of Accrediting Body	URL of Accrediting Body
LLB (Hons) Law and Celtic	Law Society of Scotland	http://www.lawscot.org.uk/
LLB (Hons) Law and Economics	Law Society of Scotland	http://www.lawscot.org.uk/
LLB (Hons) Law and French	Law Society of Scotland	http://www.lawscot.org.uk/
LLB (Hons) Law and German	Law Society of Scotland	http://www.lawscot.org.uk/
LLB (Hons) Law and History	Law Society of Scotland	http://www.lawscot.org.uk/
LLB (Hons) Law and International Relations	Law Society of Scotland	http://www.lawscot.org.uk/
LLB (Hons) Law and Politics	Law Society of Scotland	http://www.lawscot.org.uk/
LLB (Hons) Law and Social Anthropology	Law Society of Scotland	http://www.lawscot.org.uk/
LLB (Hons) Law and Social Policy	Law Society of Scotland	http://www.lawscot.org.uk/
LLB (Hons) Law and Sociology	Law Society of Scotland	http://www.lawscot.org.uk/
LLB (Hons) Law and Spanish	Law Society of Scotland	http://www.lawscot.org.uk/
LLB (Ord) Law (Graduate Entry)	Law Society of Scotland	http://www.lawscot.org.uk/
BSc (Hons) Astrophysics	Institute of Physics (IOP)	http://www.iop.org/
BSc (Hons) Chemical Physics	Institute of Physics (IOP)	http://www.iop.org/
BSc (Hons) Computational Physics	Institute of Physics (IOP)	http://www.iop.org/
BSc (Hons) Mathematical Physics	Institute of Physics (IOP)	http://www.iop.org/
BSc (Hons) Physics	Institute of Physics (IOP)	http://www.iop.org/
BSc (Hons) Physics and Music	Institute of Physics (IOP)	http://www.iop.org/
BSc (Hons) Physics with Meteorology	Institute of Physics (IOP)	http://www.iop.org/
BSc (Hons) Theoretical Physics	Institute of Physics (IOP)	http://www.iop.org/
MChemPhys (Hons) Chemical Physics	Institute of Physics (IOP)	http://www.iop.org/
MChemPhys (Hons) Chemical Physics with a Year Abroad	Institute of Physics (IOP)	http://www.iop.org/
MChemPhys (Hons) Chemical Physics with Industrial Experience	Institute of Physics (IOP)	http://www.iop.org/
MPhys Astrophysics	Institute of Physics (IOP)	http://www.iop.org/
MPhys Computational Physics	Institute of Physics (IOP)	http://www.iop.org/
MPhys Mathematical Physics	Institute of Physics (IOP)	http://www.iop.org/
MPhys Physics	Institute of Physics (IOP)	http://www.iop.org/
MPhys Physics with Meteorology - 5 Years	Institute of Physics (IOP)	http://www.iop.org/
MPhys Physics with Year Abroad - 5 Years	Institute of Physics (IOP)	http://www.iop.org/
MPhys Theoretical Physics	Institute of Physics (IOP)	http://www.iop.org/
BSc (Hons) Psychology	British Psychological Society (BPS)	http://www.bps.org.uk/
MA (Hons) Philosophy and Psychology	British Psychological Society (BPS)	http://www.bps.org.uk/
MA (Hons) Psychology	British Psychological Society (BPS)	http://www.bps.org.uk/

Degree Programme Title	Name of Accrediting Body	URL of Accrediting Body
MA (Hons) Psychology and Business	British Psychological Society (BPS)	http://www.bps.org.uk/
MA (Hons) Psychology and Economics- 4 Years	British Psychological Society (BPS)	http://www.bps.org.uk/
MA (Hons) Psychology and Linguistics	British Psychological Society (BPS)	http://www.bps.org.uk/
MA (Hons) Sociology and Psychology	British Psychological Society (BPS)	http://www.bps.org.uk/

Accreditations Discontinued in 2017/18

The partial accreditation of the BEng (Hons) Computer Science with Management by BCS the Chartered Institute for IT on behalf of the Science Council was discontinued in May 2018 on account of BCS withdrawing from the Science Council and therefore no longer offering the accreditation.

Annual Report to the Scottish Funding Council on Institution-led Review and Enhancement Activity 2017/18

Statement of assurance

On behalf of the governing body of the University of Edinburgh, I confirm that we have considered the institution's arrangements for the management of academic standards and the quality of the learning experience for AY 2017/18, including the scope and impact of these. I further confirm that we are satisfied that the institution has effective arrangements to maintain standards and to assure and enhance the quality of its provision. We can therefore provide assurance to the Council that the academic standards and the quality of the learning provision at this institution continue to meet the requirements set by the Council.

.....
Anne Richards
Vice-Convener of Court

.....
Date

The University of Edinburgh
Senatus Quality Assurance Committee

20 September 2018

Enhancement Themes Institutional Plan

Executive Summary

This paper presents the University's end of year one report for the Enhancement Theme, Evidence for Enhancement, Improving the Student Experience.

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

The paper is relevant to the Committee's responsibility for the quality assurance framework.

Action requested

The Committee is asked to note the report.

How will any action agreed be implemented and communicated?

See the 'Dissemination of Work' section of the report.

Resource / Risk / Compliance

1. Resource implications (including staffing)

Resource implications for any additional activities/projects will be managed by Academic Services in consultation with the relevant colleagues.

2. Risk assessment

Risks will be considered as part of individual activities/projects.

3. Equality and Diversity

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

4. Freedom of information

Open.

Key words

Enhancement theme, evidence for enhancement

Originator of the paper

Nichola Kett, Academic Policy Manager, Academic Services
6 September 2018



Evidence for Enhancement: Improving the Student Experience

End of Year 1 Report for University of Edinburgh

Institutional team

Institutional Team membership can be found at: <https://www.ed.ac.uk/academic-services/quality/enhancement-themes-overview/evidence-based-enhancement>

There have been no changes in leadership or membership since the details were reported in the institutional plan in November 2017.

Outcomes/activity

The institutional plan submitted in November 2017 was written before the Institutional Team had met. Since then, three productive team meetings have been held and a number of new activities, which align with the sector strands, have been identified.

Institutional Team

Remit: To have oversight of key institutional activities relating to the Enhancement Theme, with the aim of sharing information and identifying links and synergies. To support engagement with and work on the Enhancement Theme within the University and the sector, including the requirements set by Quality Assurance Agency Scotland. To facilitate communication on the Enhancement Theme across the University. To promote the use of data for enhancing the student experience.

The Team receive updates on the following projects: strategic performance measurement dashboards (Governance and Strategic Planning); analysing peer learning and support and Teaching Awards data (Students' Association); student representative diversity work (Students' Association); minimum standards for Virtual Learning Environments (VLEs) (Learning, Teaching and Web (LTW)); analysing student survey data (Student Systems); and evaluation of lecture recording implementation (LTW).

Staff Survey

A staff survey on sources of information that are important to Schools to help improve the student experience highlighted a consistent theme of staff seeking more clarity on widening participation data, including definitions. The Institutional Team supported the development of a consistent set of definitions and identifying appropriate benchmark measures. In response to this, a member of staff from Student Systems attended the May meeting of the Institutional Team to provide an update of work undertaken in this area. Members were reassured that this work provided more clarity on widening participation data.

Student Workshop

The strongest themes to emerge from a workshop on sharing data with student representatives were requests for a handover from the previous year and information on key contacts. In response to this, the Students' Association will explore using the impact questionnaire, which is completed by student representatives at the end of their tenure, to gather handover information. Additionally, from September 2018, there are plans to pilot with a few Schools the provision of a standard high-level analysis of student feedback to school student representatives.

Staff Workshop

A staff workshop to inform the establishment of meaningful and useful data sets for impact metrics for lecture recording and minimum standards for VLEs was held. Through this workshop, which had excellence staff engagement, some very useful information was gathered which will be considered by the relevant project boards.

Student Data Dashboard

It is planned to develop case studies of how the student data dashboard has been used, with a focus on what has been achieved as a result of clearer data.

Work to Investigate Specific Non-Continuation Challenges

Following a discussion at January Learning and Teaching Committee, two PhD student interns have been appointed to undertake analysis on non-continuation data and to explore patterns for different student groups. Additionally, Schools have been provided with non-continuation data and have been asked to provide insights into the patterns.

Closing the Student Feedback Loop

Academic Services have identified good practice examples of how staff can close the feedback loop with students. Examples are being drawn from School annual quality reports, teaching/postgraduate programme review reports, the Teaching Awards, and a staff survey to evaluate mid-course feedback. Some examples will be shared at a Directors of Teaching Network event in June 2018. It is hoped that other examples will be captured in various formats (videos, Teaching Matters blogs, etc.) and shared more widely via the University's website alongside the outputs of the sector work.

The Students' Association's Vice President Education has led a project to transform the student representative structure, with a move from class (course) to programme representatives. There are early plans to develop a graphically designed visual representation of the new representative structure, which details how it supports the process of gathering student feedback and closing the feedback loop. It is hoped that this visual representation can be shared electronically. The visual representation would be complemented by planned communications about the student voice over summer 2018.

Project Funding

Staff and students were invited to submit applications for project funding. Unfortunately, none of the applications for project funding met the criteria. This result was unexpected and the criteria for any future calls for applications will be revisited. On reflection, the criteria may have been too broad.

Dissemination of work

Dissemination of work will commence as outcomes of activities, such as the closing the student feedback loop case studies, are finalised. Many of the Theme-related activities will continue into next academic year and beyond.

An update on activities was provided to the April 2018 Quality Assurance Committee meeting. Theme information is also disseminated through Institutional Team members, an internal wiki and a webpage.

The closing the student feedback loop case studies will be available on a webpage and so could be shared with the sector.

Inter-institutional collaboration

There has been no formal collaboration with other institutions outwith the collaborative cluster activity and sector work with which the University has been involved. Informal conversations at Theme Leaders' Group meetings have been useful to discuss common areas of work and share ideas. The benefits of collaborating with other institutions is gaining a different perspective and the potential for synergies. The challenge for additional collaborative activities over and above the clusters and sector work is the time required.

Sector-wide work

Student-led Project

The Theme Leader coordinated an extensive survey response, involving many colleagues at the University and the Students' Association. The Vice President Education was a member of the Steering Group and presented at the think tank event which was also attended by three members of staff from the University. There are plans to share the outcomes of this project within the University.

Collaborative Cluster Engagement

- A member of staff from Edinburgh College of Art is involved in the creative disciplines collaborative cluster.
- A member of staff from the Careers Service attended the employability collaborative cluster workshop and two members of staff attended the distance learning collaborative cluster workshops.

- A member of staff attended the second learning analytics collaborative cluster workshop.

Enhancement Themes Conference

The University and the Students' Association are contributing three paper sessions and a lightning talk.

Supporting staff and student engagement

The Institutional Team has membership drawn from the University and Students' Association, including the Vice President Education.

The staff and student workshops were an effective mechanism to explore and gather feedback on particular topics. It is evident from the wide breadth of the Theme that staff and student engagement with activities needs to be targeted in order to be meaningful and ensure positive engagement.

Next academic year there are plans to pilot with a few Schools the provision of a standard high-level analysis of student feedback to School Representatives. A School Director of Quality will also be invited to talk about how they made use of data to write their School annual quality report at the semester one network meeting. Work to present standard data sets to Schools prior to their teaching/postgraduate programme reviews to guide the development of remit items will be piloted next academic year and this will engage a new group of staff with Theme-related activity.

In terms of the approach to supporting staff and student engagement next academic year, this has been discussed with other institutions and creative approaches are being considered. For example, supporting local (e.g. School-level) activities or events and considering different ways to support dialogue between staff and students on student feedback (which would align with the Student Partnership Agreement). In general, there will be a growing focus on supporting staff to make evidence-informed decisions, which may include training. These concepts will be discussed with the Institutional Team in year two of the Theme.

Evaluation

Due to its breadth, the Theme is supporting and strengthening aspects of existing strategy, policy and practice. For example, the Student Voice Policy was launched earlier this academic year and one of the principles covers closing the student feedback loop. The Theme has enabled us to focus attention on this aspect, to engage in sector-wide discussions, and to develop a staff-facing resource to support closing the student feedback loop.

Processes

There is great value in the breadth of the current Theme as there are numerous existing sector-wide and University activities that align with it. Also due to the breadth of the Theme, activities undertaken within the University require more targeted communications to ensure effective staff and student engagement. The Institutional Team consists of members who represent areas across the University and the Students' Association who are involved in key Theme-related activity. The Team is smaller than for the previous Theme and, whilst this is working effectively, there are plans (outlined above) to consider more creative ways to increase staff and student engagement.

This report will be presented to the Institutional Team and the Quality Assurance Committee early next academic year.

Report Author:	Nichola Kett, Academic Policy Manager, Academic Services
Date:	1 June 2018

The University of Edinburgh
Senatus Quality Assurance Committee

20 September 2018

Service Excellence, Student Administration & Support Update

Executive Summary

Dated 07 September 2018, this paper provides a brief update of the work being undertaken by the Student Administration & Support strand of the Service Excellence Programme, as part of a commitment to ensure that the Senate Committees are appraised of progress across each of these areas.

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

The Service Excellence Programme has been identified as a strategic priority.

Action requested

To note (no requested action at this stage).

How will any action agreed be implemented and communicated?

Future Service Excellence Programme recommendations will be communicated by the Board through existing committee structures. Future SA&S proposals will be routed through Researcher Experience Committee, Learning & Teaching Committee, Quality Assurance Committee or Curriculum & Student Progression Committee as necessary.

Resource / Risk / Compliance

1. Resource implications (including staffing)

N/A at this stage.

2. Risk assessment

SA&S aren't identifying risks for consideration at this stage.

3. Equality and Diversity

N/A at this stage.

4. Freedom of information

Open

Key words

Service Excellence Programme / Student Administration & Support

Originator of the paper

Chris MacLeod

Student Administration & Support Programme Lead

07 September 2017

SEP 2018: UPDATE ON SERVICE EXCELLENCE (STUDENT ADMINISTRATION & SUPPORT)

The Student Administration & Support (SA&S) Programme Board last met on 20th August 2018 with a revised membership; 2 Heads of Schools (Professors Argyle and Kelly) and one former Head (Professor Foster) have joined the Board reflecting a desire for strengthened academic representation. The Board received the following updates:

- The recruitment of the following new team members:
 - Brian Butler (Programme Manager)
 - Tejesh Mistry (Implementation Lead)
 - Cat Cairns (Design Lead)
 - Chris MacLeod (Programme Lead)
- Presentation of a revised programme plan designed to be ambitious in its focus on pace and the realisation of benefits, while addressing concerns about deliverability and workload.
- Presentation of a “conceptual Target Operating Model” for Student Administration and Support as a whole. This is a model that identifies the structures, people, systems and processes that are required to deliver student administration and support activities at UoE in the future, with the aim of:
 - Simplifying access to support for students
 - Reducing the administrative burden on academic colleagues
 - Strengthening the professional development and career possibilities for professional services staff in Schools, Colleges and other areas whilst also reducing the volume of repetitive or redundant work carried out these colleagues due to poor systems, lack of data etc
 - Achieving greater efficiencies for the University overall.
- Presentation on the approach to be deployed in taking the “conceptual Target Operating Model” to the next stage
- Presentation on the status of projects currently in implementation (further information below)

The Board endorsed the following proposals:

- The recruitment of 1 x Grade 8 Design Lead and 3 x Grade 7 Service Excellence Partners – these are posts to be filled on a secondment basis by appropriate professional services staff from within the University, where possible.

Detailed Design - The programme is scheduled to run a range of workshops with key stakeholders during October, November and December in support of its detailed design phase. The focus of these workshops will be on: Programme and Course Information Management (PCIM), Academic Lifecycle, Post Graduate Research (PGR), Board of Examiners, Exam Operations, Course Selection and Student Finance.

Work is currently underway to identify subject matter experts within the University to assist the design team on PGR.

Implementation – the following projects are currently in implementation phase:

- Exam Timetabling - was launched as a new service in July 2018 introducing exam information directly in Office 365 calendars across 5,000 re-sit exams benefitting 2,500 students. The second phase of the project is planned to roll-out across all exams from November. Further communications will support the wider launch in December 2018.
- Student Immigration Service – the new single service (bringing together teams currently split between Edinburgh Global and Student Administration) is expected to launch in November 2018 with the staff team having come together into the new office space by the end of October. Activities are being delivered to ensure that the service can launch in the best possible position including: website development, team building, introducing the UniDesk enquiry management system, review of existing procedures, staff recruitment and a communications plan.
- Comprehensive Student Timetabling – bringing together the bulk of timetabling activity in the Timetabling Unit to deliver comprehensive student timetables - is on track for launch in January 2019 with Trade Union consultation currently being carried out to review any impact on staff. Plans have been developed to support Schools and Deaneries in the coming months to implement local administration and coordination which is essential for the new Timetabling model to function effectively. Ongoing work is required to resolve the issue of NHS staff access to the new room booking system (in CMVM)
- Work and Study Away (WSA) - the new service taking on responsibility for administration of most working and studying away opportunities across the University (not just study abroad) is scheduled to be launched in March/April 2019. The staff impact assessment has been completed, and shows that significantly more staff are involved in administration of WSA than was previously thought. The HR process has been delayed to allow for the business case to be rebased. There are ongoing discussions about the continued role of academic staff in approving learning agreements. Procurement of the new WSA system has progressed to the scoring phase for prospective vendors.

Further information is available on the SA&S wiki: [SA&S Wiki](#)

The University of Edinburgh
Senatus Quality Assurance Committee

20 September 2018

Report from the Knowledge Strategy Committee

Executive Summary

To update SQAC on certain matters considered by the Knowledge Strategy Committee.

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

Not applicable.

Action requested

SQAC is invited to note the report.

How will any action agreed be implemented and communicated?

Not applicable.

Resource / Risk / Compliance

1. Resource implications (including staffing)

Where applicable, as covered in the report.

2. Risk assessment

Where applicable, as covered in the report.

3. Equality and Diversity

Where applicable, as covered in the report.

4. Freedom of information

This paper is open.

Key words

Knowledge Strategy Committee

Originator of the paper

Dr Lewis Allan, Head of Court Services

REPORT FROM THE KNOWLEDGE STRATEGY COMMITTEE

25 May 2018

1 **Near Future Teaching Project**

Professor Siân Bayne, Assistant Principal Digital Education, presented a project to co-design the future of digital education at the University, drawing on consultation exercises held with staff, students and school pupils and horizon scanning to develop four different educational future scenarios. The next stages of the project will involve testing the scenarios with student, academic expert and school pupil panels, proposing recommendations and translation into policy and action. The project is scheduled to conclude in December 2018.

The Committee welcomed the presentation and project, with the following points raised in discussion:

- Equity of access to information technology – globally and locally;
- Consulting outside already interested parties to those who perceive information technology more negatively;
- Appropriate levels of technology use and links to wellbeing;
- Seeking employers views; and
- Using the outcomes to design teaching within the Edinburgh Futures Institute.

2 **Web Strategy**

Melissa Highton, Assistant Principal Online Learning, introduced a strategy to address the University's use of web technologies to enhance student experience, disseminate research and engage the wider public. It was noted that the University's web estate consists of 1,709 websites, with www.ed.ac.uk counted as a single website. Almost 50% of the websites carry 'amber' risk indicators including security, technology and accessibility concerns. Work is underway to contact website owners and resolve the risk indicators, although 500 websites presently have no identified owner, reflecting the historically highly devolved nature of the web estate.

3 **Distance Learning at Scale Programme Business Case**

A business case for the Distance Learning at Scale programme to establish a small number of large scalable online courses in areas of strength for the University, including data science and business education. The business case was endorsed, with the following points raised in discussion:

- Building on the University's success in provision of Massive Open Online Courses;
- Existing online masters courses may be relatively small but many are highly valued and of continuing benefit;
- Benefits for on-campus students in making available new learning technology;
- Implications for student statistics such as the retention rate, depending on categorisations used by bodies such as the Higher Education Statistics Agency.

4 Authentication and Authorisation Services Review

The summary recommendations of a review of the University's authentication and authorisation services were noted, including changes to comply with the General Data Protection Regulation and improve security.

5 IT Network Replacement Project – Student Residences

A proposal to incorporate the externally operated Accommodation, Catering and Events student residences data network and telephony service into the University campus network within the current Campus Network Replacement project was approved, with the associated increased capital cost endorsed. The opportunity to improve the student experience was welcomed, with members discussing alternative study locations when the Main Library is full and noting the intention to include student residences leased on a long term basis by the University within the scope of the project.

6 Learning Analytics Policy

Following earlier approval for an institutional statement of Principles and Purposes for Learning Analytics, a draft institutional policy on Learning Analytics was approved. It was noted that the draft Policy had been developed in light of the General Data Protection Regulation.

7 Main Library Occupation Levels

Data on the occupancy of the Main Library prior to the first and second semester examination diets was noted, confirming that the building is regularly full during these periods. Members requested further information on occupancy rates across the year as a whole, discussed facilities for student parents, the availability of refreshment facilities with 24/7 library opening and the potential for study spaces in other buildings.

8 Lecture Recording Policy Update

The findings of the policy consultation and final draft Lecture Recording Policy were noted. The following points were raised in discussion:

- 75% of the 400 teaching rooms will have lecture recording equipment installed by September, with 100% coverage by the end of the next academic year;
- Subsequent monitoring of the number of opt-outs granted, particularly on core courses; and,
- Achieving a balance between a lecture that is engaging for students present and those watching at a later date.