

**Meeting to be held on Wednesday 21 September 2016 at 2.00pm in the Board Room,
Chancellor's Building, Little France**

AGENDA

- 1. Welcome and Apologies**
- 2. Minutes of the meeting held on 25 May 2016** LTC 16/17 1 A
- 3. Matters Arising**
Matters arising from the meeting held on 25 May 2016 (and not elsewhere on the agenda):
 - 3.1 Support for Disabled Students (item 5.1) Verbal update
- 4. Convener's Communications**
 - 4.1 Teaching Excellence Framework – Update Verbal update
- 5. For Discussion**
 - 5.1 Strategic Issues Regarding Academic Policy Development, Implementation and Supporting Business Processes LTC 16/17 1 B
 - 5.2 Student Survey Review – Draft Recommendations LTC 16/17 1 C
 - 5.3 Online Assessment and Feedback Report LTC 16/17 1 D
 - 5.4 Feedback on Assessment: Turnaround Times (Semester Two, 2015/16) LTC 16/17 1 E
 - 5.5 National Student Survey 2016: Results and Responses LTC 16/17 1 F
CLOSED
 - 5.6 University Lecture Capture:
 - 5.6.1 Business Case LTC 16/17 1 G1
Considered and approved
previously by
correspondence
 - 5.6.2 Development of Policy for Lecture Recording LTC 16/17 1 G2
 - 5.7 Final Report of Task Group to Review the Academic Year Structure LTC 16/17 1 H
 - 5.8 Proposed / Indicative School Plans for use of the Week Between Teaching Blocks 3 and 4 in 2016/17 LTC 16/17 1 I
 - 5.9 Building a Vision for Digital Education LTC 16/17 1 J
 - 5.10 Draft Learning and Teaching Strategy LTC 16/17 1 K
- 6. For Approval**
 - 6.1 Guidance to Support the Use of Peer Observation of Teaching LTC 16/17 1 L
 - 6.2 Proposal to Develop a Student Partnership Agreement LTC 16/17 1 M
- 7. For Noting / Information**

7.1	Report from Learning and Teaching Policy Group	LTC 16/17 1 N
7.2	Edinburgh University Students' Association Priorities 2016/17	LTC 16/17 1 O
7.3	Academic and Pastoral Support Policy Update	LTC 16/17 1 P
7.4	Leading Enhancement in Assessment and Feedback Update	LTC 16/17 1 Q
7.5	EU Referendum Result – Strategic Implications for Learning and Teaching	LTC 16/17 1 R
7.6	Report from Knowledge Strategy Committee (3 June 2016 meeting)	LTC 16/17 1 S
7.7	Enhancement Themes Update	Verbal update

8. Any Other Business

For approval at meeting of LTC to be held on 21 September 2016

Minutes of the Meeting of the Senatus Learning and Teaching Committee
(LTC) held at 2pm on Wednesday 25 May 2016
in Room 235, Joseph Black Building, Kings Buildings

1. Attendance

Present:

Dr Elaine Haycock-Stuart	Director of Learning and Teaching, School of Health in Social Science (co-opted member)
Ms Erin Jackson	Distance Learning Manager, School of Law, CHSS (co-opted member)
Professor Charlie Jeffery (Convener)	Senior Vice-Principal
Ms Nichola Kett	Academic Governance Representative, Academic Services
Ms Tanya Lubicz-Nawrocka	EUSA Academic Engagement Co-ordinator (ex officio)
Dr Margaret MacDougall	Medical Statistician and Researcher in Education (co-opted member)
Dr Antony Maciocia	Senior Lecturer, School of Mathematics, CSE (co-opted member)
Professor Graeme Reid	Dean of Learning and Teaching, CSE
Professor Neil Turner	Director of Undergraduate Teaching and Learning, CMVM
Mrs Philippa Ward (Secretary)	Academic Policy Officer, Academic Services
Mr Tom Ward	University Secretary's Nominee, Director of Academic Services (ex officio)

Apologies:

Professor Sarah Cunningham-Burley	Assistant Principal (Research-Led Learning)
Ms Rebecca Gaukroger	Director of Student Recruitment and Admissions
Ms Shelagh Green	Director, Careers Service (co-opted member)
Professor Tina Harrison	Assistant Principal (Academic Standards and Quality Assurance)
Professor Peter Higgins	Representative of Social Responsibility and Sustainability
Ms Melissa Highton	Convener of Learning Technologies Advisory Group (ex officio)
Mr John Lowrey	Dean of Undergraduate Studies, CHSS
Dr Gale Macleod	Dean of Postgraduate (Taught), CHSS
Dr Velda McCune	Deputy Director, Institute for Academic Development (Director's nominee, ex officio)
Professor Anna Meredith	Director for Postgraduate Taught, CMVM
Professor Wyn Williams	Director of Teaching, School of GeoSciences, CSE
Ms Imogen Wilson	EUSA Vice President (Academic Affairs) (ex officio)

In Attendance

Ms Laura Cattell	Head of Widening Participation
Dr Hazel Christie	Institute for Academic Development
Mr Gavin Douglas	Deputy Secretary – Student Experience
Mr Patrick Garratt	EUSA Vice President (Academic Affairs) (Elect)
Professor Susan Rhind	Assistant Principal Assessment and Feedback
Ms Anne-Marie Scott	Digital Learning Applications and Media
Dr Jon Turner	Director Institute for Academic Development
Ms Sheila Williams	Director Student Disability Service

The Convener thanked co-opted members with terms of office ending in August 2016 for serving on the Committee. The co-opted membership of the Senate Standing Committees in 2016/17 would be considered by Learning and Teaching Policy Group (LTPG).

2. Minutes of the previous meeting

The minutes of the meeting held on 16 March January 2016 were approved.

3. Matters Arising

3.1 Teaching Excellence Framework (TEF) (item 4.1)

It was noted that the Government White Paper and Technical Consultation had been published. The establishment of the Office for Students (OFS) as the regulator for all Higher Education providers in England had been confirmed, as had the implementation of a Teaching Excellence Framework (TEF) to assess the quality of teaching.

There would be three TEF ratings:

1. meets expectations
2. excellent
3. outstanding

In year one (2016/17), all providers with any form of successful QA award would receive a rating of 'meets expectations'. Institutions would need to apply to qualify for the two higher bands. The process would be metrics-based.

Key points for the University of Edinburgh were:

- Devolved institutions would be able to enter into year one of the TEF.
- Edinburgh performs highly in some of the metrics to be included in the TEF, but not across the board. High performance in one area would not offset poor performance in another, and results will be averaged over a three year period.
- Universities Scotland Learning and Teaching Committee was discussing ways in which Scotland might engage with the TEF. It was hoped that it might be possible to define an alternative Scottish route to TEF accreditation based on Scotland's existing Quality Enhancement Framework.

3.2 Review of the Academic Year (item 5.4)

Members were reminded that the Review of the Academic Year Working Group had considered 3 options:

1. Starting Semester 1 earlier – ruled out on the basis that it may impact negatively on student recruitment.
2. Reinstating a 3-term structure – discounted on the basis that it would be time-consuming to implement with limited benefits.
3. Examining Semester 1 courses after Christmas.

Staff and students had been consulted on option 3, with a high response rate. The consultation would close at the end of May. Initial analysis of results suggested that both staff and students were strongly opposed to examining after Christmas, and staff were concerned about the lack of a spring / Easter break in the proposed model. A final decision would be taken at an additional meeting of LTC on 29 June 2016.

4. Convener's Communications

4.1 University and College Union (UCU) Industrial Action

The Committee noted that strike action was planned for 25 and 26 May 2016, and Union members were being instructed to work to contract with effect from 25 May 2016. A group, convened by the Deputy Secretary Student Experience, was considering the potential impact on exam boards and graduations. Staff working to contract were being asked to prioritise the

marking of final year exam scripts. The Union was also instructing External Examiners to resign their positions on exam boards, and the University was taking steps to manage this.

5. For Discussion

5.1 Support for Disabled Students

Review of Support for Disabled Students

The Deputy Secretary Student Experience advised members that the Principal had initiated a review of support for disabled students in response to student concerns about the current arrangements. Priority areas for consideration were:

- the accessibility of the estate
- implementation of adjustments

In addition, the accessibility of online materials and the use of interruption of studies to assist disabled students would be considered.

Review of Accessible and Inclusive Learning Policy

The Director of the Student Disability Service spoke about the value of the Policy and noted that it was considered an example of best practice by other Scottish and Russell Group institutions. However, further work needed to be done on raising staff awareness of the Policy and ensuring full implementation, particularly in light of forthcoming changes to financial assistance for disabled students, which would place the onus on the University providing a more inclusive learning environment.

LTC agreed that work to increase awareness of the Policy amongst staff should be through Heads of Schools. Heads of School would be asked to ensure that key colleagues, including those involved in Student Staff Liaison Committees, were familiar with the contents of the Policy and also with guidance on producing accessible teaching materials at <http://www.ed.ac.uk/information-services/help-consultancy/accessibility/creating-materials>. EUSA would encourage new class representatives to discuss problems and failure to comply with the Policy (for example, failing to use a microphone or a microphone not working) with lecturers. The work being done to improve the University's arrangements for lecture capture were noted, and it was agreed that the Assistant Principal Assessment and Feedback would give further consideration to how to approach alternative forms of assessment for disabled students.

Actions:

1. Communication to be sent to Heads of Schools to raise awareness of the Policy and of the guidance on producing accessible teaching materials – Academic Services
2. EUSA to encourage new class representatives to discuss problems and failure to comply with the Policy with lecturers.
3. Assistant Principal Assessment and Feedback to give further consideration to how to approach alternative forms of assessment for disabled students.

5.2 Widening Participation

LTC noted that the paper provided a summary of the recommendations within the final report of the Commission on Widening Access and outlined challenges and opportunities.

The Head of Widening Participation presented on Edinburgh's Widening Participation successes and opportunities for change. It was noted that the development of a University-wide Widening Participation Strategy was planned. The University was thinking creatively about the opportunities for change, although the challenges associated with the targets recommended by

the Commission on Widening Access were recognised. Careful consideration would be given to the retention of Scottish students and alternative modes of delivery to meet the widest possible audience.

5.3 Lecture Capture

The Committee considered two papers:

1. a high level overview of the lecture capture options available to the University of Edinburgh
2. and comparative information on lecture capture at other universities.

Lecture capture had clear benefits for particular groups:

- those with diverse backgrounds
- non-native English speakers
- those with additional support needs
- those with very heavy timetables

It was popular with students, and there was substantial evidence to suggest that lecture capture did not impact on attendance. LTC therefore endorsed the proposal to equip around 300 centrally-supported rooms with lecture capture equipment, providing the capability to capture up to 90% of lectures. A full business case would need to be worked up. An open tender process would be used to drive down the cost.

A policy on the use of the technology would be developed, including details of the circumstances under which staff would be permitted to opt-out of using it. A clear communications strategy for both students and staff would be necessary. The University would need to find short-term solutions to facilitate lecture capture in academic session 2016/17.

Actions: Learning, Teaching and Web Services Division to begin work on the development of a Lecture Capture Policy.
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5.4 Report of Innovation in Teaching and Learning Working Group

The Committee noted that the report was the output of three meetings of the Working Group between March and May 2016. LTC approved the Working Group's proposals, namely:

- that a scoping exercise be undertaken to inform the development of a framework for fostering and embedding innovation. It would consider ways in which current enablers of innovation might be enhanced and barriers overcome. In this context, the Committee agreed that mainstreaming the funding for the Principal's Teaching Award Scheme (PTAS) would be given further consideration. The scoping exercise would be facilitated by an Institute for Academic Development (IAD) secondment.
- that further work be done on the introduction of an extended portfolio of University-wide courses through the scoping exercise.
- that the week between Teaching Blocks 3 and 4 be used for a broader range of purposes in Academic Years 2016/17 and 2017/18. Schools would be encouraged to use the week in the way that best suited their staff and students, and the emphasis would be on offering space within the curriculum. In order to secure and build on the legacy of Innovative Learning Week (ILW), a 'Festival of Creative Learning' would be launched. This would comprise a programme of events and activities running throughout the academic year, along with a curated, week-long programme of events in February. The Festival would continue to be supported by IAD, and the importance of spreading innovative activity across the academic year, as opposed to focussing on a single week would be

highlighted. Schools would be able to choose whether or not to participate in the Festival. Heads of School would be asked to share their plans for the week in Semester 1 of 2016/17 and 2017/18 and report on their experiences in May 2017 and 2018. Members considered a draft communication to Schools on the changes, and agreed that this would be circulated following minor editing.

Actions:

1. Convener to give further consideration to the mainstreaming of PTAS funding.
2. Communication to Schools on the use of the week between Teaching Blocks 3 and 4 to be circulated following minor editing.

5.5 CHSS Programme Pathways Project

The paper provided an update on the Programme Pathways Project. Members noted that this project aimed to simplify degree offerings within the College of Humanities and Social Science whilst ensuring that students were still offered flexibility and choice. Ideally, students should have the ability to develop a main subject alongside one or two additional pathways or 'escape routes'.

LTC agreed that there would be benefit in having a broader discussion, involving all three Colleges, about curriculum frameworks and space in the curriculum. A group would be established to review the 'Models of Degree Type' policy.

Actions: To be referred to the Secretary of the Curriculum and Student Progression Committee for further consideration.

5.6 Assessment and Feedback

The Committee was reminded that in 2015, it had agreed that it would be essential to measure both feedback turnaround times and the quality of feedback. The paper proposed a 3-tiered model for measuring the quality of feedback at individual, course and programme level. LTC supported the model, but recognised the difficulties associated with delivering it, particularly at programme level. Members also discussed:

- the importance of staff development in this area;
- concerns about the wording of the current EvaSys questions and policy, and the need to address these before the model could be implemented;
- the potential to gather additional information through LEAF and Staff-Student Liaison Committees.

It was agreed that the Assistant Principal Assessment and Feedback would take the model to the Directors of Teaching network and College Deans for consideration of next steps.

LTC also endorsed the proposed strategy for the future of LEAF and focus on developing staff and student assessment and feedback literacy.

The Committee considered the examples of potential opt-outs from the 15 day feedback turnaround regulation within paper G2. It was agreed that the 15 day regulation would remain the general benchmark, but that the examples of pedagogical rationales for opt-out would be added to the guidance around the regulation for 2017/18. In the meantime, Colleges would be asked disseminate the examples to their Schools.

Actions:

1. Assistant Principal Assessment and Feedback to discuss EvaSys questions and policy with the Director of Student Systems; consider the potential to gather additional

information on the quality of feedback through Staff-Student Liaison Committees and LEAF; and consult on the model to decide on next steps.

2. Secretary to refer additional guidance around 15 day feedback turnaround regulation to CSPC for addition to the regulation in 17/18. College Deans to advise Schools of the additional guidance for 15/16.

5.7 Student Mental Health Issues: An Overview and Update for LTC

The Committee noted the paper, which provided an update on work undertaken by the University in the last two years to enhance support for students with mental health issues. Further work was planned to ensure that the University was responding proactively in this area, and a medium-term strategy would be developed and brought back to LTC for consideration in 2016/17. LTC agreed to take responsibility for the longer-term governance of this area.

5.8 Learning and Teaching-Related Content of School Annual Plans

The Committee received the learning and teaching-related content of School Annual Plans for all three Colleges. It was agreed that in 2016/17, in order to better join up School and Senate Committee planning, Schools would be asked to feed back on progress against key Senate Committee priorities over the course of the year. The Director of Academic Services and Learning and Teaching Policy Group would give further consideration to the way in which this would be implemented.

Actions: Director of Academic Services to refer to LTPG.

5.9 Learning Analytics Project – Progress Report

Members were advised that a two year project with a commercial partner was being undertaken to interrogate the benefits of learning analytics for the University of Edinburgh. Alongside the project, the University would develop a Learning and Teaching Analytics Policy. The importance of the Senate Committees inputting into the development of this Policy and receiving regular updates from the Learning Analytics Governance Group was recognised. The Policy would need to cover all provision, not just online distance learning, and careful consideration would need to be given to wider University communications in this area.

6. For Approval

6.1 Academic and Pastoral Support Policy

LTC approved the revised Policy, subject to minor amendments and further discussion about overall responsibility for the pastoral support of tutees. Members proposed that pastoral support should be within the Core Purpose for the Personal Tutor role, and the group responsible for reviewing the Policy would discuss this further.

Actions: Academic and Pastoral Support Policy review group to discuss where overall responsibility for the pastoral support of tutees lies.

7. For Noting / Information

7.1 Report from Learning and Teaching Policy Group (LTPG)

The report was noted.

7.2 Initial Findings from the EUSA Teaching Awards Analysis Project

LTC welcomed the initial findings of the Analysis Project, noting that the full report would be available in the summer. The Committee supported the idea of disseminating the report widely. It would be featured on the Teaching Matters website, and Court would be made aware of it through the EUSA President's report. A digest would also be sent to Principal's Strategy Group.

Actions: EUSA Academic Engagement Co-ordinator to disseminate the report.

7.3 Senate Committee Planning – Approach for Next Session

The Committee noted the approach to Senate Committee planning for the next session.

7.4 Enhancing Teaching Performance Working Group - Report

Members noted the report.

7.5 Enhancement Themes – Update

Members noted that a resilience networking lunch would be taking place in the near future. More information was available from Nichola Kett, Academic Services.

7.6 Knowledge Strategy Committee Report

The report was noted.

7.7 Strategic Plan 2016-21 – Update

Members noted the draft and were asked to pass additional comments to Governance and Strategic Planning.

8 Any Other Business

8.1 Tutors and Demonstrators

Members noted that the Code of Practice on Tutoring and Demonstrating was currently owned by LTC. It was agreed that Researcher Experience Committee would now take the lead on this and would undertake an exercise to revise the Code of Practice. LTC would have the opportunity to comment on the revisions at a later stage.

LTC also agreed that a University-wide response was needed to perceived inconsistencies in the employment terms of postgraduate tutors.

The University of Edinburgh

Senate Learning and Teaching Committee

21 September 2016

Strategic issues regarding academic policy development, implementation and supporting business processes

Executive Summary

This paper highlights:

- Key issues that the Student Administration and Support strand of the Service Excellence Programme has identified regarding the University approach to implementing academic policy and guidance; and
- Key findings from a recent benchmarking and mapping exercise regarding the University's approach to academic policy and regulation.

It reflects on the implications for the University of these issues for the efficiency and effectiveness of service delivery, and the consequences in terms of consistency of treatment for students, and workload and complexity of process for academic and administrative staff.

Since this paper raises strategic issues for the University's governance and learning and teaching, it is appropriate for the Committee to discuss it. In addition, since the issues relate to the University's academic regulatory framework, the Senate Curriculum and Student Progression Committee will also be invited to discuss it at its meeting in September 2016.

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

This paper is designed to assist the University to support the delivery of an outstanding student experience.

Action requested

The Committee is invited to discuss the issues raised by the paper and to consider how the University could approach policy development and implementation in the future.

How will any action agreed be implemented and communicated?

The Director of Student Systems & Service Excellence Programme Lead will pass the Committee's comments to the Service Excellence Programme, and the Director

of Academic Services will take account of them in future policy development. No further action is required.

Resource / Risk / Compliance

1. Resource implications (including staffing)

Since the paper is not seeking approval for a course of action, it does not have direct resource implications. The paper does however highlight various resource issues associated with the University's approach to policy development and implementation.

2. Risk assessment

N / A since the paper is not seeking approval for a course of action.

3. Equality and Diversity

N / A – The paper is not asking the Committee to approve a course of action.

4. Freedom of information

Open

Key words

Policy Regulation Business Processes

Originator of the paper

Barry Neilson, Director of Student Systems

Tom Ward, Director of Academic Services

With input from Ailsa Taylor (Academic Policy Officer) and Tracey Dart (Service Excellence Programme)

Strategic issues regarding academic policy development, implementation and supporting business processes

1 Overview

This paper highlights:

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- Key findings from a recent benchmarking and mapping exercise regarding the University's approach to academic policy and regulation.

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2 Student Administration strand of Service Excellence Programme - background

The University's vision is to recruit and develop the world's most promising students and most outstanding staff and be a truly global University benefiting society as a whole. In support of this vision the Service Excellence Programme has been established to promote service excellence across professional services within the University. The programme is being mobilised to ensure the University has high quality, efficient services and processes that are needed to sustain and enhance the University's ability to contribute in the future as one of the world's top 25 Universities.

The Service Excellence Programme is tasked with improving the professional services offered by the University by ensuring that the University gets the best from the sum of its efforts with a clear focus on the effective and efficient delivery of services by university colleagues in the Centre, Colleges and Schools. This will be achieved through the development and delivery of a series of programmes/projects focussing on our key services.

More details are available here: <http://www.ed.ac.uk/university-secretary-group/service-excellence-programme>

The first strand has been set up to review student administration & support within the University. A methodology has been adopted which has two primary phases:

- **Phase 1:** a Current State Assessment (CSA) which sets out to establish what are the key issues and how important are they within this area of business. This is achieved through a series of workshops, validation activities, data analysis and other evidence gathering;

- **Phase 2:** an Options Identification Phase which sets out to develop potential solutions to the issues identified, test the potential solutions with relevant stakeholders; develop high level estimates of the likely cost/benefits of implementing any change; and present the Programme Board with a series of solution options (in the form of Outline Business Cases).

3 **Student Administration strand of Service Excellence Programme – key findings regarding the implementation of policy and guidance**

The following are key findings from the 'Current State Assessment' Report:

- **Flexible implementation of policy/guidance** – policy and guidance on key activities is provided by central University departments (and in some instances Colleges), however, Schools are left to implement many of these policies as they see fit. This leads to '22 different ways of doing things' which in itself causes significant challenges for interdisciplinary working and the development of systems to support some of these key processes. Furthermore, the systems requirement of many new policies/guidelines are not factored into roll out plans, which encourages off-system working and prevents the development of corporate systems.
- **Historic structures and governance arrangements** – many of the issues summarised in the previous bullet point appear to stem from historic decisions on the structure of the University and where decision making, responsibility and autonomy should reside. According to many of the stakeholders engaged in the Current State Assessment, one of the reasons why implementation of policy/guidance has been left relatively flexible is that Schools are used to operating autonomously and prefer to determine how they will implement certain requirements. However, in many instances, colleagues from Schools have argued that they would rather be told how to implement new policies, rather than having to create new ways of working for themselves. This disjuncture between historic University structures and new governance requirements appears to create a complicated decision-making environment, which is fundamentally inefficient and dissatisfying for many of the staff involved.
- **Academic and administrative activity divide** – many of the issues identified during the Current State Assessment have highlighted cultural challenges regarding the perceived division between activities that are deemed 'academic' and those deemed 'administrative'. Workshop participants frequently cited issues with the delineation of roles and responsibilities between Academic and Professional Services staff, with questions raised about how the University determines which activities require Academic decisions. Issues ranged from delivery of exam papers to exam halls to enrolling student on Courses, with significant variation in roles and responsibilities between different Schools.

4 Benchmarking and mapping regarding the University's approach to academic policy and regulation - background

In 2015-16 the Learning and Teaching Policy Group (LTPG) set up a task group to explore where there may be potential to simplify policies and practices regarding learning, teaching and assessment. During 2015-16, the Group (and the Senate Curriculum and Student Progression Committee, CSPC) made progress on some aspects of this, for example streamlining some aspects of decision-making on student cases. See:

<http://www.ed.ac.uk/academic-services/projects/simplification-project/early-wins>

The simplification group has suggested that there may be further opportunities to simplify the University's academic regulations and policies. At their annual meeting, the Chairs of the Senate and Court Committees suggested that the University should undertake a full 'review' of the University's regulations and policies.

In order to assist CSPC (which has overall responsibility for the University's academic regulations and policies) to decide whether to initiate such a review, Academic Services undertook:

- An initial desk-based benchmarking exercise (covering Heriot Watt University, University of Glasgow, University College London, and University of Manchester) to explore how other institutions approach academic policy and regulation and how they publish that information;
- An internal mapping exercise to consider where there are policies on the same academic issues at College level, and/or School level, as well as University level;
- An internal mapping exercise to consider the levels (to University / College / School) at which academic decisions are made for individual students, in order to explore whether there is scope to delegate any further decision-making (building on the progress already made by CSPC in 2015-16).

5 Benchmarking and mapping regarding the University's approach to academic policy and regulation - background

- **Findings from the benchmarking**
 - The University's approach to academic policy and regulation at institutional level appears broadly equivalent to that of comparator institutions, for example in terms of the issues on which the University has policy and regulation, the approach to policy and regulation (for example the number of different documents, the level of detail and length of those documents).
 - The University's approach to publishing its academic policies and procedures appears broadly equivalent to that of comparator institutions. For example, it is common practice to have a large number of separate PDF documents

grouped together on a single website, most commonly listed A to Z, but sometimes organised thematically.

- **Findings from the mapping of policy and procedure**

- For many academic regulatory or policy issues, Colleges and Schools have opt-outs from University regulation or policy, or have their own policy statements or procedures in addition to University level documentation. They appear to be doing so either to assist the School / College to implement the University policy by setting out specific guidance / procedures on implementation to accompany broader University-level statements; to add supplementary requirements to those required by the University (or, in a small minority of cases, to diverge from University requirements); or to provide a 'one stop shop' on the local website by restating (often in different words) University-level policy and procedure.
- Where Schools / Colleges are adding supplementary (or divergent) requirements to those required by the University, it is sometimes clear that there will be necessary disciplinary reasons for doing so. However, that is not always the case.
- In some cases, where Schools / Colleges produce documents providing implementation procedures or supplementary requirements, these do not cross-refer to or incorporate all the provisions in the University documents. Conversely, where Schools / Colleges have supplementary policies or guidance, this is not always highlighted in the University-level policies. In addition, it is relatively common for local documentation to be out of date and not reflect the current University position.

- **Findings from the mapping of levels of academic decision-making**

- The majority of academic decisions regarding individual students are made at School level (most typically by Boards of Examiners). However, a significant proportion involve decisions at College level, or, to a much lesser extent, University level.
- In general, the categories of decision requiring approval at College or University level are those which have the biggest impact on a student's academic studies, require a degree of externality, and / or require the University to have a high degree of consistency of approach. However, some of the decisions requiring additional levels of approval do not appear to be fundamentally different in type to those that can be agreed at School level.
- For some issues, decision-making is taking place at College level in some Colleges but at School level in others, implying that College level approval may not be necessary. In addition, for some of the categories of decisions that are considered at College or University level, only a small proportion of cases

supported by Schools are rejected at that higher level. It is therefore not clear whether the additional level (s) of approval are adding value in all cases.

6 For discussion

While the Service Excellence Programme and the benchmarking and mapping work have taken distinct approaches to considering how the University manages academic policy development, implementation and supporting business processes, these two exercises have highlighted the following key themes:

- **Flexible, multi-layered and devolved approaches** – while the University-level approach to policy and regulation appears broadly equivalent to comparator institutions, there are also layers of College or School specific policy or regulation, and considerable variation in how Colleges and Schools are implementing policy and regulation.
- **Staff time** - Considerable staff time at College and School level is spent interpreting University policy, drafting local policy, and developing local procedures and systems. The existence of multiple and complex layers of policy and procedure will be making it more onerous for staff to understand and follow the appropriate policy. It is also likely that in some cases University or College layers of decision-making for individual student cases are adding limited value and may not be good use of staff time.
- **Staff roles and responsibilities** – grounds for revisiting the respective roles of academic and professional support staff, and of staff at School / College and University levels, in policy development, implementation and operation.
- **Efficiency of business processes and systems** – the current approach is contributing to a variety of business processes and systems at School level, which in turn is causing various practical issues.
- **Student experience** – the variety of different policies and procedures on some issues may be adversely affecting the quality of service delivery and increasing the possibility of inconsistent treatment of students.

The Committee is invited to discuss the issues raised by the paper and to consider how the University could approach academic policy development and implementation in the future.

7 Next steps

The Student Administration & Support is currently in the second phase of delivery: an Options Identification Phase which sets out to develop potential solutions to the issues identified; test the potential solutions with relevant stakeholders; develop high level estimates of the likely cost/benefits of implementing any change; and present

the Programme Board with a series of solution options (in the form of Outline Business Cases).

Comments from the Senate Learning and Teaching Committee and Curriculum and Student Progression Committee, a specially organised workshop/meeting on the issues identified relating to policy, and a range of other related activity will help feed into the options identification work.

The programme is working to tight deadlines with an initial set of outline business cases delivered to the Student Administration & Support Board in mid-October and to the Service Excellence Board in early November. The Board will, at that stage, be invited to make a decision on whether the Outline Business Cases should be progressed to the next stage – the development of detailed design and final business cases before any decisions are made regarding implementation.

The University of Edinburgh

Senatus Learning and Teaching Committee

21 September 2016

Student Survey Review – Draft Recommendations

Executive Summary

In March 2016, LTC approved a proposal to review and propose changes to the existing suite of student surveys and reporting activity.

This covering paper provides a high level overview of the draft recommendations. Attached is the draft report which still requires further editing and most importantly circulation with colleagues who supported this process for final comment. This will take place over the coming month.

The review was conducted by Thea Farmer from the Student Survey Unit, with support from Lisa Dawson Head of Student Systems Operations, interviewing a range of key stakeholders from across the University. A key reflection is the existence of a diverse set of views and there was little unanimous consensus on what would be considered a desirable future state.

The NSS and Course Enhancement (EvaSys) Surveys were out of scope of the review, as are 'local' surveys.

Key conclusions

Feedback from the discussions led to the following conclusions:

- New Student Survey not well-known and the results are not well used by Schools.
- ESES does not drive change and has outlived its use as a sense check for the NSS.
- There is a gap at 'programme' level data and this is considered an issue.
- The service questions in the New Student Survey and ESES do not generate actionable data but are in some cases used as a KPI.
- International student face unique challenges and we should collect data on their experiences, but the iSB is of limited use beyond the benchmarking data it provides.
- PTES and PRES are generally well thought of and the data generated by them is used, but currently underused and have significantly lower profile than undergraduate surveys.
- There are many other surveys undertaken whose results are taken in isolation (particularly service surveys).

- Colleagues want easier, more flexible access to the data and more insights emerging rather than flat reporting.

Key recommendations and options

A number of recommendations have been developed below. Please note that for each survey the options to stop and continue without change has been considered and remain options.

New Student Survey	Significantly shortened with three blocks of questions: Induction Team, EUSA and School. Remove service questions. Remove 'application' questions and have these as separate survey during application process (if possible)	Provide important baseline data as well as local data to help improve student induction.
ESES	Refocus and significantly shorten with a small set of questions on programme level and academic support (PT). Remove service questions.	Gap of meaningful data at programme level and on academic support within institution (prior to NSS). Increase buy-in.
iSB	Participate in iSB periodically to gather benchmarking data (every 3 or 4 years). Small number of international student specific questions asked through ESES.	Provide data that can be used internally while maintaining benchmarking data at regular interval.
PTES & PRES	Continue to run and deliver data that is useful to colleagues. Enhance profile, engagement and actions following these surveys.	No change.
Other	Consider running a service survey every two or three years and try and support development of other forms of student feedback for services. Demonstrate to students and staff that surveys matter and data drives change. Formalise process for institutional survey results to be reported, discussed and acted upon where this doesn't exist. Present data in more flexible, dynamic and easily interrogated ways. Move from reporting to insights.	

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

This work is being developed to support the delivery of an outstanding student experience.

Action requested

The committee is asked to **comment** on the recommendations prior to final comment from colleagues who engaged with the review.

How will any action agreed be implemented and communicated?

Further to final comment from colleagues who supported the review, it is recommended the Student Survey Unit develop a communication plan which will engage directly with those responsible for running key surveys and also update the wider academic and professional services community regarding the decisions made.

Work will need to be undertaken to develop a new schedule and for some of the surveys new question sets.

Resource / Risk / Compliance

1. Resource implications (including staffing)

Not applicable at this stage.

2. Risk assessment

Not applicable at this stage.

3. Equality and Diversity

Not applicable at this stage.

4. Freedom of information

Paper is open.

Key words

Student Surveys

Presenter

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DRAFT

STUDENT SURVEY REVIEW 2016 - DRAFT

Abstract

A review conducted for the Learning and Teaching Committee into the current use by academic and services staff of the New Student Survey, Edinburgh Student Experience Survey, International Student Barometer, Postgraduate Taught Experience Survey and Postgraduate Research Experience Survey. To assess how useful each of these surveys is in enhancing the student experience and recommendations about the future of these surveys.

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Student Survey Review - Executive Summary

The University of Edinburgh (UoE) commits resources through the Student Surveys team to conduct surveys. The purpose of which is to capture the student experience and to draw insights into how it can be improved.

In March 2016, the Learning & Teaching Committee approved a paper, recommending work be undertaken to review the Student Survey activity within the University – with a particular focus on the Edinburgh Student Experience Survey (ESES), New Student Survey, International Student Barometer (iSb), the Postgraduate Taught Experience Survey (PTES) and the Postgraduate Research Experience Survey (PRES).

This review summarises the view of colleagues on each current surveys, draws conclusions and makes recommendations based on these views. The Executive Summary lists the key conclusions and recommendations.

At the end of the review is included a summary of peripheral issues that do not directly apply to the surveys under review but apply more widely to the process of student surveys and issues that surround that practice.

It is important to stress that during this review process the views gathered were very diverse and there was little, if any, unanimous consensus on the current status of the surveys and what would be considered a desirable outcome.

This review takes the position that survey fatigue is a real risk and may already be impacting response rates and that the University should seek to limit or eliminate it

Key Conclusions

- The New Student Survey not well-known and the results are not well used by Schools
- This survey should be significantly shortened to collect data for the 'making transitions personal' project
- ESES does not drive change and has outlived its use as a sense check for the NSS
- There is an institutional data gap for programme level data, this is considered an issue
- The service questions in the New Student Service and ESES do not generate actionable data and should be removed
- International students face unique challenges and we should collect data on their experiences
- The data generated from the iSB is of limited use but it does provide benchmarking data which is valued by some services
- PTES and PRES are generally well thought of and the data generated by them is used, although currently underused
- Greater use should be made of alternative data collection tools to reduce the pressure to survey e.g. harvesting student experience data from social media, survey consoles etc
- There are many ad hoc surveys conducted at the University whose results are considered in isolation e.g. the library survey or I.S. survey
- More flexible data outputs needed for all surveys so that users can segment data easily and create custom views of the data
- Survey users, both academic and service based want robust survey data which is actionable

Key Recommendations

Recommendation	Impact	Value/use
The New Student Survey should be significantly shortened and re focused Each of the following should have a block of questions; Induction team, Edinburgh University Students Association and School.	Improved response rates generating more robust and relevant data leading to greater buy in from Schools.	Provide important base line data for the making transitions personal project.
Schools should have the ability to customise some questions in both the New Student Survey and ESES.	Greater buy in from Schools, generate data about School specific induction programme.	Allow Schools to make data driven decisions to improve induction.
CAM's questions should be moved from the New Student Survey into a separate survey during the application process.	Collect data about application decisions closer to the time of this decision, generating more accurate data about University selection. Expanding the sample to include all applicants not just those students who are offered and accept a place.	A more complete picture of application drivers will help the University to meet its ambitious recruitment targets.
Remove service questions from both the New Student Survey and ESES and encourage services to collect student experience data in other ways e.g. single point of use question.	Reduce length of survey which will help drive response rates up and improve buy-in from academic colleagues.	Better buy-in, conclusions more likely to be acted upon which will demonstrate to students that we listen to their voice and act upon it.
Refocus ESES to become a short, enhancement survey aimed at collecting data about academic experience at programme level.	The University does not currently generate programme level data and this a key level at which students experience the University.	Addressing this gap will give a more complete data picture of the University of experience which will improve use of the data.
Replace the iSB with an in-house replacement survey for one year, then add an extra module into ESES for the next two years and in the fourth year repeat iSB.	Generate data that enables us to identify the issues facing this group, monitor those issues deemed a priority whilst retaining benchmark data.	Improve the experience of international students who are a key recruitment target for the University. Continue to receive benchmark data to help assess competitive landscape.
Consider running a service survey every three or four years. Services would not automatically be included in this survey but could apply to take part to assess the impact of changes.	Generate actionable data for services and allow them to optimise the service they provide to students.	Combined with enhancement surveys of academic themes this will provide the necessary data to enable the University to take a holistic view of the student experience.
PTES and PRES continue running on current schedule.	Continue to deliver data that is useful to colleagues.	Colleagues are able to make data driven decisions.
An institutional replacement to 'You Said, We listened' should be implemented.	Demonstrate to students and staff that survey data drives change.	Increase buy-in from staff and students into surveys, increasing the chance of future engagement and increasing student satisfaction.
There should be a formal process for institutional survey results to be reported and discussed and actions decided upon and progress fed back on.	Ensure that data is fully considered and maximise value of the survey.	Increase likelihood that survey responses drive change.
Present data in more flexible, dynamic and easily interrogated ways e.g. dashboards or pre-programmed pivot tables that allow users to use drop downs to change attribute and that are pre-programmed to show year on year (YoY) changes and highlight change that are outside of expected bounds.	Increase in data driven decisions at all levels of the institution. Reduce staff time spent trying to extract target data.	Increased student satisfaction and improved staff experience of survey data.

Introduction

The University of Edinburgh (UoE) commits considerable resources to conducting various student surveys. The purpose of which is to capture the student experience and to draw insights into how it can be improved.

In March this year Learning & Teaching Committee approved a paper, recommending work be undertaken to review the Student Survey activity within the University – with a particular focus on the Edinburgh Student Experience Survey (ESES), New Student Survey, International Student Barometer (iSb) and the Postgraduate Taught Experience Survey (PTES) surveys and the Postgraduate Research Experience Survey (PRES) was latterly included.

The National Student Survey (NSS) was not included because of the survey's nature and EvaSys course evaluation was excluded from the scope as it has been evaluated and reviewed in advance of its rollout in 2016 Semester 1.

Before this survey review took place an initial session between Heads of Schools and their representatives and Barry Neilson was held. This session revealed that they had support for the NSS, EvaSys course evaluation surveys and also the PTES and PRES. But ESES, New Student Survey and the iSB is less well used. The review involved Thea Farmer (Student Survey coordinator) speaking to further key stakeholders to gauge their opinion, Appendix 1 contains a list of these contributors.

New Student Survey

Introduction

The New Student Survey was introduced to capture the students' experience of the induction process and was introduced to help inform the work of the, then newly formed, Induction Team. This survey, for both undergraduate (UG) and postgraduate students (PG), is comprised of three parts, each from a different stakeholder; Communications and Marketing (CAM), the Induction team and, Edinburgh University Students Association.

Colleagues' views of the New Student Survey

Academic

Academic colleagues universally acknowledge that starting University is a very important transition and that it's very important that students' first experience of surveys at UoE is positive. But there is a consistent feeling that the survey doesn't generate useful data for Schools and that it is too long and is ill focused. The views of academic members of staff on this survey are not consistent but some commonly held views are that the survey has demonstrated impact of the Induction team and that it has run its course, it contains questions that serve no purpose and some that are incomprehensible.

Some key aspects of the induction process from academic staff's perspective such as successful induction is about 'learning to learn' aren't covered by the survey and this acts as a barrier to staff buy-in.

There is also a feeling that the survey is being driven by the need for data in KPIs in some services and that this is not a legitimate reason for surveying students. Academic colleagues felt that refocusing this survey would be useful and survey data at this point could be a key data source for making transitions personal and in providing a baseline for student satisfaction

ODL students were not included in the survey in 2015 as the Induction team were not able to find partners to assist with writing it-clearly ODL experiences of induction are different to on-campus students and questions should be accordingly different.

Services

As with academic staff, colleagues in services also have a diverse view of this survey. The services represented in the new student survey are a mix of services who also run their own surveys or collect information on the student experience of induction in another way and those for whom this survey is their sole data point for the induction process.

The service questions are single line in a grid and it's difficult to see how this generates actionable data and it certainly isn't as useful as the data generated by services own surveys and data collection (where this happens). Many service colleagues expressed the view that these questions continue to be asked because they were included in internal reports but expressed the opinion that that this data mostly didn't lead to change aimed at improving the student experience.

Stakeholders' views of the New Student Survey

CAM, consider that the survey works and they are happy with the response rate and only a very large rise in the response rate enabling breakdown of data to programme level would be useful. They are willing to engage with the other key stakeholders over survey focus, frequency, length etc. but see no benefit in other parties being involved in reviewing this survey. They do not directly with academic or service colleagues but they do liaise with School marketing teams.

The other stakeholders, the Students Association and the Induction Team, would both like to achieve a higher response rate and would value modest rises in this. Both teams think that a refocusing of the survey could be useful including considering frequency and an omnibus approach.

The results from this survey are key to the Induction Team, they present the results to a variety of College and School committees but currently it does not drive change.

The Students Association uses this data to assess its activities and it does drive change e.g.

- Analysis by the Widening Participation Information and Evaluation Officer of the 2015 results showed that PLUS students were less likely to participate in sports than other groups. As a result the WP office is lobbying for funds to address this
- Student feedback via the New Student Survey indicated that PG students were confused about the Trade Fair. As a result for 2016 the event has been rebranded as, Freshers Expo

Risks of discontinuing the New Student Survey

The loss of data from the New Student Survey is unlikely to be viewed as a loss by most academic colleagues but it would be problematic for some services. Some services collect non survey data about their induction processes e.g. IS but others do not e.g. International Office. Because the results of the New Student Survey guides the International Office's action on certain issues such as banking and the induction process the loss of the data would reduce their ability to assess the impact of their actions.

The Induction team would be negatively impacted by loss of data on its own induction week activities as this is their sole source of data on these. Although data about the student experience of induction could be generated in other ways.

There would be a significant risk of increased survey activity as both CAM and the Students Association indicated that if the New Student Survey was not administered Student Surveys they would continue to run surveys at this time of year because they consider this data essential.

Conclusions

- Not a very visible or well-known survey and the data is not used well by Schools
- The data generated is used by the three key stakeholders; CAM, Induction Team and the Students Association but does not have traction within Schools and is not a driver for change
- CAM's section of survey is conducted several months after students' decision making process which may compromise accuracy of data especially as it asks about specific websites
- A survey at this time could potentially deliver useful data for making transitions personal

Recommendations

Recommendation	Impact	Value/use
Shorter more focused survey.	Increase response rates and make results more representative.	Better buy-in from Schools making conclusions more likely to be acted upon demonstrating to students that we listen to their voice.
		Provide baseline data which would allow the University to track satisfaction through the students' journey and identify areas where intervention is needed. This would help the University reach its goal of a 'highly satisfied student body'.
Include questions from Edinburgh Students Union Association and the Induction team.	Provide the Students Association with data on this key contact point and allow the Induction team to assess the institutional Induction process.	Allows the Students Association and Induction team to monitor and modify their Welcome Week programmes which will enhance the student experience.
Encourage Schools to include an optional set of School specific questions.	Allow the Schools to collect feedback on their induction programmes.	This data can be used to maximise the positive impact of Induction activities and longer term use of this data could gauge if the induction process has an impact on the students' subsequent University experience/satisfaction. This data could help us to understand what a 'successful' induction is and which measures are appropriate.
Remove the service questions from the survey.	Reduce length of survey which will help drive response rates up and improve buy-in from academic colleagues.	Better buy-in from Schools making conclusions more likely to be acted upon which will demonstrate to students that we listen to their voice and act upon it.
	No/little loss of useful data for most services.	Encourage services to collect more meaningful data.
Replace CAM section of the New Student survey and Decliners survey with a short survey as part of admissions process.	Collect data about application decisions closer to the time of this decision. This will generate more accurate data about university selection. Expanding the sample to include all applicants not just those students who are offered and accept a place, which this suggestion does, will give a more complete picture of what attracts students to apply to the University of Edinburgh.	A more complete picture of application drivers will help the University to meet its ambitious recruitment targets.
	Receive data earlier.	Allow any changes to be made prior to a new cohort of applications which could help increase recruitment.
	A significantly higher response rate.	Allow data to be segmented by programme and other factors such as nationality which could be useful in targeting specific groups such as international students.

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<p>Present data in more flexible, dynamic and easily interrogated ways e.g. dashboards or pre-programmed pivot tables that allow users to use drop downs to change attribute and that are pre-programmed to show year on year (YoY) changes and highlight change that are outside of expected bounds.</p>	<p>Increase in data driven decisions by Schools, the Induction Team and the Students Association.</p>	<p>Improved induction process for students improving their experience and satisfaction.</p>
<p>Formal reporting process for key stake holders and subsequent action plans.</p>	<p>There would be an expectation that survey results would be addressed in strategic plans.</p>	<p>This would demonstrate to students that the University acts upon their feedback which will likely improve satisfaction levels.</p>

ESES

Introduction

All non-final year UG students are invited to participate in this survey. Part of the this survey's aim originally was to act as a mirror for the NSS, to see if dissatisfaction seen in the NSS, was also seen in earlier years and if greater insight into the student experience could be gained. In addition to the NSS themes, there are questions about a wide range of subjects e.g. Student Services, Personal and Career Development etc. It also contains questions about 'hot topics' which are topical institutional priorities. It takes approximately 20 minutes to complete the survey.

Colleagues' views of ESES

Academic

Whilst views on how useful this survey is, or could potentially be, vary across the institution a universally held view is that this survey is too long. The survey's length has undoubtedly suppressed response rates. In many quarters the results have not gained much attention because response rates are believed to be too low (34% in 2016) and so findings are dismissed.

A widely held view amongst academic colleagues is that ESES has performed its original purpose, of checking the areas of concern in the NSS are present in earlier years too, and no longer needed.

The survey is not seen as being robust and many colleagues question the questions and their aim e.g. the Equality and Diversity question does not generate actionable data and the result is steady and high, so why are we asking this question and what is happening with the data?

Those that do find the data from ESES useful they value the ability to track the progression of scores from year-to-year. ESES data is also used in the Quality Assurance (QA) reporting cycle and it's integral to AQ and any ESES replacement should be consider this. It also allows the university to demonstrate to the Quality Assurance Agency that the University of Edinburgh gives students the opportunity to feedback about experience.

Learning and Teaching is an important theme which is likely to become an even more prominent institutional priority with the introduction of the TEF which will use certain NSS questions as part of its metric. It is widely believed that we haven't discovered anything new about Learning & Teaching through ESES and any ESES replacement should aim to give greater insight into this theme.

When EvaSys course evaluation surveying is rolled out to all taught courses it will generate granular data and the NSS already generates high level data. There is a widespread belief that there is another important level at which students experience the University; at programme level and most academics who contributed to this review believed that a significantly shorter, ESES replacement that captured programme based experience would be helpful. A programme level survey could provide programme level Assessment & Feedback and Learning & Teaching data which could be useful.

Another alternative ESES replacement is the Personal Tutor (PT) survey (a short survey run via the EvaSys mechanism). If a PT survey does not go ahead then any ESES replacement will need to include PT questions if the Quality Assurance team is to maintain the KPI currently linked to several ESES questions.

In order to make better use of the data from this (and other surveys) the survey output needs to be more flexible. There is not good awareness that as we control the raw data for this survey we are able to slice the data by many demographic factors. In order to increase the value of ESES data (or its

replacement) the data should be presented in a way that staff can interrogate the data to find trends and the data should also be available in a variety of formats that are compatible with statistical software used across the institution.

Services

Excluding the library, the service question in ESES is a single line grid question and it's difficult to see how this can generate actionable data and most service colleagues I spoke to agreed. This lack of value in these questions is illustrated by the fact that during this review many services commented that their questions are outdated, irrelevant or incorrect. Some services were not even aware they still had a question in ESES. For services that are running their own surveys which are specific and tailored to their needs it's difficult to see how ESES data could provide anything additionally that is useful.

Many of those consulted think that inclusion of a services set of questions in ESES is unnecessary and that many services do not benefit from asking the same question every year. Additionally some services are collecting data in other ways including service user surveys and collecting point-of-use data such as survey consoles at service delivery points.

If The University wanted to use survey data to drive up satisfaction with services it could also consider a dedicated service survey that would run infrequently e.g. once every 3 or 5 years focusing on aspects of services that have changed.

Risks of discontinuing ESES

Very few academic colleagues feel they would lose anything if ESES was discontinued and this view is shared by some services, particularly those that run their own surveys. The main risk would be loss of data for QA which would need to be addressed. Representation teams would also have a potential data gap if ESES was discontinued.

The library is a notable exception within services as it conducts its own survey but also values ESES data, although any data gaps created by loss of ESES could be addressed in their user survey. Some services, especially those with no other source of student data, are likely to run their own surveys if they are not included in ESES or its replacement increasing the risk of over surveying.

Conclusions

- ESES has a low degree of academic buy-in, partly because of low response rates and partly because of survey content
- ESES data not widely used to generate actions
- There is poor awareness of what the data contains and the ways in which can be segmented
- The service questions do not generate actionable data and are asked too frequently
- If survey questions are removed or curtailed the University will need to counter the risk of a proliferation of surveys from services

Recommendations

Recommendation	Impact	Value/use
Repurpose ESES, from an NSS mirror to a programme level enhancement survey.	The University does not currently generate programme level data and this a key level at which students experience the University.	By addressing this data gap we can improve the student experience at programme level which, combined with course level data, will combine to give a complete picture of the University. The data set can be used to confirm or refute anecdotal evidence about student experience.
Shorter more focused survey.	Increase response rates and make results more representative.	Better buy-in from Schools making conclusions more likely to be acted upon which will demonstrate to students that we listen to their voice and act upon it.
Rotating questions included in the survey to reflect things that have changed and institutional priorities.	Keep survey short whilst providing data on institutional priorities.	Improve by in from academic colleagues whilst demonstrating the University's performance against KPIs and explore how the institutional priorities impact on satisfaction scores.
Remove service questions but support services to investigate other ways of measuring students satisfaction e.g. survey consoles, focus groups, user surveys.	This will not result in the loss of actionable data for many services although some services many lose data currently used for KPIs or customer excellence accreditation.	Reduce the collection of data which is not actionable and encourage collection of data that is. This would help to encourage the survey to be seen as useful and important.
Consider an infrequent service survey e.g. every 4 years. Not all services included automatically but those where there has been change.	This would allow the University services to collect data about the impacts of changes.	This data would allow the services to take data driven decisions to improve the student experience.
Present data in more flexible, dynamic and easily interrogated ways e.g. dashboards or pre-programmed pivot tables that allow users to use drop downs to change attribute and that are pre-programmed to show year on year (YoY) changes and highlight change that are outside of expected bounds.	Increase in data driven decisions by Schools, the Induction Team and the Students Association.	Improved induction process for students improving their experience and satisfaction.
Formal reporting process for key stake holders and subsequent action plans.	There would be an expectation that survey results would be addressed in strategic plans.	This would demonstrate to students that the University acts upon their feedback which will likely improve satisfaction levels.

iSB

Introduction

The International Student Barometer (iSB) is an external survey which the University of Edinburgh has participated in annually for around the last 10 years. All international students, are invited to complete the survey. The University receives aggregate and benchmarking data from this survey, but no raw data. The survey covers a wide range of topics from academic matters to housing, finances and Universities services. The survey takes around 15 minutes to complete.

The international office uses the iSB to produce a presentation and as the basis of a workshop which is well attended. However there are no institutional aims and goals set for this survey and it is not used in the University's internationalisation strategy although it potentially could be.

Colleagues' views of the iSB

Academic

As the iSB is an external survey it contains questions which do not fit UoE but we are unable to modify them. Another limitation of the survey is that we only receive aggregated data and the top line data does not necessarily help us identify where issues are and can hide trends at a more granular level. It also prevents further segmentation of results e.g. by region. Colleagues said that they can find it difficult to find the data they need from the results and at College level results may be interesting but they are too vague to act on.

The Admissions Team and LTC are aware of the results but because of the lack of granularity and identifying issues that the University can't address, these results aren't given much weight. Additionally the survey includes some questions that aren't relevant. The Senate committees don't use data from the iSB.

Services

The benchmarking data is useful to some departments e.g. the Careers Service who want to compare themselves to Career Services at other institutions and not other departments within this institution, but because we don't know which other institutions take part, this use is limited.

The data is used by marketing teams in promoting the University of Edinburgh and provides useful information about the pre-arrival journey of international students and specifically about the performance of agents and as such can highlight any country-specific issues.

Risks of discontinuing the iSB

The results contribute to the KPI of staff at the international office and if the survey was discontinued it could potentially make it more difficult for them to provide evidence of their actions.

The Careers Service, and possibly other services, would lose benchmarking data which they value. It would also mean the potential loss of marketing material.

There would not be any risk to academic colleagues if the iSB was discontinued.

Conclusions

- International students face unique challenges e.g. cultural expectations and we should continue to collect data on this experience in order to drive improvement
- There is reasonable interest in results but the data does not drive change
- The data generated by the survey is of limited use because it is not sufficiently granular
- It provides useful benchmarking data for certain services and the institution overall

Recommendations

Recommendation	Impact	Value/use
Year 1- Replacement survey to identify key issues affecting international students, which the University can influence. Establish a base line.	The University decides which of these are key priorities and incorporates improvements into strategic plans.	Improved experience of international students, a key target group for University recruitment.
Year 2 and 3- Include a short question set based on these key priorities in ESES for international students.	Measure progress with addressing issues identified in year 1 survey.	Continue with actions or modify to increase chances of resolving these issues.
Year 4- Run iSB to generate benchmarking data.	Maintain institution level benchmarking data to gauge competitive landscape.	Help the University to evaluate the likely impact of this landscape on the University's ability to achieve its goal of significantly increasing the number of international students.
	Provide services with benchmark data.	Allow services which don't have an internal comparator e.g. careers service to periodically gauge performance.
Present data in more flexible, dynamic and easily interrogated ways e.g. dashboards or pre-programmed pivot tables that allow users to use drop downs to change attribute and that are pre-programmed to show year on year (YoY) changes and highlight change that are outside of expected bounds.	Increase in data driven decisions by Schools, the Induction Team and the Students Association.	Improved induction process for students improving their experience and satisfaction.
Formal reporting process for key stake holders and subsequent action plans.	There would be an expectation that survey results would be addressed in strategic plans.	This would demonstrate to students that the University acts upon their feedback which will likely improve satisfaction levels.

PTES

Introduction

The Postgraduate Taught Experience Survey (PTES) is run annually, the survey is a product from the Higher Education Authority (HEA). The university is able to add questions to the survey and we can extract raw data as well as benchmark data for groups such as Russel Group.

Views from colleagues

Generally academic colleagues have a positive view of PTES and find it useful despite some limitations. The benchmarking data is valued by staff. The data generated by PTES is considered widely and at several levels within the University. It is considered by committees at School and College level and anecdotally leads to action. There is a better level of staff buy-in with PTES than other surveys e.g. ESES, iSB etc.

PTES data is generally underused because of how the data is surfaced and by the ability to segment the data by various attributes. Potentially PTES data can help School's and College's measure progress against UoE KPIs and also to evidence anecdotal evidence to strengthen arguments for additional resource to be put towards PGT, to highlight the difficulties which some group of students face (e.g. part-time students).

Criticism of PTES includes confusing language e.g. the terms 'programme' and 'course' are used interchangeably which is likely confusing to some students as it is at odds with the University's terminology. There is also concern that terms such as 'engagement' don't mean anything to students.

PTES may also be quite a poor fit for ODL students e.g. the Medical School find PTES of limited use. It is also not a good fit for Schools where term timings are not in synch with 'standard' University terms.

It is possible that some service questions in PTES replicate data being generated by services' own surveys e.g. IS. Duplication could also be an issue regarding EvaSys.

The future funding model of PTES is moving towards a subscription model and the cost of this survey to the University will increase (the cost will depend on which of a number of options it selects). The University will need to decide if the increased cost offers value or if it would be better to conduct an internal PG survey but this would mean the loss of benchmarking data.

PTES includes some service questions and the data from these questions is widely used for committee reports and also for other purposes e.g. the Library uses this data as evidence for customer excellence accreditation.

Risks of discontinuing PTES

The loss, to academic and services staff, of useful data concerning the PGT student experience and the loss of benchmarking data.

Conclusion

- PTES is widely thought to be useful by academic colleagues
- Data from PTES is underused
- Benchmark data and raw UoE data is a useful combination
- There are some issues surrounding terminology used in the survey and relevance to particular student groups

Recommendations

Recommendation	Impact	Value/use
Continue to Run PTES annually.	Provide colleagues with useful data about the student experience.	Allow Schools etc. to assess the impact of various variable on PGT student experience and ensure that we meet the aim in the 2025 strategic plan to ensure Masters students have clear supported pathways.
The Student Survey Team should feedback to the HEA terminology issues (whilst recognising the need for the HEA to cater to all institutions taking part).	Improve the survey and reduce the potential of students' misunderstanding.	This would increase the buy in of Schools and academic colleagues.
Student Surveys team should liaise with Schools that have a high proportion of ODL students to find out if the survey can be improved to meet these students need. Either by lobbying the HEA to make changes to core questions or by using our institutional questions to gain insight into this group's experience. If suitable accommodation cannot be made, consider not using this survey to collect information on these students.	Improve the relevance of the survey to the ODL community which is a key growth area for the University.	Provide Schools with a high proportion of ODL students with data that they can use to improve the student experience and help to reach the University's 2020 target of 10,000 ODL.
Student Surveys team to work with Schools who have non-standard timetables to try and accommodate their needs.	Improve the relevance of PTES to these Schools.	Improve the quality of data to these Schools so that they can use it to improve the student experience.
Review potential areas of overlap between PTES and EvaSys course evaluation and Service Surveys.	To reduce the length of the survey by omitting some institutional specific questions.	This could improve response rates and buy-in from Schools and academic colleagues.
Present data in more flexible, dynamic and easily interrogated ways e.g. dashboards or pre-programmed pivot tables that allow users to use drop downs to change attribute and that are pre-programmed to show year on year (YoY) changes and highlight change that are outside of expected bounds.	Increase in data driven decisions by Schools, the Induction Team and the Students Association.	Improved induction process for students improving their experience and satisfaction.
Formal reporting process for key stake holders and subsequent action plans.	There would be an expectation that survey results would be addressed in strategic plans.	This would demonstrate to students that the University acts upon their feedback which will likely improve satisfaction levels.

PRES

Introduction

The Postgraduate Research Experience Survey (PRES) occurs every second year, this survey is also a product from the Higher Education Authority (HEA). The University is able to add questions to the survey and we can extract raw data as well as benchmark data for groups such as Russel Group, Sector etc.

Views from colleagues

PRES is generally considered a useful survey by academic staff and is considered germane and relevant. The benchmarking aspect of PRES, contributes significantly to its usefulness. The current frequency of the survey i.e. every second year, is also considered to be optimal by most staff.

PRES results are considered at many levels and at many committees as well as at University level. At college level results are considered in great detail and areas for improvement are identified. It is also used by Deans in preparation for supervisor briefings. But the data is also used at School level and is generally widely considered a useful source of data. It also of increasing importance for the Quality Assurance Committee (QAC). Increased response rates would help the perceived value of the results.

Limitations of the survey, raised by academic colleagues include the fact that some research courses still involve a taught component and PRES doesn't capture this. This is particularly relevant when partnership institutions are involved, because students may attend the partner institution to learn specific skills.

Examples of use of PRES data include; increased paid teaching work for students in the Medical School and its use in shaping and adjusting supervisor training within this School.

Services also find PRES data useful e.g. IAD manually review free text comments and extract useful information which they then use at PGR induction.

Risks of discontinuing PRES

The loss, to academic and services staff, of useful data concerning the student experience and the loss of benchmarking data.

There would also be risk in changing the composition of questions as discussed at a recent MVM . Research Experience Committee (REC).

Conclusion

- PRES data is widely used at all levels of the University
- The current frequency of every second year is well received

Recommendations

Recommendation	Impact	Value/use
No change to survey frequency or questions	Provide colleagues with useful data about the student experience	Allow Schools etc. to assess the impact of various variable on student experience and ensure that we meet the aim in the 2025 strategic plan to ensure Masters/PhD students have clear supported pathways
Present data in more flexible, dynamic and easily interrogated ways e.g. dashboards or pre-programmed pivot tables that allow users to use drop downs to change attribute and that are pre-programmed to show year on year (YoY) changes and highlight change that are outside of expected bounds.	Increase in data driven decisions by Schools, the Induction Team and the Students Association.	Improved induction process for students improving their experience and satisfaction.
Formal reporting process for key stake holders and subsequent action plans.	There would be an expectation that survey results would be addressed in strategic plans.	This would demonstrate to students that the University acts upon their feedback which will likely improve satisfaction levels.

Other issues surrounding Student Surveys

During the course of this review several topics concerned with surveys in general were repeatedly raised by colleagues. Below is a short summary of these issues and colleagues thoughts on them

Futureproofing surveys

If the core surveys conducted by the University are to be revamped it would be beneficial if the new survey landscape was fit-for-purpose for a considerable period. Both academic and service colleagues want surveys to generate actionable data and which clearly highlight the issues. The data should be robust and representative.

The institution's suite of surveys assumes a traditional journey through University but the student population is becoming increasingly diverse and this should be considered. There are an increasing number of students who take a single module or a couple of modules and we need to consider how we want to survey these students. Currently MOOCs are not credit bearing but this may change and it would be helpful to know in advance at what stage would a course/student become eligible to be surveyed and in which surveys e.g. if a student takes a credit bearing module they are included in EvaSys course evaluation but should they also be included in ESES, PTES etc.

Recommendations

- Consider any likely institutional/sector changes expected in the short to mid-term specifically in relation to the University's strategic plans e.g. to grow ODL to 10,000 by 2010
- Continue efforts to ensure a representative group of students complete institutional surveys. Investigate how to best achieve this so that data driven decisions are based on robust data

Increasing use of technology

To ensure high response rates it should be as simple and as integrated as possible for students to complete surveys. The MyEd interface could be used more with surveys. It will 'know' if a student has used a service e.g. the disability Service and could have a pop up or similar offering them a survey. It could also be used prompt a student to complete any surveys they have outstanding when they are using the interface.

Student surveys are only one way of listening to the student voice and there are a plethora of alternative methods for collecting data about the student experience from students. Increasing the number of methods that UoE uses could increase the breadth of topics that we collect information on, increase representativeness of the sample and limit the number of surveys students are asked to complete. Alternative methods such as survey consoles are already by used by some services.

Harvesting data from social media should be seen as a key way of collecting information views on various topics. An example is IS outages, some students may go into the library and report the issue but many more are likely to complain on YikYak.

Focus groups and workshops are likely currently underutilised and could potentially be expanded to help gain insight into survey data.

Recommendations

- Explore other methods of collecting information about the student experience to limit the survey load on students
- The Student Surveys unit should use its website or Wiki page promote the use of its student panel for focus groups and services to facilitate focus groups to reduce the need to survey and to collect more detailed data when appropriate
- It should also include guidelines on how to run workshops based on survey data to maximise engagement with surveys

Closing the loop

It is important that we tell students what we have done in response to their feedback, known as 'closing the loop'. It will increase the likelihood that they will complete future surveys and also encourages them to feel that the University listens to them.

Recommendations

- Explore an institution-level method of closing the loop to prevent students and staff from feeling cynical about surveys
- Encourage local methods for closing the loop for School or department level changes

Integration of student surveys

Institutional surveys should be seen as part of the wider University and we should always be aiming to extract maximum value from all surveys. For example the University wants to recruit more UG students to PG programmes. It should be possible if we ask students in a survey about their future study intentions and they indicate they are considering a PG course they are then able to opt in to receive marketing information about UoE PG courses. The Student Surveys team should be able to assist other teams and act as a point of contact for colleagues across the institution who want to collect data about students.

As institutional interest in learning analytics increases survey data should dove-tail with this where possible. For example a key interest is why students say they enjoy their PG course but don't complete it and It would be useful to know what characteristics predict that a student will complete their masters and not leave with a PGCert/PGDip etc. Survey data could identify which characteristics indicate a high likelihood that a student will complete a masters qualification (it could be that these students never intended to complete a masters and achieved what they wanted but that is currently unknown).

Another area where greater synergy could be sought is survey incentives and promotions. Offering students incentives to complete surveys is seen as an important tool to help drive up response rates. The Edinburgh University Students Association and official University of Edinburgh merchandise should be considered important partners in prizes and promotion for mutual benefit.

Recommendations

- Student Surveys team to seek out potential synergies in all core surveys to maximise value
- The Student Surveys team should seek to meet with key partners from these groups, at various points in the year, to discuss and exchange ideas

Data from ad hoc surveys

The Student Surveys team act as a gateway to the Ethics Committee and so has sight of all surveys that are sent to students of more than one School. However, the team doesn't see the data generated by these surveys. Depending on the survey structure and which software is used i.e. BOS or Survey Monkey etc. it may be possible to link this data to other survey data. Even if individual survey responses can't be linked to other survey responses the data generated by the myriad of ad hoc surveys adds to the data picture which would also aid the Student Survey team in its role in providing data insights. If the Student Surveys team acted as a receptacle for all student survey data it would increase its power to provide data to decision makers.

Recommendations

- Student Surveys to receive a copy of all data gathered by surveys approved by the Ethics Committee

NSS

The increase in institutional surveys and use of its data comes against the backdrop of the long standing National Student Survey (NSS). Despite significant effort and resource allocation the University of Edinburgh has not been able to achieve the improvement in score that it would like to see. This has led to cynicism among some staff about the role of surveys can play in improving the student experience. It has also been disheartening for many.

However the NSS is not an enhancement survey and it shouldn't be thought of as such.

Enhancement surveys should be the key focus for staff, to pin point issues and then formulate plans to resolve these issues. The NSS results will improve as a result of this.

Recommendations

- Encourage staff to focus on enhancement surveys as a way to improve NSS results
- Encourage an achievable timeline to see improvements in scores

Appendix: 1 Contributors to review

Name	Role
Jeremy Bradshaw	Assistant Principal Researcher Development
Niall Bradley	Head of marketing
Gavin Douglas	Deputy Secretary, Student Experience
Euan Fergusson on behalf of Alan Mackay	Head of International Student Support
Rebecca Gaukroger	Director of Student Recruitment and Admissions
Shelagh Green	Director, Careers Service
Tina Harrison	Assistant Principal Academic Standards & Quality Assurance
Sarah Henderson	Depute Director for Postgraduate Taught
Melissa Highton	Director of the learning, teaching and web services division
Angie Lamb (on behalf of Bryan McGregor)	IS Web Champion and Lead Analyst
Robert Lawrie	Director of Scholarships and Student Administration
Antony Maciocia	Dean of Students
Gale Macleod	Dean of Postgraduate Studies (CHSS)
Robert Mason	Associate Dean (Quality Assurance) College HSS
Gordon McDougall	Dean Quality Assurance College Science and Engineering
Alan Murray	Assistant Principal Academic Support
Graeme Reid	Dean of Learning and Teaching
Susan Rhind	Assistant Principal Assessment and Feedback
Emma Robertson-Werner	Edinburgh University Students Association
Philippa Saunders	Dean of Postgraduate Research MVM
Kristin Sargent and Jenni Murray	Student Induction Coordinators
Joshua Stapp	Student Surveys Coordinator
Jon Turner	Director, Institute for Academic Development
Neil Turner	Director of Undergraduate Learning and Teaching
Jeremy Upton	Director of Library & University Collections
Tom Ward	Director of Academic Services

LEARNING & TEACHING COMMITTEE

16 March 2016

Student Surveys Review

Purpose

1. This paper presents a high level, draft plan, to review and propose changes to the current suite of student surveys and reporting activity in advance of the 2016/17 academic year.
2. LTC is asked to **comment** on the paper.

Background

3. LTC previously received a paper providing a high level summary on the plans and actions required to successfully roll out the EvaSys course evaluation system to all Schools and taught courses.
4. A governance structure (see appendix 1) to support the delivery of this work has been developed, a detailed project plan developed and resources have been allocated to support the delivery of this project.
5. Along with business as usual activity, the EvaSys rollout is the number one priority for the Student Survey Unit.

Review of student surveys

6. The Student Survey Unit had the review of the ESES and the International Student Barometer (iSB) surveys as part of its current set of deliverables for the 2015/16 academic year and for proposed changes to be implemented for the 2016/17 academic year.
7. In addition work is underway with the Deans responsible for PGT to identify opportunities to enhance the use of this data with a view to presenting at the Academic Strategy Group in this academic year. No plans are in place for review of PRES survey.
8. This paper and subsequent discussion will help clarify objectives.

Draft Scope – Survey Review

9. It is proposed that the scope of any work reviewing student surveys covers the following areas:

- a. Review the purpose of the main centrally supported University student surveys and propose changes to help meet university priorities over next 2/3 years;
- b. Review the value generated by the reports and data emerging from the surveys and propose changes to extract greater value from survey data individually, when considered as a whole at School level; based on particular themes; and over time.
- c. Clarify the approach to measuring student feedback on Personal Tutors across UG and PGT students.

10. The table below proposes the surveys to be included in scope:

Survey name	Purpose	Student population	Timing (2015/16)
Induction Survey	Assess students' decision making process in choosing UoE and their experiences of Welcome Week and the start of Semester 1	First year students UG & PG (slightly different surveys)	Early Semester 1 (11/09/15 – 28/10/15)
iSB	International survey and benchmark.	International students (EU & non EU)	Mid Semester 1 (30/10/15 – 27/11/15)
ESES	To act as a mirror to the NSS plus cover broader range of academic and service questions.	All non-final year undergraduates	Early Semester 2 (18/01/16 – 04/03/16)
PTES	To provide insights into the experience of postgraduate taught students.	Postgraduate taught students	Mid Semester 2 - Summer (02/03/16 - 17/06/16)

11. The governance group may need to be reviewed particularly if the iSB and the Induction Survey remain in scope.

Out of Scope

12. As a result it is proposed that the following surveys remain out of scope:
 - a. The NSS, which is being reviewed for changes in January 2017 and will need to feed into this review, as well as preparations being made to manage the change;
 - b. EvaSys which will be reviewed as part of the EvaSys roll out project;
 - c. PTES, which we are not due to participate in again until 2017.

Draft Approach

13. The table below proposes an approach to the project, following approval from LTC in March 2016 and taking into account the fact there will be no resources available to support this work until late March/April 2016 (contingent on EvaSys roll-out project). Timescales for each phase to be confirmed but timelines are short.

Phase	Purpose
Strategy	Clarify why we run institutional surveys, what are the key outputs needed internally, what scope surveys cover, what is the impact on Learning & Teaching and Student Experience, what level of priority does work have, what level of engagement do we need.
Current state	Review current state against the revised strategy for surveys. This includes surveys, questions and outputs. Includes consultation. Review current state of 'other surveys' delivered locally by services.
Options	Develop series of options understanding any resource implications. Includes consultation.
Decision	Recommendation delivered to decision making body (PSG/CMG) after appropriate consultation.

Recommendation

14. LTC is asked to **comment** on the paper.

Barry Neilson
Director of Student Systems
16 March 2016

EvaSys Roll-out Project Board

Membership

Professor Jane Norman (Sponsor)

Professor Tina Harrison

Professor Alan Murray

Professor Susan Rhind

Mr Josh Stapp (Project Manager)

Mr Tom Ward

Dr Gordon McDougall

Dr Sheila Lodge

Dr Inger Seiferheld

Dr Jon Turner

Mr Barry Neilson (Chair)

The University of Edinburgh

Senatus Learning and Teaching Committee

21 September 2016

Online Assessment & Feedback Report

Executive Summary

This report provides the Learning & Teaching Committee with a summary of the key findings on analysis carried out on the existing challenges and issues on moving to online assessment and feedback across the University and the measurement of turnaround times in this area.

This paper includes the Executive Summary from the report and some background information. The appendix has not been included but can be shared if required.

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

This work is being developed to support the delivery of an outstanding student experience.

Action requested

The committee is asked to **comment** on the paper.

How will any action agreed be implemented and communicated?

The report will be presented at the LTC and KSC in October 2016. No further action is proposed at this stage by colleagues who completed this work. The report is expected to feed into other work being taken forward by colleagues in this area.

Resource / Risk / Compliance

1. Resource implications (including staffing)

Not applicable at this stage.

2. Risk assessment

Not applicable at this stage.

3. Equality and Diversity

Not applicable at this stage.

4. Freedom of information

Paper is open.

Key words

Online Assessment, Online Feedback

Presenter

Barry Neilson
Director of Student Systems & Service Excellence Lead

Author of Report

Sue Woodger
Business Analyst, ISG

Executive Summary

This report provides the Learning & Teaching Committee with a summary of the key findings on analysis carried out on the existing challenges and issues on moving to online assessment and feedback across the University and the measurement of turnaround times in this area.

Background *The Principal's Strategy Group and Learning & Teaching Committee both received papers in the second half of 2015 which carried a recommendation that the University 'Move in principle to a position, where pedagogically appropriate, of moving as quickly as possible to university-wide online submission of assessment and return of feedback and marks.'*

Work was commissioned by LTC to understand two areas relating to online assessment, feedback and marks:

- 1. Develop an understanding of the current position across the University on the move to online assessment and feedback, and timetable/plans in the future to move fully online.*
- 2. Following up on an audit recommendation, looking to how existing systems can support the measurement of assessment and feedback turnaround times (rather than this being done manually by colleagues).*

This is a complex area to analyse with a number of initiatives taking place in various parts of the institution within and across Schools, Colleges, ISG and Student Systems. It is also an area where some analysis is being undertaken by the Service Excellence Programme with findings expected in mid-October 2016.

The report covers traditional types of assessment – submitting and marking documents (or document-like) online. This is the majority of our assessment. However it is worth acknowledging analysis has not focussed on other forms of eAssessment including online quizzes and peer assessment.

- Key Findings**
- 1. Despite a move to more assessment and feedback being delivered online, some through projects to address this issue, we still have significant variation across our Schools in the delivery of online assessment and return of feedback and marks. In addition there remains some confusion around what is meant when terms like 'fully online' are used.*
 - 2. Inconsistency in approaches within and across Schools has an impact on the student experience (as students take course across Schools) along with some of the known system issues.*
 - 3. Colleagues have fed back that there remains some resistance from staff members to moving to online assessment and feedback because of existing custom and practice, pedagogical arguments and/or system limitations.*
 - 4. A number of issues relate to existing systems – three areas:
 - a. Even when assessment and feedback are online some Schools are still finding difficulty with the medium**

- b. *There is staff resistance to going online because the technology is not good enough*
 - c. *Our systems are not joined up*
5. *The processes that support electronic marking are a source of some of the resistance to change – including limitations on double marking; perceived or real increase in time to complete marking; and time spent in front of screen.*
 6. *The measurement of the 15 day turnaround is extremely time consuming, it will be challenging to provide an effective system solution to this without either changes to business processes (i.e. all due dates stored in EUCLID at start of semester) and changes to the way data is captured on return of assessments (some of this currently held externally). Colleagues use different criteria to construct their measures. In addition it is unclear why colleagues are reporting on this data to Senate committees.*

This report re-iterates many of the key messages and recommendations in the report on Needs Analysis and Assessment on measurement of turnaround times carried out by Karen Osterburg⁴. This report also emphasised:

- *Variation in practice;*
- *Challenges with assessments that fall outwith electronic assessment;*
- *the need for streamlining the set up and provision of online assessment information across systems;*
- *the disparity in approaches to measuring turnaround times;*
- *the balance between measurement of quality of feedback and turnaround times.*

Key recommendations *The analysis identified a number of areas where we can improve areas of our work to support the ambition of moving to ‘university-wide online submission of assessment and return of feedback and marks’. A number are highlighted below. It is important to note that these have not been prioritised against other University priorities or costed. At the moment, they stand alone.*

- *Opportunity to clarify and/or communicate more effectively our strategy in relation to online submission of assessment and return of feedback and marks and develop a plan to achieve this. This needs to have a strong focus on the student experience as they engage with our processes and systems across Schools. It also needs to fit in with wider strategies in this area.*
- *Below this, the creation of centralised guidance for academic and administrative staff on what is actually meant by 100% online. What is included, what is being measured, what is deemed pedagogically not appropriate to put online, what we know to be technologically inappropriate at this time to put online.*
- *Build on experiences across the University to develop a strong community of practice in this area that can operate as a ‘centre(s) of excellence’ for areas that are finding it more challenging to move online. Opportunity to provide more training and guidance for colleagues (for the whole online process). There are likely to be resource requirements attached to this.*

- *There are a number of business process and system issues that would support colleagues and students as they operate their way through this. Some of these are underway and others will require resource allocation.*
 - *Opportunity for colleagues supporting EUCLID (Assessment & Progression Tools) and VLEs to work more closely together to enhance the processes which support the delivery of marks to students and resolve any business process challenges faced by Schools;*
 - *One of the major usability heuristics³ for designing systems is having good error reporting built in so we need to investigate how we can improve the systems to ensure students receive feedback if their uploads have failed.*
 - *Investigate how we can improve our systems and/or processes so staff are aware when marking and moderation is complete*
 - *Investigate what further reporting would be helpful*

- *There is an opportunity to review whether the resource required to report on the 15 day turnaround target is being well spent and given the variation in approaches to reporting whether the reports submitted are valuable in affecting change/improvement. There are ways to automate this process but it will likely be imperfect at first and require changes to business processes.*

Next steps *The Student Administration & Support strand of the Service Excellence Programme is looking at some of the administrative processes that support this area of work and some options will emerge in mid to late October 2016. These should be taken into account along with this report.*

Background information

1 There is confusion around what is meant by ‘fully online’.

- Figures gathered from schools were estimates as it was difficult for some schools to pull this information out easily. There were wide differences in what was online with some CAHSS Schools reporting 100% and Maths with less than 5%. However there are schools who say they are 100% online and do not include items that are pedagogically deemed not appropriate to put online – so is this really 100% of all assessment items or 100% of appropriate items? And are assessment items where technology prevents putting online excluded from the appropriate items? This is causing confusion.
- What is online: currently mostly essay type assessment and MCQs are online along with peer assessment. Also an activity being assessed may be offline, but the marking and feedback is online. This is used in Vets and Business School and likely to ramp up in Medicine.
- What is not online: assessment items that are deemed pedagogically not appropriate to put online and assessment items where technology prevents putting online

<i>Assessment items that are deemed pedagogically not appropriate to put online e.g.</i>	<i>Assessment items where technology prevents putting online e.g.</i>
<ul style="list-style-type: none"> • <i>Practical assessments e.g. taking blood – this practice need to be watched while the student is doing it.</i> • <i>Annotating musical scores</i> • <i>Feedback on music</i> • <i>Verbal language assessments</i> • <i>Sciences and Economics where work is highly quantitative</i> • <i>Sometimes feedback against learning outcomes is not right without giving the answers away</i> 	<ul style="list-style-type: none"> • <i>Languages - online systems cannot deal with Latin or Greek writing so cannot be word processed. And the marking is about the grammar and Turnitin is not good at detailed feedback</i> • <i>Handwritten grammar tests done in tutorials with immediate feedback</i> • <i>Diagrams and Architectural illustration</i> • <i>Physical sculptures</i> • <i>Also need to be able to put diagrams inline and not at the end of the piece of work</i> • <i>Maths symbols</i> <ul style="list-style-type: none"> ○ <i>Systems cannot take LaTeX files plus input is different</i> ○ <i>Less work done by students if producing in LaTeX</i> • <i>Difficult to do calculations when not seeing all of the calculation at once. Equations often take up a whole wall</i>

Some Schools are gradually working towards fully online and recognise that they can put more online but haven't found suitable technology e.g. In VETS School Portfolio work is all on paper just now. They looked at My Progress but it doesn't do everything so they are looking into PebblePad but are aware of the administrative overhead entailed. They are making more people aware about online assessment and feedback through staff development.

- It is concerning that one School reported that they felt that the process was setting them up to fail
- On the other hand some Schools reported improvements with being online such as the quality of feedback was better, administrators knew exactly who was marking and EUSA informed that it was more convenient and more accessible for students to hand in their work electronically.

School responses can be seen in Appendix A.

2 Inconsistency across the university is affecting the student experience

Inconsistency across the university is affecting the student experience due to different practices and processes between Schools. EUSA pointed out that this diverse structure is not limited to assessment and feedback and is an issue throughout the university.

The EUSA Teaching Awards include 11 awards for excellent teaching staff, support staff, tutors, and supervisors. Two of the Teaching Awards are 'Best Feedback' and 'Most Innovative Assessment', showing the strong emphasis EUSA places on recognising and rewarding well-designed assessment and high-quality feedback. They receive over 3000 responses each year for these awards from students showing how important they are and consistency was seen to be a big part of student responses.

Examples of disparity between processes in schools that affects the student experience are:

- In some schools students have to print their work (for which they pay printing costs) and in other schools students don't have to print.
- Having different dropboxes for different VLEs can confuse students
- It is confusing for students having to submit assessment and receive feedback in different ways in different Schools.
- A joined up approach is needed at College level – or even university level

It is also confusing for staff to have different policies e.g. teaching the same course but having two different credit levels in the same room (UG and PG) which have different processes. Staff don't always know which courses are jointly taught as there is no master list – Schools report that this is also not clear in Euclid.

JISC have also identified this issue in their report on Electronic management of assessment (EMA) in higher education - problems² and detailed their impact on the student experience which reflects our own problems.

3 System reporting processes are affecting the student experience

- One of the major *usability heuristics*³ in designing systems is error reporting and students are reporting that they often cannot get confirmation of what they have uploaded or if an upload has failed.
- And in receiving their marks students have also expressed frustration at constantly having to refresh systems until their marks appeared

- Staff also reported this issue in that it was not clear when markers had completed marking or when moderation was finished.
- LTW have advised we tie in with the Notifications service being proposed through Digital Transformation. This is one of many good examples for that service being required.

4 Staff resistance to going online because 'We've always done it this way'

It is felt within some schools and EUSA that there is still a resistance by pockets of staff to putting assessment and feedback online.

- SPS took initiatives to overcome this - they gave staff tablet devices for marking and reading, stopped students having to print out submissions, stopped students having to come in to get their mark and gave staff lots of training and did system improvements. They report they have been 100% online for the last 4 years but have found it difficult to teach 230 tutors to do everything the same way

5 Technology issues: this follows 3 streams

Many schools believe that technology is hindering the progress to putting assessment and feedback online and even when they are completely online there are concerns. They believe that our many systems are not joined up; that there is no ideal system and that no one system does all that's needed. They report that the systems we have require onerous manual overheads in way of communications, updates, training, account creation and interaction with IDM all causing additional work.

a) Even when assessment and feedback are online some Schools are still experiencing difficulties with the medium so are finding it frustrating.

- There is still heavy reliance on manual processes to complete e.g. using email to complete processes, setting up and adjusting accounts, time for IDM to fix accounts, policy changes requiring adjustments to systems, lack of system reporting, keeping up-to-date with technology changes, admin overheads in amending uploaded files to the correct format and so on.

b) Staff resistance to going online because the technology is not good enough

- Current systems cannot manage mathematical formulae, large calculations, Greek and Latin writing or inline diagrams.
- Systems are not designed for large groups of multiple marking
- Systems cannot do double marking or double blind marking
- EUSA confirmed that marking inline was better for students as it is confusing when they cannot relate the tutor's comments to areas of their work and it is recognised by tutors that the quality of the feedback has to be clear and legible – the value is zero if it can't be read by students. However Learn and PebblePad cannot do this and a School has reported that Turnitin is not fine enough to use
- Staff would like systems to do better reporting as they feel it is onerous trying to get basic information out of the current systems
- Individual administrators only see the amount of work increasing

c) Systems, as well as processes, are not joined up

- It is a concern for some Schools having to support so many different systems
- No one system does everything – each system is good for some things but not others
- No-one person sees the end to end process

6 Branding and security

There are issues over data storage in our systems plus non-UoE branding which is not giving our students confidence about what is happening with their data.

- Although this is not directly affecting assessment and feedback one school brought up a worry around branding and security: when systems are not branded as UoE, students can worry about who's getting their information.
- The main tool available in Learn for inline marking is not used as it is a cloud based service and there was not an acceptable agreement about the use of data on the cloud service. This tool would be very beneficial for both student and staff experience. But with a push towards the cloud from suppliers this will be an ever-increasing headache in adherence to Data Protection law.

7 Electronic marking is not mandatory but it is impacting tutors overall attitude to 'fully online'

Although submission and feedback is mandatory electronic marking is not mandatory. However some tutors have voiced concerns over electronic marking that is impacting their overall attitude to 'fully online'. EUSA confirmed that marking inline is better for students as it is confusing when they cannot relate the tutors comments to areas of their work. And is an improvement on the sometimes illegible tutor handwriting

Some of the tutors' worries were:

- The challenge of a lot of reading to do on screen
- It is generally thought to be slower doing online marking than by hand.
- They would like to do double marking but cannot use Learn and Turnitin for this marking is done independently
- Marking online ties them to their desks - they would prefer being able to mark where and when they wanted – as they could on paper
- The technology to mark online was not sophisticated enough

School responses can be seen in Appendix B.

School responses to the systems used can be seen in Appendix D

8 Turnaround

- Every school reported that gathering the data is all collected manually and is onerous. And because the data is captured manually they question the quality of the data and if it was all there. They would really welcome it if a system could do this work.

- Many questioned the usefulness of the exercise. There is never any feedback from it – what is actually being done with the data? There is not even a thank you for capturing and submitting the data but administrative staff are harassed to get the information in on time – even though it is an academic task.
- There was confusion between schools over what is included in the 15 day turnaround. Some schools believed moderation was included in the 15 days – some believed it wasn't with many saying that they could not moderate in that time which implies that moderation is not applied consistently across Schools.
- And current systems are not clear about when markers have completed marking and when moderation has been completed.
- Some schools felt the deadline was not always relevant as, i.e. weekly hand-ins that have to be back with the student before the next class and they question the relevance of deadline at the end of a course.
- System issues and staff leave were considered the biggest culprits when schools did not hit their target.
- There is resistance from staff around marking during leave periods. They are expected to mark and engage with systems over the Christmas period as the university is only officially shut for four days but many take leave at this time. Same applies to the Easter period which is not officially a holiday but many take holidays at this time because in summer they are preparing the next academic year and dealing with resits - so they query when do they get their leave? One school commented that there was no benefit to getting feedback over Christmas. SPS however reported that they did not have this issue.

School responses can be seen in Appendix C.

Resources

1 JISC mapping university processes: <https://www.jisc.ac.uk/guides/electronic-management-of-assessment-processes-and-systems>

2 Electronic management of assessment (EMA) in higher education: processes and systems – Common problems: <https://www.jisc.ac.uk/guides/electronic-management-of-assessment-processes-and-systems/problems>

3 Nielsen's 10 Usability Heuristics for User Interface Design: <https://www.nngroup.com/articles/ten-usability-heuristics/>

4 [Needs Analysis for Assessment and Feedback](#) – Report by Karen Osterburg, Student Systems September 2015

The University of Edinburgh
Learning and Teaching Committee
21 September 2016

Feedback on Assessment: Turnaround Times

Executive Summary

This paper invites the Committee to discuss Schools' reported turnaround times for providing feedback on assessment in Semester Two, 2015-16.

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

Improving feedback on assessment will contribute to the University's strategic goal of excellence in education.

Action requested

For discussion.

How will any action agreed be implemented and communicated?

Not applicable – since the paper is not asking the Committee to take any decisions at this stage there is no need for implementation and communication.

Resource / Risk / Compliance

1. Resource implications (including staffing)

There are significant resource implications associated with providing students with feedback on assessment, and monitoring the promptness of feedback. However, since the paper is not asking the Committee to take any decisions at this stage, the paper does not have any direct resource implications.

2. Risk assessment

Not applicable – since the paper is not asking the Committee to take any decisions at this stage.

3. Equality and Diversity

Not applicable – since the paper is not asking the Committee to take any decisions at this stage

4. Freedom of information

This paper is **open**

Originator of the paper

Academic Services

Feedback on Assessment: Turnaround Times

- 1 This paper invites the Committee to discuss Schools' reported turnaround times for providing feedback on assessment in Semester Two, 2015-16.

Monitoring turnaround times for providing feedback on assessment

- 2 In June 2015 Senate agreed the following Taught Assessment Regulation for 2015/16 regarding feedback arrangements for UG and PGT courses:

Taught Assessment Regulation 15 - Feedback deadlines

Feedback on formative and summative in-course assessed work will be provided within 15 working days of submission, or in time to be of use in subsequent assessments within the course, whichever is sooner. At the start of the academic year, Schools will publish their timetable for returning feedback.

- 3 At its 1 October 2014 meeting, Senate discussed regarding the outcomes of the 2014 National Student Survey, emphasising that:
 - Schools must collect data on meeting deadlines for providing feedback on assessment and verify the quality of the feedback provided to students.
 - This data needed to be communicated to students and to be used internally to plan future actions.
 - Interventions must take place where the data is not satisfactory.
- 4 Learning and Teaching Committee has responsibility for overseeing the arrangements for collecting data on feedback turnarounds. To this end, the Committee received and noted a report (at the meeting held on 16 March 2016) on turnaround times for providing feedback on assessment in Semester One, 2015-16.

Feedback turnaround times for Semester Two, 2015-16

- 5 The Assistant Principal (Assessment and Feedback) has asked Schools to take the same approach as applied to Semester One 2015-16 to calculating the overall School-level percentage of feedback provided on time, when reporting on Semester Two:
 - Calculate the proportion of assessments for which feedback was provided on time rather than (for example), the proportion of courses for which all feedback was provided on time.

- Do not discount from these figures delays due to particular factors (for example, staff sickness absence).
- When aggregating data up at School level, present data on Pre-Honours, Honours, and PGT separately.

Schools were asked to provide a single percentage summarising the position for summative assessment for each of Pre-Honours, Honours and PGT. In addition, where it was practical and proportionate to do so, Schools were also asked to provide this data for formative assessment.

6 Annex A summarises Schools' reported turnaround times for Semester Two, 2015-16 along with the equivalent data submitted for Semester One, 2015-16.

7 The main points regarding the data are:

- The guidance asked that Schools provide data for all summative assessment, but only for formative assessments where it is practicable and proportionate to do so. Only a minority of Schools have provided data on turnaround times for formative feedback.
- In some cases, Schools submitted a nil return, or it proved impossible to produce an aggregated School-wide figure from the more granular data supplied by the School.
- While the data is indicative of Schools' performance, it is not possible to make robust comparisons between Schools' performances due to limitations of the data. At present, Schools are using a variety of different VLEs, databases and local spreadsheets to collect and analyse this data
- During the course of this round of data collection there was an increasing degree of pushback from the Schools in regard to the time and staff resource dedicated to this task. There was a general sense that Schools have been willing to commit resources to this task in the short term with the hope/expectation that an online system would be able to monitor return rates in the longer term.
- The data suggests that there is still a degree of inconsistency in turnaround times across the institution and between semesters (some areas remain on an upward trajectory, other areas are more erratic). Furthermore, there does not appear to be a significant correlation between reported turnaround times and National Student Survey (NSS) results relating to assessment and feedback.

8 The Committee is invited to discuss the reported turnaround times for Semester Two, 2015-16.

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Annex A – Summary of data from Schools regarding turnaround times for providing feedback on assessment in Semester Two, 2015/16

Note – While the data is indicative of Schools' performance, it is not possible to make robust comparisons between Schools' performances due to limitations of the data. However, data from the last report, covering turnaround times from Semester One of the 2015/16 academic year, has been included (highlighted columns) to allow comparisons to be made regarding each individual School's ongoing performance. The National Student Survey (NSS) results for Assessment and Feedback 2016 (conducted between 18 January and 29 April 2016) have also been included for reference.

School	NSS Assessment and Feedback 2016	Level	Semester 2 2015-16 - proportion of summative feedback provided in agreed timescales (%)	Semester 2 2015-16 - proportion of formative feedback provided in agreed timescales (%)	Semester 1 2015-16 - proportion of summative feedback provided in agreed timescales (%)	Semester 1 2015-16 - proportion of formative feedback provided in agreed timescales (%)
Business	55%	UG – Pre-Honours	89%	Business treat all feedback the same so total is combined for formative and summative.	93.8%	Business treat all feedback the same so total is combined for formative and summative.
		UG – Honours	92%		100%	
		PGT	71%		89.2%	
Divinity	n/a	UG – Pre-Honours	100%	Nil Return	100%	Nil Return
		UG – Honours	100%	Nil Return	96%	Nil Return
		PGT	86.9%	Nil Return	95%	Nil Return

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ECA	64%	UG – Pre-Honours	Art (Learn): 100% Art and Design (ECA Portal): 79% ESALA 100% History of Art (Learn): 100% Music (Learn and hard copy): 100%	Nil Return	Art (Learn): 100% Design (Learn): 100% Art & Design (ECA Portal): 94.8% ESALA: 100% History of Art: 100% Music: 100%	Nil Return
		UG – Honours	Art (Learn): 100% Art and Design (ECA Portal): 90% ESALA (Learn): 92% History of Art (Learn/hard copy): 93% Music (Learn and hard copy): 70% (incomplete data)	Nil Return	Art (Learn): feedback returned via the ECA Portal Design (Learn): feedback returned via the ECA Portal Art & Design (ECA Portal): 94.5% ESALA: 100% History of Art: 93.75% Music (Learn): 100% Music (SUBSYS): incomplete data	Nil Return
		PGT	53%	Nil Return	Art: 0% Design: 100% ESALA: 93.7% History of Art: 100% Music: 60%	Nil Return
Economics	55%	UG – Pre-Honours	100%	Nil Return	100%	Nil Return
		UG – Honours	85%	Nil Return	75%	Nil Return

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		PGT	Overall total not supplied with submission.	Nil Return	66%	Nil Return
Education	56%	UG – Pre-Honours	85% (to date 46% of UG monitoring forms are completed).	100% (to date 46% of UG monitoring forms are completed).	100%	Nil Return
		UG – Honours	Note: School data collection does not distinguish between pre- honours and honours courses.	Note: School data collection does not distinguish readily between pre- honours and honours courses.	100%	Nil Return
		PGT	54%	92%	Overall total not supplied with submission.	Nil Return
Health in Social Science	77%	UG – Pre-Honours	100%	100%	100%	100%
		UG – Honours	71%	100%	100%	100%
		PGT	85%	88%	96%	100%
History, Classics and Archaeology	61%	UG – Pre-Honours	68%	Nil Return	89%	Nil Return
		UG –	81%	Nil Return	78%	Nil Return

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		Honours				
		PGT	72.5%	Nil Return	86.1%	Nil Return
Law	67%	UG – Pre-Honours	100%	Nil Return	100%	100%
		UG – Honours	83%	Nil Return	75%	100%
		PGT	PGT LLM on campus: 84.4%. PGT Distance Learning: 88%	Nil Return	87.2%	Nil Return
Literatures, Languages and Cultures	64%	UG – Pre-Honours	79.44%	Note: School data collection does not distinguish between formative and summative.	81.51%	Nil Return
		UG – Honours	71.08%		90.4%	Nil Return
		PGT	83.16%	Nil Return	74.56%	Nil Return
Philosophy, Psychology and Language Sciences	55%	UG – Pre-Honours	75%	Nil Return	100%	Nil Return
		UG – Honours	89%	Nil Return	88%	Nil Return
		PGT	62%	Nil Return	88%	Nil Return

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Social and Political Science	59%	UG – Pre-Honours	94.8%	Nil Return	83.8%	Nil Return
		UG – Honours	76.7%	Nil Return	86%	Nil Return
		PGT	91.5%	Nil Return	67.8%	Nil Return
Biological Sciences	52%	UG – Pre-Honours	87.5%	Nil Return	96%	Nil Return
		UG – Honours	68.75%	Nil Return	84%	Nil Return
		PGT	84.09%	Nil Return	76%	Nil Return
Chemistry	61%	UG – Pre-Honours	50% (School10-day turnaround) Currently only collecting data for assessments in Pre-Honours years that are not lab-based.	Nil Return	85% (10-day turnaround) Currently only collecting data for assessments in Pre-Honours years that are not lab-based.	Nil Return
		UG – Honours	78.5% (School10-day turnaround)	Nil Return	80.9% (10-day turnaround)	Nil Return
		PGT	86% (School10-day turnaround)	Nil Return	No assessments in semester 1.	Nil Return

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Engineering	54%	UG – Pre-Honours	79.42%	Nil Return	83.37%	Nil Return
		UG – Honours	58.53% Note: Figure skewed by number of Honours assignments due just before the Easter break with the marks and feedback not being returned to students until after the Board of Examiners.	Nil Return	81.84%	Nil Return
		PGT	84.04%	Nil Return	60.83%	Nil Return
GeoSciences	68%	UG – Pre-Honours	94%	100%	93%	100%
		UG – Honours	92%	100%	92%	100%
		PGT	86%	100%	89%	100%
Informatics	46%	UG – Pre-Honours	91%	No separate measurement for feedback on formative assessments - where formatively	72%	No separate measurement for feedback on formative assessments - where formatively
		UG – Honours	87%		86%	

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		PGT	90%	assessed work is submitted to a strict timetable, this is included in the summative figures.	89%	assessed work is submitted to a strict timetable, this is included in the summative figures.
Mathematics	81%	UG – Pre-Honours	100%	Estimate 98-99%	100%	Estimate 98-99%
		UG – Honours	96%		93%	
		PGT	97%		100%	
Physics and Astronomy	55%	UG – Pre-Honours	98.72%	The School does not hold figures on formative assessment.	100%	Nil Return
		UG – Honours	95%		96%	Nil Return
		PGT	95.24 %		94%	Nil Return
Biomedical Sciences	54%	UG – Pre-Honours	92.31%	100%	98%	100%
		UG – Honours	81.6%	100%	89.9%	88.89%
		PGT	86.44%	100%	93.02%	100%
Medicine - MBChB	45%	UG – Pre-Honours	95% (Pre-Clinical)	Nil Return	75% (Pre-Clinical)	Nil Return

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		UG – Honours	93% (Clinical)	Nil Return	63% (Clinical)	Nil Return
Molecular, Genetic and Population Health Sciences	n/a	PGT	73%	100%	89%	Nil Return
Clinical Sciences	n/a	PGT	64%	Nil Return	Nil Return	Nil Return
Veterinary Science	58%	UG – Pre-Honours	89% (Pre-Clinical)	Nil Return	88% (Pre-Clinical)	Nil Return
		UG – Honours	100% (Clinical)	Nil Return	100% (Clinical)	Nil Return
		PGT	76%	Nil Return	71%	60%



Senate Learning and Teaching Committee

25 August 2016

University Lecture Capture – Business Case

Description of paper

1. This paper outlines the business case for investment in a University lecture capture service, following Learning and Teaching Committee's endorsement in May 2016 of a proposal to equip around 300 centrally-supported rooms for lecture capture. The academic case for lecture capture was also considered by Knowledge Strategy Committee on 3 June 2016, where the proposal was welcomed (Appendix B).

Action requested/Recommendation

2. LTC is invited to consider and approve the business case for lecture capture and recommend to University Court that the capital funding required be committed.

Background and context

3. Every Russell Group University except Edinburgh now has a maturing centrally supported lecture capture service (Appendix A). EUSA sabbatical officers have been elected in each of the past four elections with lecture capture as part of their manifesto, and at the most recent election lecture capture was in the manifestos of 3 out of 4 winning candidates. A recent report from external consultants (Headscape) on the Edinburgh student digital experience identified lecture capture as a significant missing component from the student perspective and our most recent NSS results may well reflect dissatisfaction in this area. Investment in an opt-in, centrally provided lecture capture solution was also one of the significant recommendations from the recent review of the University Accessible and Inclusive Learning Policy (May 2016). Lecturing remains one of the few high-stakes activities within the institution, and if a student is ill or otherwise unable to attend, the institution makes no alternative provision.

4. The University's strategy is to be a world leader in digital education, and to offer an outstanding student experience to as diverse a group of students as possible. We have a leadership position in digital education but currently provide a better use of media within our free MOOC courses for external learners than we do for our on-campus students. We have specific targets in the Strategic Plan for recruitment of non-EU international students and students from under-represented groups, as well as for student satisfaction with learning resources and academic support. Latest NSS results and the coming TEF exercise highlight the need to focus on improving the student experience, and the recent Brexit decision may increase further the importance of income from teaching activities.

5. A new lecture capture service will provide underpinning infrastructure to meet our ambitions, allowing us to support a diverse student population, and positively contribute to overall student satisfaction. Additionally, where our physical estate is increasingly constraining cohort sizes, lecture capture will afford opportunities to use space differently and mitigate risks.

Discussion

6. The University of Edinburgh lags behind our peers within the Russell Group and beyond in our use of lecture capture, and whilst competitor institutions are scaling up their centrally provided solutions we are scaling back. We currently have around 35 rooms enabled for automated, centrally managed lecture capture. Our current system is 8 years old and beyond end of life, and without investment will close completely after academic year 2016/17.

7. Due to the declining reliability of the central lecture capture, the College of Arts, Humanities and Social Science have already invested in their own solution and purchased the Panopto lecture capture system. In academic year 15/16 the Panopto license has been extended to allow other Colleges to pilot the system and this arrangement will continue into academic year 16/17. Out of necessity Schools from both CSE and MVM are using Panopto, but the requirement for license fees, local IT support, a hard requirement to use the Learn VLE, and no automated capture is proving to be a barrier to participation. There is strong demand from all 3 Colleges for a single centrally supported system. Procurement have advised that it is not possible to continue with Panopto beyond the timescales above without a full open procurement exercise and so this is not a sustainable alternative.

8. Funding a new centrally supported lecture capture solution will give the University the underpinning infrastructure required to capture lectures at scale. As outlined in the academic case previously presented, it is proposed that we equip around 320 centrally supported rooms, giving us the capability to capture up to 90% of lecture activity within the institution. Additionally, one-off events and activities can be captured automatically with no extra costs. Rooms over 35 seats will have camera, audio and slide capture and rooms below 35 seats will capture audio and slides only. This represents the right balance in terms of value for money and utility of the content captured and is in line with practice at other institutions.

9. Information Services has been advised through the University planning process that a large investment in lecture capture technology for the institution should be capitalised as far as possible. This constrains the options that are available for us in the market place, but not unreasonably so.

Options Appraisal

10. The University has already invested in a media asset management service – Media Hopper – based on the Kaltura content management platform. At the time of purchase various lecture capture options were profiled to ensure that the purchase of Kaltura would not limit any future requirements in this space. The media asset management / lecture capture marketplace is fast moving and we have seen very significant levels of convergence, with major suppliers aiming to offer a total solution. We have re-profiled the market place, and identified 4 options (in declining order of cost). Options 1 to 3 are possible with products available in the market now. Option 4 is in development by Kaltura and as such, outside the timescales of this project.

1. Purchase a standalone hardware based lecture capture solution, hosted locally at Edinburgh.

2. Purchase a hardware based lecture capture solution that integrates with our existing Kaltura service, and uses the Kaltura Software as a Service hosting solution.
 3. Purchase a standalone software based lecture capture solution, hosted locally at Edinburgh.
 4. Purchase a software based lecture capture solution that integrates with our existing Kaltura service, and uses the Kaltura Software as a Service hosting solution.
11. Taking into consideration the requirement to capitalise investment as far as possible, reduce recurrent costs, and provide overall value for money, we believe that Option 3 to be the best route to take, however this needs to be tested in the marketplace through a procurement process to ensure that all of Edinburgh's usage scenarios can be accommodated, and that the required level of service quality can be obtained. On that basis we have costed the project to allow us the scope to purchase any of the options, so that we can procure the solution that delivers the best fit in terms of speed of delivery, quality, and price.

Financial and Qualitative Appraisal

12. The following activities have been carried out to benchmark financial costings:
- We have sought advice from peer institutions on their lecture capture projects, including detailed conversations with colleagues at Leeds, Manchester, UCL and Sheffield.
 - We have spoken to potential suppliers where possible and obtained 'book price' quotes. The expectation is that these prices will be negotiated downwards via procurement.
 - Some costs are well understood as they are drawn from existing framework agreements (installation costs, AV costs, project management costs) and based on work that we carry out regularly across a range of projects.
 - We have modelled 3 separate procurement scenarios based on the above options, which are available on request.

Resources, Procurement Strategy and Programme

13. If funding is approved, a procurement project will commence in financial year 2016/17, using existing IS resources. Resources have already been identified and allocated through our annual planning process. Implementation of the procured solution would begin in financial year 2016/17 with the aim of bringing the first equipped spaces into operation for teaching year 2017/18, and completing full rollout by the start of the 2018/19 teaching year.

14. The following project team members and resources are in place for the delivery of the project:
- Melissa Highton, Assistant Principal Online Learning, and Director of Learning Teaching and Web Services (LTW)
 - Anne-Marie Scott, Deputy Director and Head of Digital Learning Applications and Media, IS Learning, Teaching and Web Services.

- Euan Murray, Head of Learning Spaces Technology, IS Learning, Teaching and Web Services
- Stephen Dishon, Learning Spaces Technology Projects Team Manager, IS Learning, Teaching and Web Services
- Stephen Donnelly, Media Team Manager, IS Learning, Teaching and Web Services
- Colin Forrest, Project Manager, IS Applications Division
- Alison Johnson, Category Team Manager, Procurement Office

15. The following require to be procured to supplement the existing team resources:

- Project manager – Implementation
- Software developers
- AV and networking installation

16. The tender for the main lecture capture system will be via an OJEU competitive dialogue process. In addition to hardware, software licenses, and maintenance, this will include professional services for training and implementation from the successful vendor. The intention is to contract as much as possible to a single supplier to reduce the implementation liabilities and risks to the University.

17. Implementation would be phased over 2 years to accommodate volume of installations, volume of existing capital building and refurbishment works, the high pressure on teaching spaces during term time, and the impact of the Edinburgh Festivals on the central areas of the University.

2016/17: Project setup and procurement

- Development of ITT requirements based on user consultation and refreshed market survey.
- Main procurement through OJEU process.
- Policy and procedure development in consultation with academic staff.
- Start implementation and rollout. Replace all existing CapturEd locations for start of 17/18 teaching term as a minimum and aim for half the centrally managed rooms as a preference.
- Integration with timetabling system for automated lecture capture.
- Integration with core University Virtual Learning Environments.

2017/18: Installation and implementation continues

- Equip rooms using existing lecture capture technology such that these systems can close.
- Implementation continues throughout the year, with all locations on stream for the start of teaching in 2018/19.

Governance

18. The project will be governed by a project board, which will be chaired by Melissa Highton. The board will own the project risk register, and report activities primarily to the Senate Learning and Teaching Committee, and provide reports on progress to the IT Committee and KSC. The board membership will contain:

- Project manager
- Representatives from each of the Colleges
- EUSA representative
- Procurement representation
- Head of IS Digital Learning Applications and Media
- Head of IS Learning Spaces Technology
- Estates representation

Review and Evaluation

19. The business case for investment in lecture capture is essentially an investment in student satisfaction, and in our ability to meet existing and future targets around international recruitment. Lecture capture has reached a level of ubiquity that means it is seen by prospective students as a normal part of the infrastructure supporting their study. As such it is a differentiator if we do not have it, and 'part of the furniture' if we do. Consequently, the success of this project will be primarily measured against our performance in the Edinburgh Student Experience Survey, and the National Student Survey.

20. After implementation, a benefits review will be undertaken to provide feedback on whether implementation has achieved the objectives of the project. Specific objectives will be measured / reviewed as per below:

- Enhance student satisfaction with learning resources and academic support by automating the capture of lectures at scale across the institution and making them available to supplement face-to-face teaching.
 - Measured through service availability and reliability metrics, improvement in NSS overall satisfaction scores and also through surveys to targeted courses in first years of operation to check that implementation is on course to deliver benefits.
- Reduce the risks around lecturing as a high-stakes activity, in particular supporting student well-being and reducing stress.
 - Measured through improvement in NSS overall satisfaction scores.
- Support the recruitment of international students for whom English is not their first language.
 - Measured through ability to retain current levels of recruitment and grow in target areas.
- Support the learning of students with specific disabilities.

- Review the annual success of lecture capture in terms of supporting specific adjustments for students with the Student Disability Service, especially in light of recommendations from the Accessible and Inclusive Learning Policy.
- Support pedagogical innovation by enabling staff to record their lectures and use contact time for other activities (flipped classroom).
 - Measured by capturing how many lectures exercise an opt-out from recording because they have flipped their activities.
- Support sustainability and creativity through growing a repository of high quality recorded lectures that can be shared, re-used and re-mixed as appropriate.
 - Capture case studies from staff that illustrate best practice and measure the number of lectures that use an open license that allows sharing and re-use.
- Support sustainability and simplification by delivering a solution within centrally managed teaching spaces that can be extended into locally managed teaching spaces through a 'buy-in' option.
 - Measured by recording and reporting on the number of locally managed teaching spaces that have bought in to installing and using lecture capture.
- Support sustainability and cost-control by delivering a system that has stable running costs and a simplified support model that makes best use of existing resources and facilitates long term financial planning.
 - Measured by existing College owned services closing, and migrating to central service and support delivered as part of the larger support for teaching spaces provided by IS.
- Enable more flexible use of the physical estate as lecture delivery will not be limited by physical room size.
 - Measure the number of courses using streaming to a second location to work around class sizes that overspill existing accommodation.
- Create new opportunities for research, particularly in relation to learning analytics and teaching at scale.
 - Measured via published research in peer reviewed journals and research grants awarded.

Risk Management

21. If funding is approved, a detailed risk register will be produced and will be owned by the Project Board. However, there are significant risks to the institution in not moving forward with a centrally supported lecture capture service which should be considered by the Committee. These risks are largely reputational and financial, and for which we have a low institutional appetite.

- The University of Edinburgh will compare unfavourably with global peers who are already well ahead of us in this area. In particular this could affect our ability to recruit non-native English speaking students. In addition to affecting our NSS scores, this could negatively affect the institution in the Teaching Excellence Framework.

- Our students have campaigned for 4 years for improvements in lecture capture provision through the election of EUSA sabbaticals. Whilst there is lots of research on the impact of introducing lecture capture in an institution, there is no research about the impact of not introducing such a facility in the face of sustained student demand.
- Our core lecture theatres in David Hume Tower and Appleton Tower are used by around 900 students per hour during teaching time. We have no business continuity plan if we were to lose access to these teaching spaces.
- Colleges will continue to meet demand through local provision. Costs will be higher, some Schools will be unable to participate and the student experience will be fragmented and poor.
- The College of Science and Engineering have specifically identified the ability to deliver lectures online to multiple locations as key to their recruitment plans. Without this technology student recruitment will be constrained to by size of the physical lecture theatres in Kings Buildings.

Equality & Diversity

22. Investment in an opt-in, centrally provided lecture capture solution was one of the significant recommendations from the recent review of the University Accessible and Inclusive Learning Policy (May 2016). An EIA will be required for any new service.

Next steps/implications

23. Recommendation to University Court that funding is approved for an institution-wide Lecture Capture system to be implemented over 2 years from 2016/17.

Consultation

24. The paper has been reviewed and approved by Senior Vice-Principal Professor Charlie Jeffery, and is also being circulated to Learning and Teaching Committee via electronic business. It has also been sent for information and discussion to Policy and Resources Committee on 5 September 2016.

Further information

- | | |
|--|---------------------------|
| 25. <u>Author</u> | <u>Presenter</u> |
| Anne-Marie Scott | Professor Charlie Jeffery |
| IS Learning, Teaching and Web Services | Senior Vice-Principal |
| 23 August 2016 | |

Freedom of Information

26. This paper is open.

27. Its disclosure would substantially prejudice the commercial interests of any person or organisation.

28. It would not be to our commercial advantage to disclose this kind of detailed information about our plans for lecture capture in advance of a formal open procurement process.

Lecture capture at other universities

Purpose:

This appendix is intended to provide some background information and facts from other HE institutions that have rolled out Lecture Capture (LC). This information is provided as background to support a formal business case for the provision of an institution-wide Lecture Capture system for the University of Edinburgh to be implemented in 2017-18.

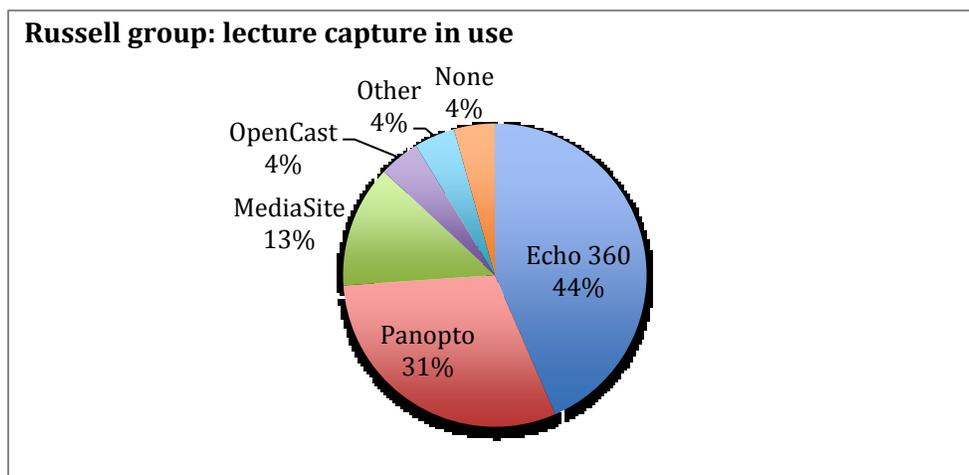
Key Findings:

Peer institutions

A number of peer universities have invested in university-wide lecture capture systems which record automatically lectures for all subjects where they are scheduled in the central timetabling system, and take place in lecture captured enabled rooms. Recordings are then made accessible to students via a university Virtual Learning Environment (VLE) or similar. 59 institutions (HE and FE UK) reported to the 2014 UCISA TEL survey that they had a centrally supported lecture capture tool.

In the Russell Group every university except Cambridge has a centrally supported lecture capture solution in place. The majority use one of a small number of market leading products: Panopto, MediaSite or Echo 360.

The most contentious parts of implementations revolve not around the IT, but around the drive from the institutions to meet student demand for 'everything' to be recorded and policies for opt-in or opt-out for academic colleagues. Most institutions have tackled concerns that attendance will drop by measuring or surveying.



Many of the implementations of lecture capture within comparator institutions are in direct response to student demand: Students petitioned the University of Leeds in 2014; lecture capture was the number 1 service requested by students at the University of Oxford; and the University of Newcastle implemented lecture capture as a direct response to concerns about charging students fees.

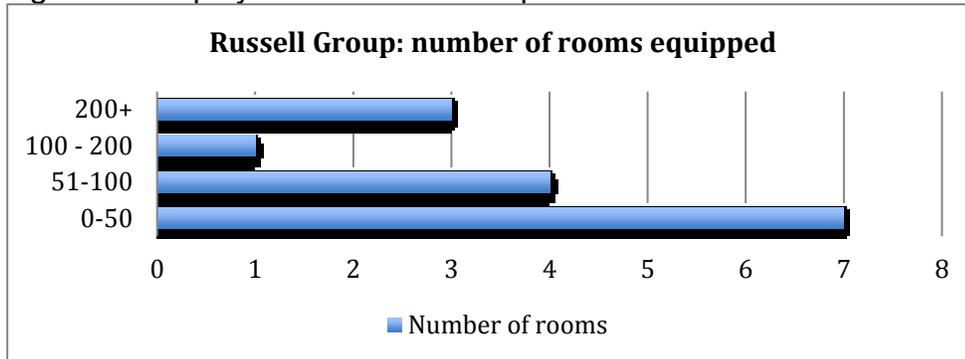
'Opt in or 'opt out' policy for simplicity and scale

The most extensive Lecture Capture rollout is at University of Leeds. They planned to record all lectures unless colleagues in schools chose to “opt out”. As a result 72% of lectures were recorded this year. Almost two-thirds of their students have looked at lecture recordings, with over 1,000,000 views. Student satisfaction with the system is very high. Manchester also adopted an “opt out” policy for their extensive campus wide rollout of Lecture Capture. They are now capturing 75% of all lectures.

LSE, the University of Essex, University of Bristol, and University of Sheffield have all moved to, or are about to move to an opt-out model. At the University of York the decision whether to be opt-out is devolved to departmental level. The University of Birmingham remain opt-in but are seeing significant push for more use of lecture capture. Manchester permits each lecturer to make the decision on a lecture-by-lecture basis if they wish. When opt-out was first put in place there was a 35% opt-out rate; this has now dropped to 25%. A significant amount of the opting-out was lecturers who make use of chalkboards and whiteboards in their lectures and feel that recordings are useless without the visual content that they work through during their lectures.

Numbers of rooms

The number of rooms equipped for lecture capture and the amount of content captured is related to the overall size of institution, however within comparator institutions there are significant deployments of lecture capture at scale.



Research around student use

There is direct evidence from Universities such as Oxford, Manchester, Newcastle, LSE and Leeds who have measured lecture attendance following a Lecture Capture rollout that there is no drop in lecture attendance. There is a growing body of formal research, Soong et al (2006), Traphagan et al (2009) and Gosper et al. (2008), which all found that students use recordings to prepare for assignments and catch up on lectures they missed as opposed to using the recordings as a replacement for lecture attendance.

LSE conducted research, Karnad (2013), and discovered that “students use lecture recordings to reinforce their understanding of lecture material, rather than ... as a replacement for attending lectures”. The report “Student Use of Recorded Lectures” highlights that if given a choice, students like blended learning, or the practice of combining face-to-face lecture with recordings to help them learn.

In Sodexo's 2014 National Student Lifestyle survey 61% of students said they never missed a lecture, up from 52% in 2010. 76% of students stated that they wanted recorded lectures so they could watch their previous lectures.

Pursel and Fang completed the most comprehensive review of attendance and lecture capture in 2011. Their analysis of 47 articles found: "...self-reported data and actual attendance counts indicated no influence or no negative influence of lecture capture technologies on attendance in a majority of studies." Massingham and Herrington (2006) found that the cause of missing lectures was generally illness or overlapping lecture times, and not the availability of recordings.

A recent course survey in the School of Divinity at University of Edinburgh showed that students are accessing lecture capture recordings for a range of purposes including as part of writing coursework essays and for tutorial preparation. There was a very strong theme of using recordings to augment notes taken in the physical lecture. "I feel as though the lectures are fast paced and I often miss some of the information whilst trying to get to grips with some of the difficult concepts. I hate to miss the lectures, but having the video recordings has made the course far more manageable."

Student satisfaction and support for learning

There have been repeated requests to ISG from colleagues in schools, colleges and from EUSA that all university lectures should be available online. Three out of four of the newly elected EUSA sabbaticals had lecture capture in their manifestos. In the data collected as part of the 2013 business case for refreshing our media asset management facilities (Media Hopper), lecture capture was the number one requested media technology from Edinburgh students.

Initial results from a recent study by Headscape into "the digital student experience", commissioned by the University of Edinburgh, found that students had a number of key use cases for Lecture Capture including:

- a. Understand lectures by students where English is not their first language
- b. Catching up on Lectures they had missed due to illness or other personal issues.
- c. Review of Lecture material for understanding, assignments or exam review.

UCL, LSE, Birmingham, UEA, Manchester and Newcastle have all surveyed students since Lecture Capture has been introduced and between 75% - 90% have said that they have benefited from its introduction.

A study at the University of Amsterdam by Bos et al. (2015) showed a positive effect on student exam marks where recorded lectures were used as a supplement to face-to-face lectures when developing a knowledge base. After 8 years of recording UvA have seen a shift in how teaching is done (new pedagogy) and their work on learning analytics around the online lectures has given exciting insight into the approaches students take to managing their own learning.

Williams and Fardon studied the impact of lecture recordings on students with disabilities at the University of Western Australia. Lecture recordings can be captioned, supporting

not only deaf and hard of hearing students, but those with learning differences. Looking at 130 students with self-reported disabilities, 66% said recordings are an “essential” learning tool. Recordings also help the 25% of students in the study with mobility impairments who could not physically attend class.

Shaw and Molnar (2011) report an overall course performance increase of 6%. They reported that as a proportion of the whole population, non-native English speakers benefitted significantly more.

Leadbeater et al. (2013) report around 50% of a course cohort used recorded lectures, rising to 75% for some specific courses at the University of Birmingham. Student use of recorded materials was targeted and strategic, with some choosing to use small sections to revise specific concepts, whereas others played back the entire lecture. Of those replaying the whole lecture a very high proportion were dyslexic or non-native speakers of English.

Detailed findings for information:

Institution	Scale	Opt in or out	Staff/technology	Impact on attendance	Student View	NSS Score
University of Melbourne	Since 2013 have been capturing about 50% of lectures	Started with an opt-in approach. In 2016 they moved to opt out.	Echo360	To concerns about a drop in attendance they say: ' Student behaviour around the use of lecture recordings is complex, which makes it difficult to establish a direct causal relationship between provision of lecture recordings and attendance. While there is limited published research in the area, studies have generally found that the provision of lecture recordings has limited impact on attendance.'	'The most successful students are likely to have adaptive study strategies that typically include the use of lecture recordings to supplement other study activities. Some students will use lecture recordings as substitutes for lecture attendance, typically to the overall detriment of their learning'.	
University of Oxford	30 depts	Opt-in	Panopto The service is named 'Replay' to re-enforce the idea that it provides the opportunity to listen again or watch at a time which suits you, along the lines of BBC iPlayer.	The lecture capture team have surveyed lecturers in 30 depts: 'whether or not a lecture is recorded seems to have no impact on student attendance at lectures. The vast majority of Oxford lecturers interviewed noted that there was no change in the number of students attending their lectures after they began recording them.	Oxford has an 8 week term, so illness or lecture clashes which cause a student to miss a week can have a big impact. 'notes that students who miss one lecture due to illness or some other reason are disinclined towards attending subsequent lectures, as they fear they have fallen behind and won't be able to understand. By giving them access to a recording they can catch up with their classmates, and be encouraged to return to classes.'	91
LSE	Around 50 rooms, a mix of full (incl video) in lecture theatres and audio/ppt only in others.	Changing from 'opt-in' to 'opt-out' this year. Colleagues at others.	Echo360	LSE have surveyed (not yet published) the range of lecture capture copyright policies in place in UK HE institutions		81
University of Leeds	Leeds invested 2.2 million pounds, aiming	In the first year 58% of lectures	Mediasite- now used as a Mediasite showcase.	They have analyzed attendance and say: 'Whilst there are some	2/3rd of students have watched some content. All student feedback has been	90

	<p>to capture around 50,000 hours of timetabled teaching activity to publish in their VLE each year.</p> <p>In the first year they captured 30,000 hours and got 650,000 views. from a standing start in Oct 2014, they now have had 1 million views.</p>	<p>were included, this has risen to 72%, showing increased take up by staff.</p>		<p>local exceptions, the overall picture is that lecture capture does not affect students' attendance at lectures.'</p>	<p>extremely positive about the quality and availability of recordings.</p>	
University of Newcastle	<p>Newcastle call their system 'Re-cap'</p> <p>Estimate they have 220 rooms kitted out.</p> <p>They use Panopto and blackboard. They don't pay for storage, only for bandwidth, and have no hardware costs for capture agents. They reckoned in 2013/14 they would record 50,000 lectures and have over 1,000,000 views in an estate of 192 rooms enabled.</p>	<p>If a School chooses to opt-in, it means all teaching in ReCap enabled venues will be automatically booked for the start of each semester based on a list of modules provided by the schools.</p>	<p>Panopto</p> <p>'ReCap is not intended to replace live lectures and the experience of staff at Newcastle University who have used the service is that the recording of lectures has little or no effect on student attendance. Current research and examples from other Higher Education Institutes suggests that this is the general experience.'</p>	<p>A list of who has opted in or not here: https://teaching.ncl.ac.uk/recap/staff/opt-inschools/</p>	<p>Introduced it at scale in direct response to the £9k fees introduction, a tactic to mitigate against a drop in satisfaction. A blog from a MELSIG event suggested that some students want it because it exists elsewhere at scale and it's seen as detrimental not to have it.</p> <p>Students will have access to all recordings made during the duration of their programme so recordings will be kept for 4 years by default.</p>	91
University of Manchester	<p>November 2014 Manchester were recording 300 hours of lectures per day in 120 theatres. They chose</p>	<p>Manchester University's opt-out policy differs from that of some</p>	<p>Opencast</p> <p>The cost of this for Manchester is less clear. They claim to have done it</p>	<p>The key objectives of the project were to improve both student performance the student experience. Analysis of student marks demonstrated a</p>	<p>The feedback from the Manchester student surveys found that lecture capture was particularly appreciated by disabled students and students with learning difficulties. Students felt they could go to</p>	86

	<p>to capture audio and slides only, the much cheaper option.</p> <p>Manchester have now added video: in 50 spaces during the 2015-2016 academic year.</p> <p>They are capturing in nearly all of their 353 rooms, comprising all 300 centrally timetabled spaces and an additional 53 faculty owned spaces, making the Manchester LC installation the largest in the world.</p> <p>£435,000= 120 theatres</p> <p>£1.2 million = 353 spaces.</p>	<p>institutions, for example Newcastle, where opting in or out is negotiated on a per school basis, and Leeds, where opting out is handled as part of the timetabling process.</p>	<p>for much less than a commercial solution. They have done it using core teams and open source solutions</p>	<p>significant improvement in student performance. Furthermore, surveys showed a dramatic benefit to student experience: over 79% of students felt that podcasts were the best thing available on Blackboard. Last year the LC operation had 1,000,000 downloads, and students giving tours on open days routinely tell prospective students which lecture theatres have LC in them.</p> <p>Manchester dept which keeps attendance figures for lectures for all 1st and 2nd year students. Plotting pre lecture capture (LC) figures against post-LC figures showed no significant difference in attendance across hundreds of students.</p>	<p>lectures and pay attention rather than frantically make notes. Even those who make notes wrote that they didn't realise how poor their notes were until they went back and listened to the podcasts. The feedback consisted of about 50% praise and 50% asking why such and such a course wasn't being recorded.</p> <p>'The benefits from the LC project have been numerous. As mentioned above, the improvement in student exam scores and student satisfaction has been significant. Lecturers are able to use the system recordings from previous years to flip the classroom and will soon be able to do the same with pre-recorded lectures. Lecturers have also used the recordings to help them learn courses they have to teach, either because they have been newly assigned to them or because they have to substitute for a lecturer on sick leave. '</p>	
University of Bath	<p>Since 2009 usage has steadily increased year on year.</p> <p>In 2014 612 units on Moodle have activated Panopto, an increase from 535 in the previous</p>		Panopto	<p>Students using Panopto in the first six weeks of term increased (up by 49%) compared to the same period in the previous year, and the number of page views recorded in that time also increased by 79% on the previous</p>	<p>Students' Union Top Ten issue to: "increase the provision of recorded lectures"</p> <p>The Students' Union has received qualitative comments from the Student Opinion Survey (SOS), the Students' Union Lifestyle survey 2013/14 and from the Students' Union Academic Council, all demonstrating a</p>	90

	academic year.			year	demand for an increase in the provision of recorded lectures.	
University of Bristol	Implementing a three year project with the aim of recording all lectures across the institution by 2016/17. 74 rooms are currently offered.	Moving to opt-out by start of 16/17 academic year.	MediaSite		Student feedback after their 'Early Adopters Program' confirmed that they felt this was a different experience for them 'I took fewer notes and listened more'. The Student Union commended the institution's commitment to Lecture Capture in their 2015/16 Review.	84
University College London	92 rooms equipped for a mixture of full video, audio and slides, and audio plus slides. Another 25 coming for 16/17.	Opt-in. Strategically would like to move to opt-out.	Echo360 (about to go out to tender again)			83
University of Leicester			Echo 360		2013 A survey by the Students' Union asked 'Would having access to recordings of your lectures benefit your learning?' Around 85% of students believed that it would.	85
The University of Exeter	~30 rooms offering video recording of lecturer and visual aids (PPT, Keynote, etc.). Also offer the ability to pre-record lectures.	Opt-out policy on lecture recording, where the infrastructure is available, and are currently considering further development plans.	Echo 360	In 2011, the university recorded 12,000 views during one week alone. 87% suggested that the value of attending lectures was more dependent on the lecturer and on content than on whether it was streamed or not.		90
University of Birmingham	34 lecture theatres, plus they offer a cloud-based portal for users		Panopto	When students were asked if they thought Lecture Capture would have an impact on lecture attendance "only one	Students have reported that they find it useful to go back-over concepts they didn't fully understand in a lecture: "I make a mark on my handout if I know I've missed	88

	to create presentations ad-hoc.			student (i.e. 1/10 students attending focus groups) felt there would be an impact on lecture attendance.”	something so I know where I want to go back to”. They also report the benefits for revision: “If there's a concept I don't understand listening to the recording is a lot quicker than going and reading loads of stuff.”	
Durham University	About 20 rooms currently outfitted		Panopto/Kaltura			90
University of Glasgow	20 Rooms		Echo 360		52% of medical students agree that lecture capture will help them earn higher grades, while 84% ‘agree’ or higher (62% strongly agree) that they gained more from clinical practice by having the flexibility to view recorded lectures at their own pace. When asked if lecture capture improves their overall learning experience, 87% agreed.	90
Imperial College London	144 rooms with lecture capture available		Panopto		As students feel that the Panopto service is valuable, they have coordinated with departments to have a ‘Panopto Champion’ to encourage more staff to record their lectures.	88
King’s College London	Over 70 theatres and seminar rooms. All rooms that have over 21 seats have lecture capture equipment installed		Echo 360	Their research indicates that lecture capture does not affect attendance: “Analysis of data from Echo 360 in the 2013/14 academic year indicates that students tend to use lecture capture for revision purposes, with the peak viewing period in April and May. This suggests that students do not view lecture capture as an alternative to lecturer attendance.”	The institution have stated on multiple occasions that they have widened the availability of captures lectures based on positive student reaction: “It has been apparent from student surveys, feedback and other consultations both with students directly and through KCLSU that the introduction of lecture capture has become a high priority for our students”	81

University of Liverpool	Available in 42 rooms across the campus		Stream Capture – In-house solution	When feedback was given from the teaching staff, and pilot data was analyzed the school found: “Evidence has been gathered that shows that the provision of the recordings has no effect on lecture attendance.”	Quotes from students at Liverpool: ““The recordings are very useful as I can go back over the material - would be very useful in most modules” “The lecture recordings are brilliant, thanks!”	85
University of Nottingham			Echo 360	Lecturer Matthew Jones has said that in their studies there has been no impact on attendance levels since they introduced Echo360	Through feedback with students, it was found that just under 70% of respondents have sometimes felt hampered by a lack of lecture recordings.	86
Queen Mary University of London	There are 44 rooms with capture equipment		Echo 360	In their Student Experience Seminar, they have said they do not believe that negative attitudes towards recordings by students are well founded: “...students who would previously ascribe their nonattendance to timetabling issues or a dull teacher now blame the availability of recordings instead. This suggests that the causes of attendance issues lie elsewhere.”	“As someone who learns quicker when watching something, as opposed to just reading about it, I found your video very very helpful”, said a second year Biology student. Another Student said: “You can make more thorough notes by pausing and playing the recordings...It helps to refresh your memory during exam time”	88
Queen’s University Belfast	Portable system that’s set up in rooms when needed		MediaSite	When conducting a pilot with controlled parameters, they found that: “The study confirmed findings of other such investigations illustrating that there is little or no effect on attendance at lectures.”	When surveyed, the institutions found that: “Feedback from students was overwhelmingly positive indicating that the videos benefited their learning.”	88

University of Sheffield	62 facilities are proposed for the 2016/17		Echo 360	When asked, 84% of students said that preferred a combination of Live Lectures & Lecture Capture, but only 3% said they preferred just the lecture capture, which is the same for just the live lecture.	93.25% of University of Sheffield Students ranked Lecture Capture as Very Helpful or Essential to their learning (December 2014 Feedback)	90
University of Southampton	All rooms have desktop/webcam based system rather than dedicated equipment		Panopto	Lecturers have said: "...our students indicate that attendance at lectures is more important than watching a video, in agreement with previous studies."	When asked by their Student Union, students have said: "I think this is an excellent[sic] idea! There are always things that are missed when making notes and this would help with revision and understanding." "Really great idea... sometimes notes are hard to decipher when it comes to revision time, so this would really help."	88
University of Warwick	55 rooms with mixed-input capture		Echo 360		The Students Union have stated that: "This Union Believes...that all lectures should be recorded and made available online to University of Warwick students" The student union has also outlined how they feel Lecture Capture has a direct impact on disabled students: "That cuts and changes to the Disabled Students' Allowance (DSA) could result in some students with less complex disabilities not receiving a Dictaphone. Recording lectures for everyone minimizes the impact of this problem."	87
University of York	Currently 40 rooms have been equipped		Echo 360	The University of York have found "... students said that they got more out of using the lecture capture as a result of attending class too, as they had	Students have found that lecture capture works well when blended with live lectures: "I write my lecture notes out, I write my lecture capture notes up and I combine them onto one document together on the	88

				a sense of the flow of the lecture”, also that “students, who self-identified as regular users of lecture capture, showed a commitment to attending lectures and the relationship of in class and out of class working.”	computer”. They have also said that: “...it’s less stressful because you don’t have that feeling ‘I’ve got to get this down now’ so you can enjoy lectures a lot more”.	
University of St Andrews	Investigating a wide-scale rollout, currently used by the Medical School		Echo 360 (Medical School)			89
University of Aberdeen			TechSmith Relay & Kaltura		Staff had a satisfaction level of 85% with the current lecture capture system, with 29% being ‘Very Satisfied’	87
University of Strathclyde	Portable bespoke system		FastStone (used Echo 360 up until 2013)			87
University of Dundee	Under investigation as to which platform to use			Through a report that was issued in 2010, the team investigating the use of Lecture Capture found that through their research they felt that “...there is no proven direct correlation between lecture capture and student absenteeism”	When being investigated in 2010, students found that lecture capture offered them: <ul style="list-style-type: none"> • Increased attention to live lectures, if students know that they can take notes later from the video rather than during the lecture. • Increased use of digital technology widening the experience of students thus enhancing employability 	90
University of Stirling			Camtasia Relay			86
Edinburgh Napier University		By focusing on ‘on the fly’ lecture capture,	Echo 360	When asked if online lectures should replace traditional lectures, a majority said that	When asked how useful online versions of the lectures were for their studies, students overwhelmingly thought they were ‘Useful’	84

		the University's approach is geared more towards Opt-In		they 'Strongly disagree', with a large number also saying that they 'disagree'.	or 'Extremely Useful', with no responses saying that they thought these recordings were 'not useful'. Around 80% said that they 'Strongly Agree' that all modules should have associated online lectures.	
The Robert Gordon University	Currently being used as a pilot in the Law School		Panopto		In a meeting to discuss the rollout of lecture capture, it was noted that "There was evidence from student feedback that DL students valued recorded lectures and that courses appeared out of date without this type of delivery". At the same meeting it was said that "on-campus students had been very positive about the recorded lectures provided by the Law School..."	86
Glasgow Caledonian University	A bespoke in-house system was used in a pilot as recently as 2011					85
University of Abertay Dundee	A pilot is being run at the moment, with Camtasia Relay being tested		Camtasia Relay	When giving a talk during a Technology Enhanced Learning seminar, while live-streaming from a second lecture theatre, they had a greater attendance at their lectures, and that it gave more options for people to interact who cannot be at the lectures.	During the same TEL seminar, an example was given of a tutor uploading a video with instructions on how to complete a task, and they found that all of the students had a much better understanding of the process, and no-one came and asked for further help, freeing up time in the classroom.	86
Queen Margaret University	Lecture capture has been implemented in every room on campus.		Echo 360			85



KNOWLEDGE STRATEGY COMMITTEE

3 June 2016

Lecture Capture – Proposed Project Summary

Description of paper

1. This paper provides a high level overview of the lecture capture options available to the University, taking into consideration the supplier market place and how our estate is used. Based on this information, we propose to equip around 300 centrally supported rooms, providing the capability to capture up to 90% of lectures. Lectures would be retained for at least 2 years.

2. This proposal is in line with our Russell Group peers, who are investing and expanding their provision in this area. Lecture capture is a core part of the infrastructure needed in universities to support learning, teaching and the student experience.

Action requested/Recommendation

3. The Committee is invited to consider the proposed service as set out in Appendix 1. Feedback will be used to support a formal business case for the provision of an institution-wide Lecture Capture system for the University of Edinburgh to be implemented in 2017-18.

4. This paper should be considered alongside Appendix 2 - Lecture Capture at Other Universities.

Background and context

5. The University's strategy is to be a world leader in digital education, and to offer an outstanding student experience to as diverse a group of students as possible. We have specific targets around recruitment of non-EU international students and students from under-represented groups, as well as for student satisfaction with learning resources and academic support. A new lecture capture service will provide underpinning infrastructure to meet these ambitions allowing us to support such a diverse student population, and positively contribute to overall student satisfaction. Additionally, where our physical estate is increasingly constraining cohort sizes, lecture capture will afford opportunities to use space differently and mitigate risks.

Resource implications

6. This paper has no resource implications in itself but recommendations to pursue a larger lecture capture project will result in a business case for capital investment.

Risk Management

7. There is a marked gap in the research around the risk and impact in a University where students are repeatedly requesting the use of lecture capture and the institution is perceived not to be responsive. This paper proposes a solution to

mitigate that risk, and also the risk of falling behind our Russell Group peers in terms of our support for the student experience, and in particular for international students and students from diverse backgrounds.

Equality and Diversity

8. Lecture capture systems can make a big impact on equality of access to learning materials for all students and specific groups.

Next Steps

9. Development of a formal business case for the provision of an institution-wide Lecture Capture system to be implemented in 2017-18.

Consultation

10. Considered by Learning & Teaching Committee at their 25 May meeting.

Further Information

11. Author

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May 2016

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Freedom of Information

12. This paper is closed.

Lecture Capture Options for University of Edinburgh

Information Services was asked by Learning & Teaching Committee to investigate the options available to the University for lecture-capture and to bring proposals to the next committee meeting. This paper outlines the options that we have considered, both in terms of technology available, and use of our estate, and gives an overview of indicative costs.

Background and Options Appraisal

Information Services has been advised through the University planning process that a large investment in lecture capture technology for the institution must be purchased using capital funds, and recurrent costs must be constrained. This limits the options that are available to us in the market place, but not unreasonably so. It does immediately exclude the option of using a new cloud hosting solution for storage of our lectures however.

Teaching spaces

The University delivers lecturing activities across a diverse estate, from lectures to large groups in Appleton Tower, David Hume Tower and the Swann Building, to lectures in rooms that seat 35 students or less. A variety of audio-visual equipment is also in place, ranging from brand new equipment in recently refurbished spaces, to no equipment in many smaller rooms.

The following table provides a breakdown of our teaching activities for 2015/16 based on the activity planned size information in our Timetabling system. This shows that over 50% of our lecturing activity is to relatively small cohorts of students. The University is also engaged in a large ongoing capital building programme, and the expectation for the next few years is of fluctuation around the teaching spaces available as new buildings open and existing buildings are refurbished. We must be careful to equip enough rooms to have the capacity to cope with this.

	Weeks 1-52	% of total
0-49	28604.50	55.71%
50-100	11981.50	23.33%
101-200	6417.00	12.5%
201+	4345.50	8.46%
Total	51348.50	100%

Furthermore, in discussing requirements with Colleges, it is clear that in addition to some very large classes, who want to use lecture capture technology to avoid being constrained by the size of our lecture theatres, there are a number of programmes within the University that have low student numbers and teach exclusively in our smaller rooms. We must be careful that simple decisions such as equipping all rooms over a certain size do not immediately disadvantage students studying particular subjects, or create increased complexity and tension around timetabling of teaching.

Lecture Capture Technology

The University has invested in a new media asset management service – Media Hopper – based on the Kaltura content management platform. At the time of purchase various lecture capture options were profiled to ensure that the purchase would not unreasonably limit any future requirements in this space. The media asset management / lecture capture marketplace is fast moving and we have seen very significant levels of convergence. We have re-profiled the market place, and identified 4 scenarios:

1. Purchase a stand-alone hardware based lecture capture solution, hosted locally at Edinburgh.
2. Purchase a hardware based lecture capture solution that integrates with our existing Media Hopper service.
3. Purchase a stand-alone software based lecture capture solution, hosted locally at Edinburgh.
4. Purchase a software based lecture capture solution that integrates with our existing Media Hopper service.

Options 1 to 3 are possible with products available in the market now.

Cost Summaries

The following table breaks down the types of costs involved for each potential option. These are estimated costs based on initial conversations. We would procure a solution using an open tender process and would expect to be able to negotiate an improved price. These costs would be incurred over a 2 year rollout period.

	Hardware based, standalone	Hardware, linked to Media Hopper	Software based, standalone
Audio-visual equipment	£310k	£310k	£310k
Capture Appliances	£700k	£700k	£155k
Installation services	£220k	£220k	£85k
Server Infrastructure costs	£500k	£25k	£500k
Project Management / Development/Training	£390k	£390k	£390k
Software licenses	£200k	£200k	£95k
Total (ex-VAT)	£2,320k	£1,845	£1,535k

Recommended Proposal

Looking at the spread of lecturing across the institution, and taking into consideration the split of central and locally managed rooms we expect to have in 2016/17, and the expectations around fluctuating room availability, we propose that **we equip around 300 centrally supported rooms** for lecture capture. Making a large purchase up front will allow us to negotiate the best possible price.

This will give us the **capability to capture up to 90% of lecturing activity** within the institution, though we expect that a number of courses will opt-out for good reason and **so in practice this number will be lower.**

This proposal is in line with our Russell Group peers and our global competitors, who are investing and expanding their provision in this area. Lecture capture is a core part of the infrastructure needed in universities to support learning, teaching and the student experience and is becoming a differentiator.

We would propose that we have three types of rooms available:

	Room type	Number	Content captured
Gold	Large lecture theatres / teaching studios	48	Camera, computer screen or document viewer, and audio.
Silver	Rooms between 35 and 60 seats	68	Camera, computer screen and audio.
Bronze	Rooms below 35 seats	~187	Computer screen and audio.

The lecture capture service would have the following characteristics:

- Lectures would be retained for at least 2 years.
- Lectures in equipped rooms would automatically be opted-in for recordings through an integration with the University Timetabling system to minimise administration costs.
- Academic staff would be able to opt-out where lecture capture is not appropriate. Policy will be required in this area to ensure that the appropriate balance of academic staff judgement and student experience is achieved.
- Academic colleagues will be able to review lectures prior to releasing them to students.
- Lecture capture would be integrated with our centrally supported Virtual Learning Environments (VLEs).
- Metrics on usage will be available so that colleagues will be able to understand how video is being used.
- Dedicated training support during the rollout period would be provided.
- Support and advice for using video, including redesigning courses or making more modest changes to teaching practice will be provided through the existing technology enhanced learning consultancy services within IS.
- Lecture capture content would be stored in a single server location. If there was a minor technical event there would be a period of downtime. If there was a major disaster, it could take longer than a week to provide the service again. As lecture capture is intended to be used as a supplement for face to face teaching, we believe that this is an acceptable compromise.
- The service will be extensible so that rooms managed locally by Schools would be able 'buy in' to the service by paying for installation and an ongoing maintenance fee.

The University of Edinburgh
Learning and Teaching Committee

21 September 2016

Development of policy for Lecture Recording

Executive Summary

This paper outlines the various policy strands that need to be considered in the implementation of lecture recording at the University, and specifically offers a summary of what might be in an opt-out lecture recording policy for Edinburgh, along with insight into practice at other Universities. It should be noted that a number of other UK Universities who have to date been 'opt-in' are moving to an 'opt-out' policy for the start of the 16/17 academic year.

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

Improving the student experience is a key priority for the institution. This paper follows on from the previous paper proposing an opt-out lecture recording for the institution tabled at LTC in May 2016, and the more recent business case, tabled via electronic business.

Action requested

LTC is invited to review this paper and consider the scope of the proposed policy work. It is recommended that a sub-group be convened to develop policy, reporting back to LTC.

How will any action agreed be implemented and communicated?

Assuming that the recommendation of forming an LTC sub-group is approved, drafting policy would be taken forward by this group with support from a policy officer, with a final draft presented back for consultation and approval at a subsequent LTC meeting.

Resource / Risk / Compliance

1. Resource implications (including staffing)

Additional resources are required to take forward the development of this policy. IS Learning Teaching and Web Services are recruiting a policy officer on a fixed term basis to help with this and other educational technology policies required over the next 18 months.

2. Risk assessment

There is a risk that the implementation of lecture recording at scale will be unpopular with some academic colleagues, and also that students may not be sufficiently well informed about the reasons why certain lectures are not recorded. The policy must be sufficiently clear about the reasons for investing in lecture recording, and when opt-outs may be appropriate. The introduction of the policy more widely should be accompanied by senior level communications emphasising the student experience benefits.

3. Equality and Diversity

An Equality Impact Assessment will need to be completed as part of the development of a Lecture Recording Policy.

4. Freedom of information

Closed - Disclosure would substantially prejudice the commercial interests of any person or organization.

The substance of our proposed policy gives some key indicators about the sort of system we would like to buy and it would not be appropriate to release this information outside of the formal procurement process. It will be possible to open this paper once procurement activity has concluded.

Key words

lecture recording, student experience, digital recording, opt-out, accessibility and inclusion

Originator of the paper

Melissa Highton
Assistant Principal Online Learning
September 2016

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Deputy Director
IS Learning, Teaching and Web
September 2016

Development of policy for Lecture Recording

1. At the last meeting of LTC pursuing the development of an opt-out policy for lecture recording was broadly endorsed. This paper outlines the various policy strands that need to be considered, offers a summary of what might be in an opt-out policy for Edinburgh, and gives insight into practice at other Universities. It should be noted that a number of other UK Universities who have to date been 'opt-in' are moving to an 'opt-out' policy for the start of the 16/17 academic year.
2. A survey of policies at other institutions shows that the term "lecture recording" is used more often than "lecture capture", presumably because it has more neutral connotations and may be more easily understood by non-native English speakers. It is proposed that from here on we adopt the same convention.
3. There are a number of policies which already exist within the University upon which the new lecture recording policy will draw, and others areas of policy which are not currently explicit but may need to be made so. The project team in ISG have begun the process of identifying best practice in policy existing in peer higher education institutions to provide a starting place for the development of local policy at University of Edinburgh. We anticipate that the right policies for Edinburgh will be developed as part of the project to roll out lecture recording in the coming academic year to support practice and engagement across Schools and Colleges.
4. The lecture recording implementation project will have a dedicated governance board and activities will reported from that board into LTC along with other committees. A procurement group, including user representatives, will report into the project governance board. We propose that development of lecture recording policy is overseen by a sub-group of LTC, and informed by project progress.
5. Existing relevant policy and guidelines includes:
 - Accessible and Inclusive Learning Policy (http://www.ed.ac.uk/files/atoms/files/accessible_and_inclusive_learning_policy.pdf)
 - Open Educational Resources Policy (<http://www.ed.ac.uk/files/atoms/files/openeducationalresourcespolicy.pdf>)
 - Timetabling Policy (http://www.ed.ac.uk/files/atoms/files/stu192_policy_document-v3_6_approved.pdf)
 - Guidelines on the Relationship between Data Protection, Freedom of Information and Intellectual Property Rights (<http://www.ed.ac.uk/files/imports/fileManager/IPRPrelimV6.pdf>)
6. Areas in which new policy is required:

- Lecture recording Policy
 - Learning Analytics Policy (approaches to understanding how recordings are used)
 - Media storage and retention policy (managing a growing collection of lecture recordings)
 - Provision of text transcripts (accessibility)
 - Copyright for lecture recording (use of third party materials in lectures)
7. With regard to a Lecture Recording Policy specifically, example policies from other institutions are included in Appendix 1 for colleagues to review.
 8. Based our experiences with lecture recording to date, and consideration of similar policies at other institutions, we have outlined in Appendix 2 the suggested areas that a University of Edinburgh policy would broadly cover. We have significant institutional use of lecture recording already through CapturEd and Panopto and this policy can be seen as a framework around current practice as well as guiding the use of a new, more comprehensive system. We would welcome LTC input via a small working group to further develop this policy alongside procurement of our preferred solution. The final proposed policy would be brought back to LTC for approval.

Appendix 1: Example Lecture Recording Policies

Opt-Out

Aberystwyth University

<https://www.aber.ac.uk/en/is/regulations/lecture-capture-policy/>

University of Bristol

<http://www.bristol.ac.uk/media-library/sites/secretary/documents/student-rules-and-regs/recording-educational-activities-policy.pdf>

University of Essex

<https://listenagain.essex.ac.uk/FAQStaff.aspx>

University of Exeter

https://as.exeter.ac.uk/media/level1/academicserviceswebsite/it/recap/2016_02_29_UOE_Lecture_Capture_Policy_v13.pdf

University of Leeds

http://www.leeds.ac.uk/secretariat/documents/0Audio_Visual_Policy_2015.pdf

University of Manchester

<http://documents.manchester.ac.uk/display.aspx?DocID=16559>

University of Newcastle

<https://teaching.ncl.ac.uk/recap/servicepolicy/recappolicy/>

University of Sheffield

https://www.sheffield.ac.uk/polopoly_fs/1.467609!/file/Policy_webMay15.pdf

Others

University of Birmingham

www.weblearn.bham.ac.uk/documents/eula.docx

University of Glasgow

http://www.gla.ac.uk/media/media_359179_en.pdf

Kings College London

<http://www.kcl.ac.uk/governancezone/Assets/Teaching/Lecture-Capture-Policy.pdf>

Loughborough University

<http://www.lboro.ac.uk/media/wwwlboroacuk/content/teachingsupport/downloads/Loughborough%20University%20Lecture%20Capture%20Policy%20Jan%202015.pdf>

University College London

<https://www.ucl.ac.uk/srs/academic-manual/policy-az/learning-and-teaching/lecturecasts>

University of York

<https://docs.google.com/document/d/1uwUTdeq3VA-Wc921TqPcblEbjUAuRuOWj6haJmQnHKq/edit>

Appendix 2: Lecture Recording Policy Overview

Introduction and scope

- Lecture recording is about adding richness to the digital collections that students can refer to in support of learning and teaching, extending the range of materials already provided by online library resources, VLE courses etc.
- Lecture recording has benefit for students
 - Provides a study aid for revision
 - Assists students who do not have English as their first language
 - Assists students who have particular educational needs
 - Assists students who have been unable to attend lectures through illness or other similar circumstances
- Lecture recording has benefit for staff
 - Supports opportunities for changing teaching practice – Flipped classroom
 - Recorded lectures become an asset that lecturers can use for other purposes, at their discretion.
- Policy applies only to centrally provided lecture recording.
- Lecture recording is a supplementary resource for students, and is not intended to replace lectures.
- Support and advice will be available to assist staff who wish to use lecture recording as the basis for changing the way in which their teaching is delivered.
- Lecture recording is not intended for the capture of seminar-type discussions or tutorials.

Opt-Out

- Lecture recording will be on an opt-out basis; the default position is that lectures will be recorded, however lectures are released to students via staff intervention, not automatically.
- The aim is to be as consistent and comprehensive as possible in support of the student experience.
- Lecture recording will be based on the information in the central timetabling system to keep the administrative burden low.
- Staff will elect to opt-out once a year by indicating which timetabled lectures should not be captured.
- Head of School takes responsibility for opt-outs, for example if there are complaints from students about particular lectures not being recorded.

- Opt-outs will be for pedagogical reasons (chalk boards, flipped classroom), ethical or privacy reasons (sensitive data such as patient case studies), or personal (staff who have a disability)

Use of materials

- The performance and moral rights of staff as the author are acknowledged and University is granted a right to use the lecture. Intellectual property rights belong to the University.
- Lectures will not be shared with anyone except the course cohort unless the academic author chooses to share more widely.
- Staff will approve and release the content to students (weekly? End of the semester?).
- Recording will be catalogued automatically using timetabling information (course code, semester, etc) and will be easy to integrate into our centrally supported Virtual Learning Environments (VLEs).
- Recordings will be retained for 2 years.
- Data about which recordings are watched and by whom may be used in conjunction with other data to provide insight into student learning and support student success.

Alternative formats

- Lecture recording is recognised as the main ways in which the institution provides a lecture in an alternative format.
- As with all other teaching materials, content should be provided in an alternative format upon request (transcript / subtitles).

Copyright

- Materials recorded must be cleared for copyright e.g. owned by the University, openly licensed, or explicit permission has been granted.
- The act of filming is the act of making a copy and therefore fair dealing does not apply.

LTC: 21.09.16
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The University of Edinburgh

Senate Learning and Teaching Committee

21 September 2016

Final Report of Task Group to Review the Academic Year Structure

Executive Summary

This paper is the final report of the task group established by LTC in January 2016 to review the University's academic year structure. LTC approved the report's recommendations by correspondence in July 2016.

Action requested

The report's recommendations have already been approved by LTC by correspondence. The report is therefore provided here for information and for the record. **LTC is however asked to note in particular and consider how best to take forward the recommendations directed to it on page 10 of the report.**

How will any action agreed be implemented and communicated?

The outcome of the review has already been communicated to staff and students.

Resource / Risk / Compliance

Resource implications (including staffing)

During the review, the task group took account of resource implications relating to different models for the academic year structure.

Risk assessment

During the review, the task group assessed risks associated with different models for the academic year structure.

Equality and Diversity

Since the task group did not recommend any changes to the academic year structure, an equality impact assessment was not required.

Freedom of information

Open

Originator of the paper

Tom Ward, Director of Academic Services

Final Report of Task Group to Review the Academic Year Structure

Executive Summary

At its meeting on 27 January 2016, LTC agreed to establish a task group to review the University's academic year structure.

The paper is the group's final report. It summarises:

- the overall approach that the group has taken to the review;
- the options that the group had considered;
- the modelling and benchmarking that the group has undertaken; and
- the consultation process that the group has conducted on the option of holding Examinations after Christmas, and the findings of that process.

The key finding from the consultation process is that the majority of staff and students feel that the current structure, while not perfect, is the best available, and preferable to the alternate proposal of holding Examinations in January.

In addition to consulting on the option of Examinations after Christmas, the group had considered the possibility of starting Semester One earlier than at present. The group did not pursue this option further because it would create unacceptable pressures on student recruitment and induction.

The report recommends that the University should retain the current academic year structure, and makes some supplementary recommendations, for example regarding arrangements for revision for and examination of Semester One courses, and academic year structures for Online Distance Learning Programmes. LTC has accepted these recommendations

Originator of the paper

Tom Ward
Director of Academic Services
6 July 2016

Final Report of the Task Group to Review the Academic Year Structure

1 Remit and Membership

The Group's purpose was to consider whether a different academic year structure would enhance the student and staff experience.

The Group's remit and membership is attached as Annex A. Since the Group's second meeting, the membership was expanded to include representation from Estates and Buildings, and a representative of the recognised trade unions.

2 Operation of group

The group met five times: 1 February 2016; 29 February 2016; Tuesday 22 March 2016; Monday 25 April 2016; and Thursday 16 June 2016.

3 Issues regarding the University's current academic year structure

At its meeting on 27 January 2016, the Senate Learning and Teaching Committee (LTC) agreed to initiate the review since recent discussions at Senate Committees, feedback from staff in Schools and Colleges, and representations from EUSA, suggest that many stakeholders would like the University to review its academic year structure. In initiating the review, LTC recognised that the asymmetrical nature of the current structure has the following downsides:

- Students can find Semester One tiring since it is intensive and offers no opportunity to rest and consolidate their learning. Similarly staff can also find Semester One tiring.
- The relatively compressed nature of Semester One and the short period of time between the end of teaching and the start of the examination diet in Semester One may be contributing to the bunching of assessments. Some Schools are also reluctant to set Semester One exams for Semester One courses (especially at Honours level) given the lack of time for consolidation and revision.
- Students have less time to receive and take account of feedback on Semester One coursework assessments, or to consolidate their learning and revise in the period between the end of teaching and the start of the examination diet than in Semester Two (normally one week in Semester One, compared to three weeks in Semester Two). This issue is particularly acute in 2015-16 and 2016-17 due to the way the calendar falls (resulting in only three working days for revision between the end of teaching and the start of the examination diet in Semester One).
- The examination diet is shorter in Semester One than Semester Two (12 days of examinations, compared to c. 20 days in Semester Two). As a result, in Semester One students typically have less of a gap between examinations and more chance of having two examinations on the same day (although in practice this affects only a small proportion of students).

- The compressed Semester One examination diet creates significant pressures on available space for examinations, particularly when key large venues are unavailable due to estates development work.

3 Evaluation criteria

The Group agreed a set of criteria against which to evaluate options. These are set out in Annex B.

4 Benchmarking

The task group took account of benchmarking of the models operating at other institutions in the UK, with a particular reference to Scottish higher education institutions and Russell Group institutions. This benchmarking involving:

- Desk based analysis of c. 40 higher education institutions' academic years;
- Discussions with five institutions (University of Glasgow, University of Strathclyde, University of Aberdeen, University of Manchester, University of Nottingham).

The key findings from the benchmarking are:

Year start dates

- Most Scottish Universities start before UoE (this is likely to relate to the fact that, unlike Edinburgh, many Scottish universities are primarily recruiting students with SQA school qualifications, the results of which are available earlier than A-levels);
- Most Russell Group Universities start later;

Semester One exams

- Only three Scottish Universities have their S1 exams after the winter break, and one of these is moving towards examining in December;
- The majority of English and Welsh Russell Group Universities that examine S1 do so after the winter break, and this model appears to work without major difficulties;

Spring / Easter break

- The vast majority of institutions have a Spring Break, typically 2-3 weeks long;

End of S2 exams

- Only three Scottish Universities finish their year-end exams after UoE;
- Almost all English Russell Group Universities finish their exams after UoE;

Graduations

- The majority of Scottish universities hold their graduations earlier or at the same time as UoE, although five hold their graduations (slightly) later than UoE;

- Only four English Russell Group Universities hold their graduations before UoE, with most holding them 2-3 weeks later (this is understandable given that school holidays start later in England than Scotland).

Number of Teaching/Consolidation/Revision weeks

- The total of teaching/consolidation/reading/revision weeks varies from 18 to 28 (at 25 UoE is in the middle);
- Only three Scottish universities have fewer teaching weeks than UoE (22 to our 23);
- Six Russell Group institutions have fewer teaching weeks than UoE (most of these have 22 weeks).

6 Options

The group considered a range of alternatives to the current structure:

6.1 *The 'Start Early' model:*

- Hold the Semester One Welcome Week a week earlier than at present;
- Start Semester One a week earlier than at present;
- An additional week for structured revision and consolidation during Semester One (a variant on this model would be to use the additional week for additional revision time instead);
- The University would continue to examine Semester One courses in December, and there would be no change to the current structures for Semester Two.

6.2 *The 'Examine After Christmas' model:*

- Welcome Week and Semester 1 start one week later than at present;
- 11 weeks of teaching in Semester 1 inclusive of one week at the end for revision and consolidation. This is a week in which Schools provide structured and timetabled teaching activities to assist students to reflect on what they have learned on their courses and to prepare for examinations / assessments;
- Semester 1 courses would be examined in mid to late January, following a revision week;
- The Semester 1 examination diet remains two weeks long (12 examination days). This is long enough to ensure that all semester 1 courses can be examined in semester 1;
- 11 weeks of teaching in Semester 2 starting at the beginning of February, inclusive of one week at the end for revision and consolidation (as in Semester 1, the revision and consolidation week will include formal teaching);
- A one-week break after 6 weeks of teaching in both Semester 1 and Semester 2;
- Semester 2 examinations would be held at the beginning of May following a revision week, as at present;
- The Semester 2 examination diet is reduced to 3 weeks, which is sufficient to examine all semester 2 courses and all year long courses;
- Graduations would take place in late June / early July as at present;

- The structure would not apply to programmes that already have opt-outs from the University's current academic year structure, for example undergraduate Medicine, Education and Veterinary Medicine.

6.3 *The 'Three term' model*

- Typically, under this model, the first term runs from September to December, the second term from January to March, and, following a break in March / April, the third runs from April to June;
- Under this model, the third term tends to include few if any teaching weeks, with the remainder of the term given over to revision and examinations.

6.4 *The 'Accelerated' model:*

- Three terms / trimesters running over the full year from September to August;
- Students would have the potential to complete the equivalent of a full four-year honours degree within three years.

6 Options considered and ruled out

Following initial analysis and discussion, the Group has rejected three of the possible options for the following reasons:

6.1 *The 'Start-early model'*

The Task Group recognised that this model would offer some significant benefits for the student and staff experience. However, it discounted it on the grounds that it would have significant academic down-sides:

- It would have significant disadvantages for the transition of new students who would need to arrive much sooner than for many other Universities;
- It would lead to more students starting the academic year late (eg due to delays in obtaining a student visa), which would disrupt the transition of those students as well as the experience of the cohort as a whole; and
- It would also put the University at a disadvantage for recruitment (particularly for international students but increasingly for home students, bearing in mind that the University would enter Clearing for the first time in 2016 and that Clearing was playing an increasingly important role in recruitment of high quality students).

The Group concluded that the modest benefits of an extra week in semester 1 were outweighed by the significant recruitment and transition risks outlined above.

6.2 *The 'Three term' model*

While recognising that some Russell Group institutions have this model, the Task Group discounted this option, as any potential benefits for the staff and student experience would

be modest and would not justify the considerable disruption involved in moving to this model.

6.3 The 'Accelerated' model

While recognising that some institutions (predominantly post-1992 institutions) are introducing this model, particular for certain professional programmes (eg Law), the Group identified very few benefits and significant disadvantages to this model in terms of student or staff experience, and did not think there is likely to be substantial demand for this model from prospective University of Edinburgh students.

7 Option explored in detail – the 'Examinations After Christmas' model

The Group recognised that the 'Examinations After Christmas' model is common among Russell Group institutions and an initial analysis of this model against the agreed evaluation criteria suggested that it could have a range of benefits for the University:

- Moving examinations from December to January would free up time in Semester 1 to start Welcome Week and Semester One teaching later than at present;
- Starting Welcome Week later will make aspects of admissions, pre-arrival and induction smoother, particularly for new first year undergraduate students who often do not receive their school examination results until August or who are recruited late in the admissions cycle (e.g. via Clearing & Adjustment routes) and for new international students who require visa clearance before entering the UK;
- Starting Welcome Week later would also give academic staff more opportunities to conduct research or attend conferences during September;
- A mid-term in each semester would make the semesters less pressured for both staff and students;
- Moving examinations from December to January would further reduce the pressure on students by allowing a reasonable period for revision prior to Semester 1 examinations. For students new to the UK (and international PGT in particular) there would be more time to adapt and acclimatise before sitting exams;
- Examinations in January would make it easier to provide students with feedback on their coursework before they sit examinations;
- Staff will no longer have to mark examination scripts over Christmas and New Year.

However, the analysis also identified that the model could have a range of cons:

- Staff may need to mark examination scripts for the Semester 1 exam diet at the same time as teaching for Semester 2;
- There may be additional costs incurred if the Library and other services need to remain open over Christmas and/or New Year to support students preparing for exams.
- The current two weeks of Spring vacation would be replaced with teaching weeks, reducing the scope for staff to take annual leave at that time of year and (on the basis

that some student use spring holidays for revision) reducing available revision time for students before the Semester 2 examination;

- There will no longer be space for Innovative Learning Week in Semester 2;
- Visiting undergraduate students who are at the university for Semester 1 only would not be able to remain in Edinburgh during January for examinations, meaning that staff may need to set them alternative assessments in order to assess these students during Semester 1.
- Students who have few or no exams in the Semester 1 exam diet would experience a substantial gap between the end of teaching in Semester 1 and the beginning of teaching in Semester 2.

A visual representation of this model is attached as an Annex C.

8 Consultation

The Group consulted on the 'Examination After Christmas' model. The consultation process, which ran between April and May 2016, involved:

- All-student and all-staff surveys - completed by approx. 6,500 students (approx. 20% response rate) and approx. 2,000 staff (approx. 15% of staff);
- 18 Schools, two Colleges, four subject areas, and two support groups provided written submissions, as did EUSA, EUSU, the trade unions, as did a small number of individual students and staff;
- 'Town-hall' meetings in the Central Area and Kings Buildings (a planned 'town-hall' meeting at Little France had to be cancelled and it was not possible to reschedule it);
- Views from relevant Senate Committees; and
- A website with further information on the consultation:

<http://www.ed.ac.uk/academic-services/projects/review-of-the-academic-year>

9 Main findings of the consultation

The main findings of the consultation were that:

- While the current academic year is not ideal, the University community appears to consider it to be workable – in general, Schools / Colleges identified as many positive as negative features to the current structure, and the vast majority of staff, and students responding to the survey did not view the current academic year structure as problematic (only 11% of staff respondents and c. 6% of students said it was 'bad' or 'awful' – the rest thought it was 'perfect' / 'good' / 'ok').
- One School, and a minority of students and staff (31% of staff; 25% of students), thought that the proposed 'Examinations After Christmas' model would be better than the current model, although only 5% of staff and students thought it would be a vast improvement. In general, where respondents welcomed the proposed model they particularly valued:
 - The introduction of mid-term breaks in each semester

- The later starting date of Semester One
 - The additional time for revision before Semester One examinations.
- However, a substantial majority of students did not support moving to the proposed 'Examinations After Christmas' model (57% of survey respondents say it would be worse than the current model, with 26% saying it would be much worse). Similarly, 46% of staff thought it would be worse than the current model (with 22% thinking it would be much worse). The survey suggested that academic teaching staff and undergraduate students are particularly opposed to the proposed model. Similarly, the vast majority of Schools did not support the proposed 'Examinations after Christmas' model, and other stakeholders (eg support groups, EUSU, trade unions) saw more disadvantages than advantages. While EUSA did express support for the proposed model, it recognised that the strength of student view was against it.
 - The main reasons for not supporting the proposed 'Examinations After Christmas' model were:
 - The vast majority of students and staff prefer the University to hold Semester One examinations in December rather than January (with UG students particularly opposed to examinations after Christmas);
 - For both staff and students (particularly staff), the absence of a Spring Break was a major concern that raised equality / family friendly issues;
 - For staff, the requirement to start Semester Two immediately after the end of Semester One Examinations without dedicated time allocated for marking Semester One assessments was a significant concern;
 - For some Schools, the impact both for incoming Visiting Students (the requirement to set alternate assessments for Semester One Visiting Students) and outgoing study abroad students (creating practical barriers to students studying abroad for a single semester) was also a significant concern.
 - The long gap between the end of teaching in Semester 1 and the beginning of teaching in Semester 2, and the impact this would have on students not sitting S1 Examinations (roughly 5,000 UG students and 5,000 PGT students).
 - In addition, some respondents raised more specific concerns regarding the model's impact on:
 - Placement arrangements
 - Studio-based disciplines
 - Sporting activities
 - Online Distance Learning students (in MVM in particular)

10 Consultation findings – examination arrangements for Semester One courses

The survey responses indicated that students (and, to a lesser extent, staff) have a strong preference for examinations both at the middle and the end of the year, rather than just at the end. This finding is consistent with students' feedback to EUSA, which suggests that many students whose Semester One courses are examined at the end of Semester Two are dissatisfied with this arrangement.

At present, c. 12% of Semester One courses are examined during the Semester Two examination diet. EUSA, Senate Curriculum and Student Progress Committee, and the College of Science and Engineering, support the idea of increasing the proportion of S1 courses examined in S1. It is particularly important to examine pre-Honours Semester One courses in Semester One, since students early in their programmes of studies will gain a particular benefit from early feedback. In contrast, there may be arguments in some cases for Honours courses to examine Semester One courses in Semester Two to allow more time for consolidation (which can be more important at Honours level, where students are spending the whole year studying the same discipline).

The Task Group had initially thought that it would be challenging to move many examinations from the S2 to S1 examination diet without increasing the length of the diet given the timetabling and space pressures that the S1 examination diet already faces. However, further analysis has confirmed that the current length of the S1 examination diet could accommodate all S1 examinations currently held in the S2 diet.

11 Consultation findings - Innovative Learning Week

The consultation findings indicate that, while staff and students have mixed views regarding Innovative Learning Week, if there is a spare week in Semester Two, substantially more students and staff would prefer it to be used as a mid-term break than Innovative Learning Week. While LTC has already agreed that in 2016-17 and 2017-18 it would move away from Innovative Learning Week and allow Schools to use the week for a broader range of purposes that best suit their staff and students, LTC was awaiting the outcome of this review before deciding how to use that week after 2018-19. In the group's view, in the future Schools should utilise this week as a mid-term break for students and staff, although there may be circumstances in which it is appropriate for subjects areas to utilise the week for compulsory activities that cannot be accommodated within normal timetabled teaching weeks (for example, fieldtrips).

12 Academic year structures for Online Distance Learning programmes

During the review, the task group became aware of some variation in academic year structures for PGT Online Distance Learning (ODL) programmes. While in CHSS, most ODL programmes follow the normal semester dates (albeit with the potential for a January intake), in MVM ODL programmes operate on a three-term, rather than semester model. In MVM, while Term 1 matches the normal Semester One dates, Term 2 starts a week earlier than the standard University Semester Two. The Group agreed that there would be merit in the University revisiting the academic year structures in order to consider any impact of the current variation in ODL programme academic year structures upon the University's ambitions in relation to online learning – in particular, the impact on the ability of Schools to develop new interdisciplinary ODL programmes sharing courses from different areas, and the ability of the University to allow on-campus students to access ODL courses as part of their programmes.

13 Overall conclusions and recommendations

It is clear from the examples of other institutions, including a higher proportion of Russell Group institutions, that large research-intensive universities can operate an 'Examinations After Christmas' model, and that such a model could have advantages for Edinburgh. However, given the strength of opposition to this model from students, staff, and Schools / Colleges, and the significant issues regarding time for marking at the end of Semester One, the absence of a Spring Break, and Visiting Students, it is not advisable for the University to consider implementing such a model.

The Group's main recommendations to LTC are that:

- It rejects the 'Examinations after Christmas' model, along with the other alternatives the group had identified – the 'Start Early' model, the 'Three-Term' model and the 'Accelerated' model;
- The University should retain the current academic year model, including maintaining the current length of the Semester Two examination diet (since there would be disadvantages to students and no significant advantages to reducing it);
- The University should maintain the principle that all taught programmes and all levels of study will operate to the same academic year unless a programme has a valid reason for an opt-out (valid reasons would relate to external factors, such as professional practice requirements, which require programmes to operate on an alternate academic year), and that the Senate Curriculum and Student Progression Committee (CSPC) should continue to be responsible for considering requests for opt-outs.

The Group also makes the following supplementary recommendations to LTC:

- That Innovative Learning Week has fulfilled its purpose, and that – building on the plans for the more flexible use of that week in 2016-17 - the University should in the medium to longer-term utilise that week in Semester Two for a mid-term break for students and staff, but to also explore whether there may be circumstances in which it is appropriate for subjects areas to utilise the week for compulsory activities that cannot be accommodated within normal timetabled teaching weeks (for example, fieldtrips);
- That LTC ask the CSPC to continue to encourage Schools to avoid teaching on the final two days of Semester One where it is appropriate to do so, in order to maximise the amount of time for revision within the current academic year structure;
- That LTC asks CSPC to continue to encourage Schools to move towards examining Semester One courses in Semester One, with a particular focus on pre-Honours courses; and
- That LTC invites CSPC to consider any impact of the current variation in ODL programme structures upon the University's ambitions in relation to online learning.

14 Proposed approach to communicating the outcome of the review

Given the extremely positive levels of stakeholder engagement with the review process, and the levels of concern regarding the proposed 'Examinations After Christmas' model, it is

important to communicate back to stakeholders regarding the outcome of the review as soon as possible after LTC reaches its decision.

The Group recommends that the Deputy Secretary (Student Experience) takes the following approach to communicating the outcome of the review:

- All-staff and all-student emails on the subject
- A News article on the University website

The Group recommends that (in the event that LTC accepts its overall recommendations) the communications should include the following points:

- The University has listened to and taken account of the views of students and staff;
- All universities find it difficult to design an academic structure that meets all their needs, and, having looked carefully at alternate models, the University has concluded that the current model, while not perfect, is the best available;
- The decisive reasons for ruling out the option of starting Semester One earlier relate to student recruitment and induction - that option would not be viable even if the University did not contribute its facilities to the Edinburgh Festival.

16 Constraints to the academic year structure

Having conducting the review, the group has identified a set of fundamental constraints to University's options for its academic year structures. While all institutions will have some constraints to how they design their academic year structures, Edinburgh is perhaps uniquely constrained as a result of having a staff population domiciled in Scotland (and therefore subject to Scottish school holiday dates) combined with an undergraduate student population a significant proportion of which is drawn from the Rest of the UK, and a high proportion of international students both at UG and PG level (including a large number of visiting students). This combination of constraints makes it difficult for it to adopt models that work well for many Russell Group institutions outside Scotland, and also raise challenges in applying models operated by other Scottish institutions.

In summary, the key constrains are:

Constraints regarding the start of the academic year

- The timing of the UCAS admissions process (in particular, the date of Results Day for A-level candidates and the start of post-confirmation Clearing), combined with the strategic importance to the University of recruiting UG students with A-level qualifications;
- The strategic importance to the University of recruiting UG students with school-level qualifications from countries that tend not to confirm results until late in the summer;
- UKVI immigration processes that require Tier 4 students to take significant time to secure a visa after they have met entry conditions;

Constraints regarding the end of Semester One

- The strategic importance to the University of recruiting single-semester Visiting Students;

Constraints regarding the end of Semester Two

- Summer holiday dates for Scottish schools (there would be significant issues for staff were the University to hold graduations during school holidays).

Since the current academic year structure is not perfect and Semester One in particular will continue to have problematic features, it is likely that in the future some stakeholders will again make the case for reviewing the academic year structure. Reviews of this type are resource-intensive and can distract the University from other priorities. The Group therefore **recommends** that the University does not consider any further reviews of the structure in the future unless there is a material change to any of the fundamental constraints to the University's academic year structure.

Annex A - Remit and Membership of the Task Group to Review the Academic Year Structure

Remit

The remit of the Task Group is to:

- Evaluate options for changing the academic year taking account of the implications for the student and staff experience, as well as other practical and resourcing implications;
- Manage consultation and communication activities regarding the review; and
- Make recommendations to Senate Learning and Teaching Committee, which would then make recommendations to Senate and other relevant bodies, and consult Principal's Strategy Group and other bodies as appropriate.

Composition and Membership

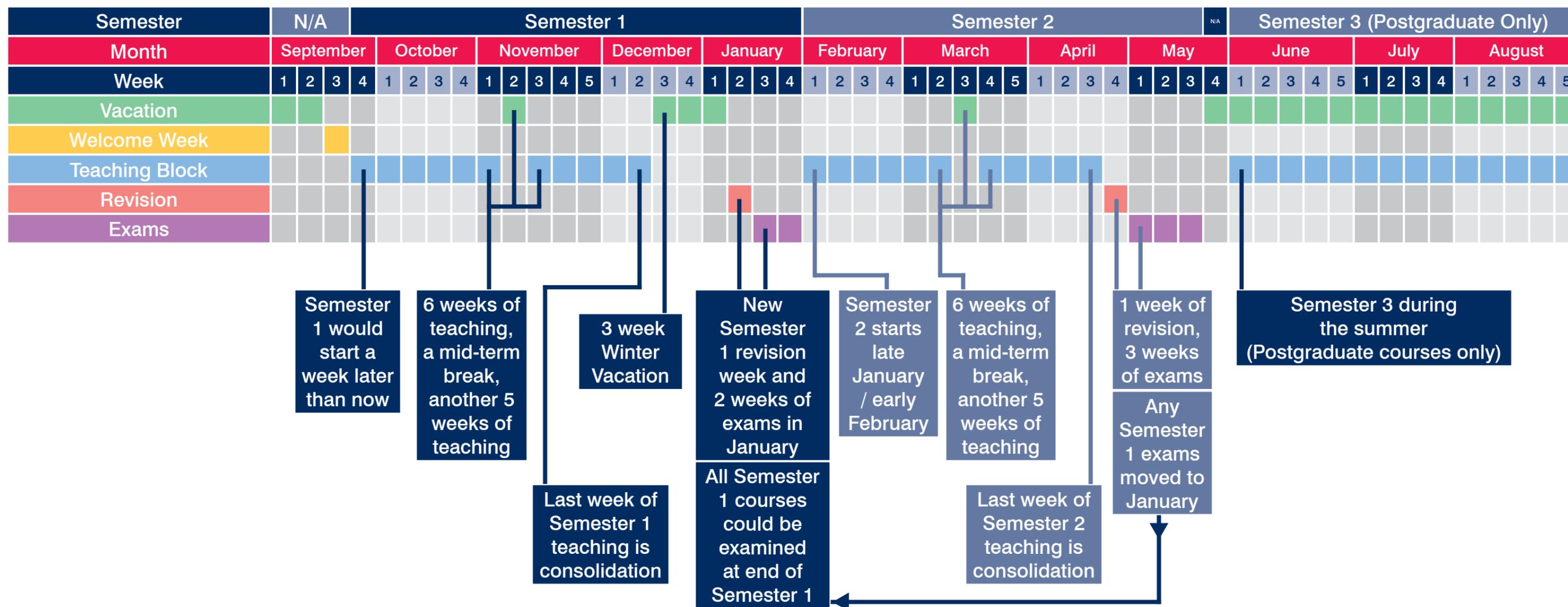
- Deputy Secretary (Student Experience) (Convener) – Gavin Douglas
- One Assistant Principal – AP (Academic Support), Prof Alan Murray
- One Dean and one senior administrator from each College:
 - Lesley Yellowlees (Head of CSE) / Graeme Reid (Dean of Learning and Teaching, CSE)
 - Joy Candlish (Head of Academic Affairs, CSE)
 - Richard Sparks, (Head of School, Law)
 - Catherine Martin (Registrar, CHSS)
 - Sheila Lodge (Head of Academic Administration, MVM)
 - Prof Anna Meredith (Director of Postgraduate Taught, MVM)
- EUSA representative
 - Imogen Wilson / Patrick Garratt (Vice-President, Academic Affairs)
 - Sarah Purves
- Representative of Student Recruitment & Admissions – Ian Sutherland (Head of Admissions)
- Representative of Information Services – Bryan McGregor (Director of User Services Division)
- Director of Human Resources or delegate – Linda Criggie (Deputy Director, HR)
- Director of Student Administration or delegate – Robert Lawrie (Director of Student Administration)
- Director of Academic Services or delegate – Tom Ward (Director of Academic Services)
- Corporate Services Group representative – Richard Kington (Director of Accommodation Services)
- Estates and Buildings representative – Gary Jedd (Director of Estates and Buildings)
- Joint trade unions representative – Janet Philp

Annex B - Criteria to use for evaluation of models

- Pedagogical and student experience considerations
- Meeting the principles underpinning the review of the academic year
- Staff experience
- Student experience for Visiting Students
- Alignment with the Scottish Credit and Qualifications Framework
- Operational academic considerations, including sufficient time allowed for marking and examining and graduations
- Simplicity and consistency – minimising the number of programmes that require opt-outs from the standard academic year structure
- Impact on availability of space for teaching and examinations
- Access to University facilities and services
- Financial impact on students
- Financial impact on the University
- Impact on the University's and EUSA's involvement with the Edinburgh Festival
- Legal implications
- Admissions issues
- System issues
- Implications for Study Abroad arrangements
- Impact on collaborative programmes with other institutions
- Change management issues
- Equality and Diversity



Annex C - Examinations After Christmas model



Notes

More information:
www.ed.ac.uk/academic-services/projects/review-of-the-academic-year

Consolidation:
 A week of taught activities to help with revision and consolidation of new material.

Outline Only:
 Specific dates to be confirmed.

The University of Edinburgh
Senate Learning and Teaching Committee
21 September 2016

Proposed / Indicative School Plans for Use of the Week Between Teaching Blocks 3 and 4 in 2016/17

Executive Summary

Learning and Teaching Committee agreed in May 2016 that the week between Teaching Blocks 3 and 4 would be used for a broader range of purposes in Academic Years 2016/17 and 2017/18. A communication was subsequently sent to all Schools outlining the changes. In August 2016, Schools were asked to provide Academic Services with information about any plans being developing for the week in 2016/17. The paper provides details of the responses received to date.

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

The paper aligns with the University's Strategic Theme of 'Outstanding Student Experience'.

Action requested

The paper is presented for discussion.

Resource / Risk / Compliance

- 1. Resource implications (including staffing)**
The paper does not have resource implications.
- 2. Risk assessment**
The paper does not require a risk assessment.
- 3. Equality and Diversity**
Not required.
- 4. Freedom of information**
The paper is **open**.

Originator of the paper

Philippa Ward
Academic Services
September 2016

Proposed / Indicative School Plans for Use of the Week Between Teaching Blocks 3 and 4 in 2016/17

- Business School

“Make Your Mark” campaign in conjunction with Weber Shandwick:

“Working in partnership with Social Investment Scotland, we will launch a new engagement campaign aimed at helping students make their mark on business and society, by providing a platform to showcase the positive impact of business on society. The campaign will involve 250 students taking part in a two day immersive event aimed at inspiring our next generation of business leaders to embrace the power of business as a force for social good.

Focused around the theme of social enterprise, the event will see students split into groups to develop business solutions to help social entrepreneurs get their ideas off the ground or solve a specific business challenge. The campaign should also be open to businesses that provide a social benefit. Following the example of Nottingham Trent University, we will invite social entrepreneurs to submit their challenge in advance of the event.

On day one of the event, students will hear from some of Scotland’s best known and most successful social entrepreneurs, inspiring our students to ‘make their mark’. Students will also participate in workshops focused on starting and running a successful social enterprise. On day two, groups will spend their time co-creating business solutions for the social enterprise community, based on the business challenges submitted. Leading figures from both the social enterprise and business communities will be on hand to mentor students. Ideas from the two-day event will be shared back with social enterprises and results measured to understand impact.”

- Centre for Open Learning

Short course open to University community and wider public, and potentially other short course tasters.

- Chemistry

Primarily reading and consolidation, plus additional activities including:

1. An undergraduate research ‘conference’ in which final year students give oral presentations on their research projects.
2. A poster presentation session for 3rd year students; a component of their transferable skills programme.
3. A ‘Building Student Confidence’ workshop for all students to be developed in conjunction with the IAD.
4. A careers/employability workshop for all students involving alumni focussed on careers for chemists in the pharmaceutical and related industries.

- Clinical Sciences, PG

No planned activities

- Divinity

To be confirmed. Space for reflection and consolidation, and other activities being considered:

1. Study trip to Jerusalem for Church Candidates
2. Sessions on presentation skills, primarily aimed at UG students.

- Economics, PG

Compulsory, timetabled activity due to intensive nature of MSc (previously had ILW exemption)

- Edinburgh College of Art (ECA)

1. A PGT theme or method for collaboration across all five schools in ECA. One of the suggested themes is 'development of communities of practice around teaching'. (Future potential for European partnership: the School of Art is planning to make an Erasmus+ Strategic Partnership application in the Field of Education, Training and Youth bid in March 2017)
2. Alumni micro-residencies. We managed to get 4 schools to engage this year (it is funded by DRF money) and alumni came back to ECA, worked on their own project, and delivered workshops for current students with a focus on transitions. The model seemed to work well and ticked a lot of boxes.
3. A 'business skills/career positioning/gaining work experience' week - this week could be used for guidance in CV writing – methods/tips on contacting companies for career opportunities. We could engage with the careers service at ECA, and then ask key speakers (inc Staff, students & Alumni) to take workshops with students on 'next stage tips'. It would be at the ideal time of year as students prepare their final projects. We could offer this through each programme, or collectively through the School of Design.
4. A week of taster sessions and inductions across the School of Design. Very short, self-contained projects within each design school programme that can be completed in a half-day session. Repeated maybe 3 or 4 times within the week to increase access. Primarily to inform students new to ECA about the multifarious nature of the design school, and to help inform their decision making about elective options in 2017/18.
5. For all years: Drawing trips, the model is the trip that Illustration do to Oban each year. Take advantage of hostels at a variety of locations in Scotland, perhaps 3 venues, Oban, Hospitalfield in Arboath, another one TBC. Associate each location with a couple of subjects, and a couple of programme staff. Use the location to gather visual/audio research, exhibit at the end of the week in the Sculpture Court. Opportunity for students to move across disciplines, for students from elsewhere to experience a little of Scotland.
6. For all years: Giant animation with Jonny Trunk, in the Sculpture Court. Create large scale animations, in groups, on the floor of the sculpture court. Use cameras on the balcony to capture animation frame by frame for each film, but have another camera to do time lapse photography of the whole thing so we see the patchwork, and the individual patches. Invite Jonny Trunk (record label owner, tv pundit, Oliver Postgate book author and organiser of Vision On related club nights) up to oversee things, provide a small films lecture and arrange a social in the Wee Red. Fantastic footage potential for website, chance to invite in a larger audience to the social, use animation students to direct animations, but anyone can sign up to take part?
7. Summer schools, based on the art gallery model (Collective, Hospitalfield are good local examples). Based on interdisciplinary concepts (such as 'artistic research', 'the anthropocene', 'landscape' etc.). Open to all students.

- Edinburgh School of Architecture and Landscape Architecture (ESALA)
Festival of Creative Learning Proposal, overarching theme: “Practicing”

“Teaching a professional programme raises particular questions about how academia and practice interface. The University of Edinburgh’s Festival of Creative Learning offers ESALA a concentrated space and time to critically examine these intersections and to ask how the active engagement required *to practice* informs teaching, learning and professional working. A series of seminars, field trips, networking events, and discussions will critically reflect on intersections between teaching and practice and between studio and site. What constitutes a ‘practice’ of teaching? What constitutes a ‘practice’ of professional learning? What constitutes a ‘practice’ of creative entrepreneurship? What does a project site teach? What practices emerge through the use of new tools and technologies?”

ESALA’s 2016-2017 contributions to the University of Edinburgh’s ‘Festival of Creative Learning’ initiates a larger two to three-year inquiry, inaugurating a series of conversations to be honed in subsequent years. The focus of ESALA’s FoCL is as much on delivering innovative / creative learning experiences for students as it is on setting aside time to critically reflect on existing and emerging practices of delivering these experiences within ESALA. In addition to supporting current students, priority is placed on supporting guaranteed hours (GH) teaching staff and teaching fellows (TF), alumni, and students on professional placement.”

- Education
Many students will be on placement during the week in question. Other proposals:
 1. a range of seminars for staff and students on improving campus ethos and student support, and equality and diversity.
 2. a range of individual programme ideas eg. sessions on how to teach using flipped learning, community events, reflection and consolidation.
 3. MA Primary Education with Gaelic – opportunity for students to attend a four-day immersion course at the University of the Highlands and Islands.
- Geosciences
Various credit-bearing and non-credit bearing activities. Credit bearing events to include field trips and professional skills development.

Non-credit bearing activities to include:

1. Some focussed just on honours years eg. working with 3rd year students to plan their dissertations through both peer presentations and more traditional discussion formats; practicing interview skills with 4th year students
 2. Science/Art collaboration session – possibly student-led
 3. Possible community building events tied in with the new Edinburgh Award for community building.
- Health in Social Science
 1. Nursing – reading week for UG and PGT
 2. Counselling, Psychotherapy and Applied Social Sciences – timetabled teaching

3. Clinical Psychology, PG – access and engagement activities: providing workshops for school pupils and 1st and 2nd year undergraduates.
- Informatics
 1. Deeper engagement activities for the System Design Project (a compulsory group project for third year students). Suggestions include bringing in a careers officer to talk about presentation skills, working in teams, but also internships and general careers advice
 2. Students building Android apps for something useful around the School
 3. Artificial Intelligence in the Cinema
 4. GCHQ sponsored outreach work (centred around Computer Security)
 - Law

Currently developing plans. Likely to offer time for reflection and consolidation, plus one or two topical activities (eg. a workshop on Brexit)
 - LLC

Reading week, and possibly some additional activities
 - Medical School

Timetabled activity (previously had ILW exemption)
 - Physics and Astronomy

Primarily reflection and consolidation. Presentations for Senior Honours students that cannot be scheduled at any other time. (Junior Honours students will be encouraged to attend as preparation for their own presentations.)
 - Philosophy, Psychology and Language Sciences, PG

To be decided
 - Vet School

Student Welfare Week (previously had ILW exemption)

The University of Edinburgh

Senatus Learning and Teaching Committee

21st September 2016

Building a vision for digital education

Executive summary

This paper:

- provides a rationale for conducting a university-wide exercise to build a vision for digital education at Edinburgh to 2030
- outlines the design-oriented, participatory approach to be used
- sets out the broad timescale
- proposes the remit and membership for a task group of the Committee to drive the exercise.

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

The proposed exercise connects with strategic objectives relating to leadership in learning, influencing globally and digital transformation.

Action requested

The committee is requested to comment and advise on the proposal, and to approve the remit, membership and timescale of the task group.

How will any action agreed be implemented and communicated?

Actions will be implemented by the Assistant Principal Digital Education and the Institute for Academic Development in collaboration with Schools, Colleges and Support Services. Regular progress reports will be made to Learning and Teaching Committee and the Learning and Teaching Policy Group (LTPG).

Resource/Risk/Compliance

1. Resource implications (including staffing)

Resource implications include project management support, design agency consultancy, input from University academic leadership, and from the Student's Association and University Support Services. IAD support has been confirmed for the initial phase of work (support for task group, project management and design agency consultancy), and ISG support for media production and web development.

2. Risk Assessment

This paper does not include a risk assessment.

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3. Equality and Diversity

Equality impact assessment will be conducted once the detailed method and process of the exercise have been determined.

4. Freedom of information

This paper is open.

Keywords

Keywords: digital education, vision, learning, teaching, digital transformation.

Originators of the paper

Sian Bayne, AP Digital Education and Jon Turner, Institute for Academic Development, September 2016

Background

The University of Edinburgh holds a leadership position in digital education, built through our commitment to high quality online distance PGT, our exceptional MOOCs, our innovative online teaching practices and active practitioner community, our strong and growing research profile in the field and the outstanding strategic commitment, leadership and investment we have had in this area over recent years.

The challenge now is to maintain and expand our commitment and our leadership position by building a strong, creative vision for a digital education which can inform strategy, policy and planning for the coming decade or more. Over this period we will need to continue to build our thinking around the best innovative teaching methods and delivery modes, but also around how we design our curricula to give our students the skills and capacities they will need to operate within a world defined by data and digital technological shift. This requires us to generate new, big ideas about how we will design and deliver education which will help our students act ethically, critically and creatively to develop innovative responses to the big, new problems and possibilities of a digital society. The programme of work proposed will focus on designing the future of digital education at Edinburgh, in partnership with students and staff.

A participatory and design-led approach

To best inform institution-wide strategy for digital education in the coming years, we need to adopt a position where we look to institutional culture, vision and energy to shape and inform our approach to this volatile area of practice and innovation. To enable this we wish to create processes and models by which we can tap into the creative ideas and energy of our staff and students, by taking a 'design-led' approach to vision development: this is an approach which uses participative methods in workshops and through social media to build, test and visualise new ways of planning for an uncertain future. Such an approach will focus on working with students and staff to co-construct a set of answers to the question 'How should we design the future of digital education at Edinburgh?'.

The closest comparable initiatives in the context of higher education are all US-based. The Stanford2025 project used the methodologies developed by the Stanford d-school to conduct a similar exercise focusing on undergraduate education.¹ Other interesting comparators include the Institute-wide Task Force on the Future of MIT Education² and The Future of Student Needs 2025 and Beyond at the University of Houston.³

The exercise will employ a design agency to design and run the exercise in partnership with, and supported by, the Assistant Principal Digital Education and the Institute for Academic Development in collaboration with Schools, Colleges, the Student's Association and Support Services.

¹ <http://www.stanford2025.com/>

² <https://future.mit.edu/>

³ <http://www.houstonforesight.org/wp-content/uploads/2015/05/FutureStudentNeeds2025LR.pdf>

Provisional timescale

The precise timescale will be developed alongside the detail of the methodology over the coming weeks. An indicative timescale is as follows:

Enablers	Year 1	Year 2
Devising methodology and developing vision: Vision task group Design agency	October 2016: methodology defined; discussions and buy-in from the Student's Association; vision task group established	March 2018: programme of open seminars and work with academic and support colleagues complete
Support of programme: AP Digital Education IAD Director and Head of Digital Education The Student's Association ISG LTW division	November 2016: task group established; media and publicity agreed and under development December 2016: initial programme of student-led and focused activities underway	June 2018: work with Colleges and Schools on alignment of vision with existing plans underway September 2018: outputs from exercise in place on web site; 2030 vision documentation complete
Media presence and branding of programme: ISG LTW CaM The Student's Association	March 2017: first phase of work with students complete and evaluated June 2017: year 2 activity planned	
Running of programme: Vision task group Design agency IAD Academic colleagues and students	September 2017: first phase ideas and outputs available on web site; programme of related research outputs underway	

Task group

We propose the following remit, membership, and indicative outputs and timescales for a task group of the Committee who will take forward this initiative.

Remit: The task group will guide, inform and direct activities by advising on and developing the methodology, championing the project and building links to key stakeholders among the student and staff body. It will advise on and generate project communication activities, enable transfer of project outputs to university strategies, policies and activities, and report to LTC and other groups/committees as appropriate.

Membership:

AP Digital Education (convenor)

Academic representative from each College

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The Student's Association representative
Director IAD or delegate
Director LTW division of ISG or delegate
AP Research-Led Learning

Group outputs and timescales will align with those given in the provisional timescale above.

Addendum: LTC Task Group for Distance Education

A Distance Education Task Group of LTC was established in 2014/15, convened by Erin Jackson, to support and oversee the mainstreaming of distance education within the University of Edinburgh: its valuable work continued into 2015/16. This Task Group has now ceased to meet, pending appointment of the new APs Online Distance Learning and Digital Education. While the proposed Task Group for Digital Education Vision is not designed to replace this group, this would be an appropriate point at which to formally close it. The new AP for Online Distance Learning is currently reviewing the activities of this group, and will provide a report on its achievements and future directions for its work at the next meeting.

Sian Bayne (AP Digital Education) and Jon Turner (Director IAD)
August 2016

The University of Edinburgh

Senate Learning and Teaching Committee

21 September 2016

Draft Learning and Teaching Strategy

Executive Summary

This paper sets out a draft revised Learning and Teaching Strategy, and proposed how to integrate it within the University's planning cycle. The Strategy is designed to be high-level, while being sufficiently clear that Schools, Colleges and support groups can evaluate their contributions to it.

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

This paper is designed to assist the University to support the delivery of an outstanding student experience.

Action requested

The Committee is invited to:

- Comment on the revised Strategy and the proposed approach to implementing the Strategy;
- Invite the Colleges and Support Groups to consult their constituencies on it with a view to final approval at LTC's 16 November 2016 meeting;
- Invite the College Deans of Learning and Teaching to discuss with their Heads of Colleges the specific proposal to no longer have separate College Learning and Teaching Strategies, but rather to respond to the University Strategy when developing College plans, with Schools similarly using the University Strategy to guide their planning.

How will any action agreed be implemented and communicated?

The paper sets out a proposed approach to implementing and communicating the draft Strategy

Resource / Risk / Compliance

1. Resource implications (including staffing)

Since the draft Strategy sets out the University's aspirations for learning and teaching rather than a specific programme of action, it does not have any specific resource implications at this stage. The Strategy will however guide the University's use of resources.

2. Risk assessment

The draft Strategy will assist the University to manage risks associated with learning and teaching (for example, the risk of disappointing levels of student satisfaction), by providing the University with a clear and coherent framework for its learning and teaching activities.

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3. Equality and Diversity

N / A – The paper is not asking the Committee to approve a course of action.

4. Freedom of information

Open

Key words

Learning and Teaching, Strategy

Originator of the paper

*Tom Ward
Director of Academic Services
13 September 2016*

Draft Learning and Teaching Strategy

Background

The University's Learning and Teaching Enhancement Strategy is due for review by the end of 2015-16. The current version is at:

http://www.ed.ac.uk/files/atoms/files/learning_teaching_enhancement_strategy.pdf

Revised University Learning and Teaching Strategy

The Learning and Teaching Policy Group has developed the draft Strategy (attached) to replace the existing Strategy.

College Learning and Teaching Strategies

The Colleges' current Learning and Teaching Strategy documents are available at:
http://www.ed.ac.uk/files/atoms/files/chss_learning_teaching_strategy_2013-2016.pdf
http://www.ed.ac.uk/files/atoms/files/college_of_science_and_engineering_learning_and_teaching_strategy_2014-2016.pdf
<http://docstore.mvm.ed.ac.uk/PoliciesAndProcedures/LearningAndTeaching/LTstrategy.pdf>

The CSE and CHSS documents are due for review in 2016 (the MVM document does not have a specific review date).

At present, the Colleges are taking distinctive approaches to their Strategies. All were drafted in the context of an extremely high-level University Learning and Teaching Enhancement Strategy that provided very limited direction.

Proposed approach to implementing the revised Strategy

The revised Strategy (once approved) could: guide strategic learning and teaching plans in School, College and Support Groups; guide the activities of the Senate Committees; and provide a framework and set of key messages for communications to staff and students.

This could be achieved by:

- Schools, Colleges and Support Groups using their annual plans to summarise their strategic actions to address the University' Learning and Teaching Strategy in ways that can be evaluated;
- Ensuring a clear link between the annual quality review process and annual School and College planning processes; and
- Asking the Senate Committees to prioritise and articulate their plans in relation to the Strategy on an annual basis.

This could be achieved through an annual planning cycle along the following lines:

Indicative timeline*	Schools	Colleges and Support Groups	University
Late August	Schools to consider whether any of the key themes and actions from the annual Quality Review process require them to modify any of their strategic plans for learning and teaching set out in their School plans	Colleges to consider whether any of the key themes and actions from the annual Quality Review process require them to modify any of their plans	Senate Quality Assurance Committee (QAC) to highlight any issues from the annual Quality Review process which are relevant to the implementation or further development of the University's Learning and Teaching Strategy
Autumn	As part of the University planning cycle, Schools to reflect on progress against the L&T aspects of the previous year's School plan	As part of the University planning cycle, Colleges and Support Groups to reflect on progress in their plans in relation to learning and teaching	Senate Committees to take account of the University's L&T Strategy when identifying key Senate Committee priorities for the planning round
January / February	Schools to submit plans which incorporate their strategic actions for taking forward the University's L&T Strategy	Colleges and Support Groups to submit plans which incorporate their strategic actions for taking forward the University's L&T Strategy	
March	Schools to meet with key College and University leaders (eg Deans, Senior VP) to discuss the learning and teaching elements of their College plans, and to discuss progress against last year's plans.	Key College and Support Group staff to meet key University leaders (eg Senior VP) to discuss the learning and teaching elements of their College and Support Group plans, and to discuss progress against last year's plans	
April	Schools to take account of feedback when finalising their School plans	Colleges and Support Groups to take account of feedback when finalising their plans	
June			Senate Learning and Teaching Committee to review the L&T elements of School and College / Support Group plans to highlight key themes, and review overall progress against the University's Learning and Teaching Strategy

*Exact timelines for planning may vary between Colleges and Support Groups

For discussion

The Committee is invited to:

- Comment on the revised Strategy and the proposed approach to implementing the Strategy;
- Invite the Colleges and Support Groups to consult their constituencies on it with a view to final approval at LTC's 16 November 2016 meeting;
- Invite the College Deans of Learning and Teaching to discuss with their Heads of Colleges the specific proposal to no longer have separate College Learning and Teaching Strategies, but rather to respond to the University Learning and Teaching Strategy when developing College plans, with Schools similarly using the University Learning and Teaching Strategy to guide their planning.

University of Edinburgh Learning and Teaching Strategy

The University aims to be recognised nationally and internationally for learning and teaching of the highest quality

We will nurture a learning community that fosters engagement between staff and students and supports students by:

- Enhancing the Personal Tutor system to deliver sustained, effective academic support;
- Reviewing how accessible, high quality pastoral support is best communicated, provided and accessed within Schools and from specialist support services including the Careers Service, Chaplaincy, Student Disability Service and Student Counselling;
- Developing assessment and feedback that strengthens dialogue between students and staff while supporting student progression through programmes of study;
- Supporting our academic units to build a stronger sense of community for both staff and students;
- Reviewing and enhancing the way that our physical and digital estates support high quality learning and teaching and interaction between staff and students;
- Ensuring effective representation of student views at all levels of the University and across all modes of study;
- Exploring how learning analytics systems can help Personal Tutors provide effective academic support.

We will foster a culture of high performance in teaching and assessment among our academic staff by:

- Stating clear expectations of high quality teaching and assessment in our staff recruitment and annual review processes;
- Building robust sources of evidence on the quality of teaching and assessment;
- Celebrating, recognising and rewarding the best teaching and assessment practices;
- Celebrating success in teaching and assessment in the internal and external communications of the University;
- Building communities of practice which support innovation and diffuse good ideas across the University;
- Embedding professional development in teaching and assessment as a routine feature of academic work;
- Ensuring opportunity for reflection, development and innovation in teaching and assessment in workload modelling;
- Reviewing the role and use of postgraduate tutors.

We will use the flexibility of the standard four-year undergraduate degree structure to build a rounded learning experience including:

- The opportunity to access courses and learning experiences to equip students for whatever path they follow once they graduate, including:
 - Greater integration of graduate attributes and employability skills in all programmes;
 - University-wide courses in a broader range of skills, for example quantitative methods, digital skills and languages;

- The opportunity to encounter courses and modes of learning outside of a student's core discipline(s);
- The opportunity to develop academic skills alongside students from all parts of the University;
- A strengthened focus on the coherence, subject depth and focus of flexible programmes;
- The opportunity to develop as a researcher from year one and, in the Honours years, to specialise and to develop the skills to support original research in the core discipline;
- The opportunity for all students to have an international learning experience;
- A focus on reviewing and enhancing the experience of students on joint Honours programmes.

We will offer our postgraduate taught students the opportunity to develop cutting edge skills and knowledge in their chosen field by

- Developing our range of interdisciplinary programmes, drawing on world-class research expertise from across the University;
- Building on and growing the University's portfolio of online learning programmes and using them to experiment with new approaches to learning and teaching;
- Ensuring the quality of postgraduate teaching, assessment and student experience across all modes of study.

We will review and enhance our curriculum by:

- Embedding the University's excellence in research in all our teaching and assessment;
- Promoting diversity in the curriculum;
- Supporting a culture of active and engaged students by providing opportunities for independent, student-led, and co-designed learning within and beyond students' main programme of study;
- Recognising experiential learning in the community, in businesses and other organisations, nationally and internationally;
- Committing to the creative use of digital technologies in our teaching and assessment both online and on-campus;
- Utilising our world-class libraries and collections in innovative ways to enrich our curriculum, whilst reflecting on and articulating our future needs for library and digital resources to deliver our learning and teaching strategy.

We will maximise academic and professional support staff time devoted to core learning and teaching activities by

- Ensuring through the Service Excellence Programme that the University has high quality, efficient student administration and support services;
- Reviewing the nature and duties of the academic role;
- Simplifying academic policies and processes regarding learning, teaching and assessment whilst ensuring that all students across the University are treated equitably.

This Strategy complements the University's Strategic Plan and other key University documents, including the University's Recruitment Strategy, Equality and Diversity Strategy,

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People Strategy and IT Strategy. It is further supported by a number of subsidiary and more detailed strategies including:

- Student Employability.
- Student Mental Health and Wellbeing.
- Widening Participation.

The University of Edinburgh

Learning and Teaching Committee

21 September 2016

Guidance to support the use of peer observation of teaching

Executive Summary

The Institute for Academic Development and Academic Services are developing guidance for use by staff undertaking peer observation of teaching. The paper outlines the approach taken to developing the guidance, and asks the Committee for feedback on the content and structure of this, as well as endorsement of the approach taken.

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

Peer observation of teaching aligns with the University's strategic goal to develop excellence in teaching and the strategic theme of developing an outstanding student experience.

Action requested

To approve the approach taken in developing guidelines for use in peer observation of teaching.

To comment on the guidelines including the content and structure, as well as their usability.

How will any action agreed be implemented and communicated?

September 2016: Comments gathered at LTC used to finalise the text

October 2017: Text passed to designer

November 2017: Launch materials via Teaching Matters and the network of Learning and Teaching Directors

Resource / Risk / Compliance

1. Resource implications (including staffing)

n/a

2. Risk assessment

No risks

3. Equality and Diversity

An EIA has been completed.

4. Freedom of information

This is an open paper.

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Key words

Peer observation of teaching; guidance for staff

Originator of the paper

Dr Hazel Christie, Lecturer, Institute for Academic Development

Dr Jon Turner, Director, Institute for Academic Development

Mr Tom Ward, Director, Academic Services

12 September 2016

Guidance to support the use of peer observation of teaching

Background

Peer observation of teaching represents a valuable learning opportunity for staff. To this end, the University is committed to providing staff with opportunities to undertake peer observation of teaching (POT). Further, there is interest from Schools about how best to use POT to enhance practice.

There is a need for clear and accessible guidance on peer observation of teaching. To this end the Institute for Academic Development and Academic Services have developed a set of online resources to be used by staff who are undertaking POT, and these are appended to this paper. The guidance sets out the benefits of peer observation, and provides an outline of how to run a simple scheme. The guidance emphasise two aspects of POT. First, that POT covers a wide range of teaching scenarios beyond the lecture theatre including teaching that takes place in a diverse range of settings such as knowledge exchange events and research seminars, as well as one-to-one teaching and on-line teaching. And secondly, that the benefits of the scheme accrue as much to the person doing the observation, as to the member of staff who is being observed. The guidance includes quotes from staff who have taken part in a peer observation scheme and their sense of the benefits of this.

The guidance would be used by Schools who are encouraging staff to engage in POT, as well as by interested individuals. It has been designed so that it can be used flexibly and for a range of purposes. These include:

- **formative approaches** for example where staff choose to use it to get peer support to investigate a specific aspect of their teaching practice; as part of a formal staff development programme (such as PGCAP or the EdTA); or as something to discuss at annual review or with a line manager or mentor.
- **summative approaches** as part of a formal process in some Schools (for example linked to probation/part of staff induction) or in support of a case for promotion.

The guidance has been developed within the IAD. This process involved consulting with the College Registrars and Schools about the extent of peer observation of teaching and the approaches used, as well as with an expert in the field from the University of Glasgow. The guidance has been subject to comment by a range of peers from across the University and the approach outlined has been used successfully in the PGCAP.

Relationship to current guidelines

The University has guidance on peer observation of teaching (POT). This can be found at:

<http://www.docs.sasg.ed.ac.uk/AcademicServices/Quality/QE/PeerObservationOfTeachingGuidance.pdf>

This guidance explains how to approach peer observation of teaching, and is accompanied with a standard University form for recording the fact that POT has taken place.

However, this guidance is fairly old (approved in 2010 by the Senate Learning and Teaching Committee) and has not reviewed since then (it is scheduled for review in 2015-16).

It would be appropriate to replace the existing guidance with new the proposed new on-line resource, which would incorporate relevant elements of the 2010 guidance, but would extend the current guidelines by emphasising the range of situations where teaching takes place, and by providing a set of resources that are flexible enough to accommodate this diversity.

Timeline

September 2016: Comments gathered at LTC used to finalise the text

October 2017: Text passed to designer

November 2017: Launch materials via Teaching Matters and the network for Directors of Learning and Teaching

Questions for LTC

Does the Committee endorse the approach to peer observation of teaching set out in the guidance?

Does the Committee have comments to make about the guidance for example about how to improve the content and structure, or the usability?

Does the Committee agree that it would be appropriate to replace the existing guidance with new the proposed new on-line resources?

Appendix 1: Text for the guidance to peer observation of teaching.

Peer observation of teaching

This is a guide to be used in situations where peer observation of teaching is taking place. It is based on academic research and feedback from existing peer observation schemes.

What is peer observation of teaching?

Peer observation of teaching is a formative process where two peers work together and observe each other's teaching. The observer offers feedback to the colleague who is doing the teaching.

What are the aims of peer observation of teaching?

- To enhance teaching through critical reflection on it
- To enhance the quality of teaching and student learning
- To bring benefits to the person doing the observation as well as to the person doing the teaching

What kinds of teaching can you have observed?

Any kind of teaching can be observed. The crucial thing is that the teacher is facilitating some kind of learning to take place. This teaching could be a lecture, or a tutorial or seminar. It could also be a lab class, or a field trip. Or it could be a one-to-one session with a student, for example in a PhD supervision. And the teaching can take place in any medium. You might want the observation to focus on an online session – how to moderate a discussion board for example, or how you facilitate a session using Collaborate.

What's important about the process is that it's based on a situation where teaching is taking place. This makes the scope of peer observation very wide. You could choose to have your teaching observed in a research seminar or even in a public engagement event.

What are the benefits of a peer observation scheme?

There are many benefits to having your teaching observed. We almost always think of these as being mainly for the person doing the teaching but research shows that both parties benefit. Indeed, in many situation the greatest benefits actually flow to the person who is observing. Some of these benefits include:

- Discussion of your teaching
- Sharing of good practice
- Positive valuing of teaching

- Sharing critical reflections
- Challenging assumptions about teaching
- Learning about a range of different approaches to learning and teaching

We can all learn a great deal by watching how other people design and deliver their teaching. Even if you are a teacher with a lot of experience you can still learn from observing your peers.

How will peer observation of teaching work?

This is a peer-based scheme which is based on the assumption that everyone involved in teaching has knowledge and expertise to share.

There are three stages involved in the observation process, and there is a form to help with each of these:

1. Before the observation
2. During the observation
3. After the observation

1. Before the observation

The first thing you need to do is to choose a peer. You need to decide what School or discipline that peer is from. It can be enormously beneficial to go outside your comfort zone or School to see how teaching is undertaken differently in other parts of the University. Equally, you may prefer to work with someone from within your own area because of the importance of discipline-specific teaching approaches that you would like feedback on.

The next thing is to meet with your peer to discuss the teaching you would like to have observed. You should fill out the following form and use it to start your discussion. This asks for some basic information about the teaching session as well as helping both you and your observer to think about what you would like to learn from the observation.

Pre-observation form

To be filled in by the person being observed

Name of teacher

Name of observer

Date, time and venue of session to be observed

Number of students

Level of students

<p>Course title Topic for the session</p> <p>Context eg have you met the students before, what format will the teaching take, where does this session fit with the rest of the course?</p> <p>What are you aiming to do in the session?</p> <p>Is there anything specific you would like feedback on?</p> <p>How will you introduce the observer to the students?</p>

2. During the observation

The next stage is to undertake the observation itself. There are a number of practical things for both peers to consider:

- How should you introduce your observer?
- You should proceed as normally as possible
- The emphasis should be on the teaching (and not on the content)
- The observer should take notes on the teaching

Again, there is a form to fill in to help with these processes. This time the form should be filled in by the person doing the observation.

Observation form (to be filled in by the person doing the observing)

--

What went well with the session (eg structure, activities, clarity, pace, organisation, interaction, body language, visual aids, enthusiasm)?

Can you identify areas for reflection and possible improvement (as above)?

Do you have any comments on specific areas of focus identified prior to observation?

What have you learnt that you can use in your own teaching?

3. After the observation

The final stage is to meet to discuss what you have learnt from the process – this could take place immediately after the observation. During this time you should use the observation form to offer feedback on how teaching went. It's important to keep this discussion positive and constructive and to think about what you have learnt from the process, whether as an observer or through the process of being observed.

Peer observation of teaching is a developmental activity. The final form to fill in will help you to reflect on how you might develop your teaching. This should be filled in by the person who was doing the teaching.

Post observation form (to be filled in by the person being observed)

--

Were there any differences/similarities between your views and those of your observer?

Can you identify any areas of good practice from the teaching session?

What areas of development can you identify from the feedback and how do you intend to address these?

What next? Using the results of peer observation of teaching

We have deliberately designed this guidance so that it can be used flexibly and for a range of purposes. These include:

- **formative approaches** for example you choosing to use it yourself to get peer support to investigate a specific aspect of your teaching practice; as part of a formal staff development programme (such as PGCAP or the EdTA); or as something to discuss at annual review or with a line manager or mentor.
- **summative basis** as part of a formal process in some Schools (for example linked to probation/part of staff induction) or in support of a case for promotion.

Quotes from staff about the benefits of peer observation

'having my teaching observed gave me a great sense of confidence in what I was doing in the classroom'

'I'm constantly re-using tips, tricks, and methods I've observed other people using in my own teaching'

'Watching other people teach allows me to become a student once again and reflect on my own teaching from the 'other side''.

'I find it immensely valuable to be able to watch and observe how other people go about their teaching. It's a privilege to be invited'.

'now that I am more experienced with teaching I feel that the most meaningful benefit of peer observation comes from reflection on why and how we can achieve our teaching aims. The opportunities for reflection are arguably greater for the observer since the practice they observe is not bound up in their own habit or entrenched views, and is likely to suggest new ideas or perspectives that they can bring to their own practice'.

'In my experience, POT is like holding up a mirror so that a critical friend can provide you with constructive feedback on your teaching. At this point, you can either look away or engage with the process by reflecting on their observations and undertaking some critical self-evaluation with a view to improving the quality and effectiveness of your teaching.'

Further reading

For how peer observation can bring about discussion of teaching see:
Blackwell, R. and Machin, M. (1996) Peer observation of teaching and staff development. *Higher Education Quarterly* 50(2): 156-171

On how peer observation can contribute to the enhancing the value of teaching see:
Gosling, D. (2005) Peer observation of teaching: implementing a peer observation of teaching scheme with five case studies. (London: Staff and Educational Development Association)

On how the opportunities for shared critical reflection within peer observation can lead to the challenging of assumptions about teaching see:
Peel, D. (2005) Peer observation as a transformatory tool? *Teaching in Higher Education* 10(4): 489-504

On how the benefits of peer observation accrue to the person doing the observing:
Tenenberg, J. (2016) Learning through observing peers in practice. *Studies in Higher Education* 41(4): 756-773

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The University of Edinburgh

Senate Learning and Teaching Committee

21 September 2016

Proposal to develop a Student Partnership Agreement

Executive Summary

This paper outlines the proposal to develop a Student Partnership Agreement.

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

The paper is relevant to the University's strategic theme of Outstanding Student Experience.

Action requested

The committee is asked to **approve** the proposal and make any comment on the proposed approach including working group membership

How will any action agreed be implemented and communicated?

A proposed timeline is included in the paper. We suggest a formal launch of the Student Partnership Agreement and copies of the agreement to be given to students on arrival at the start of academic year 2017/18.

The agreement would be published on the Edinburgh University Students' Association and the University website.

Resource / Risk / Compliance

1. Resource implications (including staffing)

No additional resource implications

2. Risk assessment

Risk associated with ineffective student engagement

3. Equality and Diversity

The paper itself is not subject to an Equality Impact Assessment. An Equality Impact Assessment of the student partnership agreement will be carried out by the working group.

4. Freedom of information

Open

Key words

Student partnership agreement, student engagement, Edinburgh University Students' Association

Originator of the paper

Patrick Garratt, Vice-President Academic Affairs, Edinburgh University Students' Association

Professor Tina Harrison, Assistant Principal Academic Standards and Quality Assurance,
Gillian Mackintosh, Academic Policy Officer, Academic Services

8 September 2016

Proposal to Develop a Student Partnership Agreement

What is a Student Partnership Agreement?

Student Partnership Agreements were first outlined in the Scottish Government's 2011 paper, *Putting Learners at the Centre – Delivering our Ambitions for Post-16 Education*, which, amongst many other things, proposed the development of a document setting out how students and their institutions interact.

Sparqs (Student Partnerships in Quality Scotland) subsequently published guidance in 2013 for the development of student partnership agreements for universities. A number of Scottish HEIs have since developed Student Partnership Agreements or are working towards their development.

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

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

Sparqs suggests that a Student Partnership Agreement covers two key areas:

- A. This is mainly descriptive in nature and outlines the ways in which students can engage with the University to bring about enhancements to the student experience. It can serve to remind students of the various engagement/feedback mechanisms in place and promote engagement.
- B. This is more practical in nature and focuses on a small set of agreed priority areas that the University and students will work together on over a specified period of time. The priority areas should be jointly agreed between the University and the student body and jointly signed off by the President of Edinburgh University Students' Association and the Principal.

Benefits of a Partnership Agreement

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

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

Why develop a Student Partnership Agreement now?

It is important to emphasise that we are not beginning from a standing start. The University has had a long and effective partnership with the Students' Association, which was commended in the recent Enhancement-led Institutional Review (ELIR 2015) conducted by the Quality Assurance Agency for Scotland.

Moreover, we were ahead of most Scottish HEIs in developing a joint Students' Association and University of Edinburgh Student Engagement Statement in 2013 that sets out our explicit commitment to working in partnership with our students and outlines the various ways in which students can engage with the University. This statement, that is updated annually, effectively addresses Part A of a Student Partnership Agreement outlined above. A Student Partnership Agreement would replace the current Student Engagement Statement.

Developing a Student Partnership Agreement at this point would allow us to build on our work to date in this area and agree with students a small number of priority areas to work together on, drawing on existing University and Students' Association priorities. It is envisaged that the priorities would very likely be an amplification of those contained within the Learning and Teaching Enhancement Strategy and Students' Association own priorities, rather than creating new initiatives, but will be those areas where close partnership working between staff and students is essential for enhancement to occur. Setting out the priorities in a Student Partnership Agreement can serve to make the commitment and the progress more visible and accessible to the wider student body.

Process for the development of a Student Partnership Agreement

A Student Partnership Agreement should be the result of discussion and agreement between the University and students. Ideally it should involve a process of consultation to engage a range of students and staff in its development.

We propose that consultation with staff and students occurs via existing processes and draws on the feedback from planned communication/consultation events due to take place over Semester 1 as part of the Senior Vice Principal's and the Principal's work in this area. Drawing on this, existing institutional priorities and the Students' Association priorities a draft Student Partnership Agreement will be produced for wider comment from staff and students.

The Student Partnership Agreement will be drafted by a small working group including the Students' Association VPAA Patrick Garratt, Gillian Mackintosh (Academic Services) and Assistant Principal Tina Harrison.

The process and timeline proposed is as follows:

September – October:	drawing on feedback from existing processes and planned communications/engagement events
16 November:	Initial draft to LTC for comment
December - January:	Development and circulation of draft for wider comment from students and staff
1 February:	Final draft to Senate for approval.

Implementation of the Student Partnership Agreement

We suggest a formal launch of the Student Partnership Agreement, and copies of the agreement to be given to students on arrival at the start of the academic year. We may wish to develop a webpage to provide updates on the progress over time.

The Student Partnership Agreement should be reviewed periodically. An ideal time would coincide with the appointment of new Students' Association sabbatical officers to review the document and priorities in time for the agreement to be circulated to students at the start of the academic year.

**Patrick Garratt, Tina Harrison, Gillian Mackintosh.
September 2016**

Further information:

[Edinburgh University Students' Association and University Student Engagement Statement](#) (pdf)

[Spargs' guidance on the development and implementation of a Student Partnership Agreement in universities](#) (pdf)

The University of Edinburgh

Senate Learning and Teaching Committee

21 September 2016

Report from Learning and Teaching Policy Group

Executive Summary

In November 2015, the Senate Committee Convenor's Forum was superseded by a Learning and Teaching Policy Group (LTPG) designed to integrate strategic leadership in L&T across the Senate Committees, the Colleges (via College L&T Deans), thematic areas of priority (via existing and new Vice and Assistant Principals), and key professional services. LTPG reports to the Senate Learning and Teaching Committee.

This paper updates the Committee on LTPG's 8 June and 25 August 2016 meetings.

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

LTPG's work supports the University strategic theme of Outstanding Student Experience.

Action requested

For information

How will any action agreed be implemented and communicated?

N/A

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
N/A
2. **Risk assessment**
N/A
3. **Equality and Diversity**
N/A
4. **Freedom of information**
Open

Originator of the paper

Tom Ward
Director of Academic Services

Report from Learning and Teaching Policy Group (LTPG)

Since the Senate Learning and Teaching (LTC) last met on 25 May 2016, LTPG has met twice: 8 June and 25 August 2016.

The main points from these meetings are set out below. Some of the issues discussed at LTPG are addressed in more detail elsewhere on LTC's agenda.

Main points

- National Student Survey – the Group contributed to plans for how the University should respond to the 2016 NSS results (the Committee will have an opportunity to discuss this elsewhere on the agenda);
- Teaching Excellence Framework – the Group discussed the development of the Framework, and activities underway in Scotland to explore possible options for an equivalent but different route to TEF accreditation for Scottish higher education institutions;
- People issues – the Group discussed progress on work to reward and recognise excellent teaching within HR processes, for example the extension of the criteria for the Readership role to allow promotions to the role on the basis of excellence in all dimensions of the academic role (rather than solely on personal distinction in research);
- Learning and Teaching Strategy – the Group has developed a revised University Learning and Teaching Strategy (the Committee will have an opportunity to discuss this elsewhere on the agenda);
- Service Excellence Programme – the Group has discussed progress and considered the potential implications for academic governance and management;
- Diversity in the curriculum, learning and teaching – the Group considered the positive activities underway and has suggested that the University makes an explicit commitment to this agenda within the University Learning and Teaching Strategy.

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The University of Edinburgh

Senatus Learning Teaching Committee Committee

21st September 2016

Edinburgh University Students' Association Priorities 2016-17

Brief description of the paper, including statement of relevance to the University's strategic plans and priorities where relevant

This paper seeks to provide an introduction to Edinburgh University Students' Association's new sabbatical officers and their priorities for 2016-17.

Action requested

This paper is for information

Resource implications

Does the paper have resource implications? No

Risk Assessment

Does the paper include a risk analysis? No

Equality and Diversity

Has due consideration been given to the equality impact of this paper? Yes

Freedom of information

Can this paper be included in open business? Yes

Any Other Relevant Information

Originators of the paper

Patrick Garratt, Students' Association Vice President Academic Affairs

The sabbatical officers elected for 2016-17 are:

Alec Edgecliffe-Johnson, Students' Association President

Patrick Garratt, Students' Association Vice President Academic Affairs (VPAA)

Jessica Husbands, Students' Association Vice President Societies & Activities (VPSA)

Jenna Kelly, Students' Association Vice President Services (VPS)

VPAA Objectives for 2016-17:

1. Breaking down student-teacher barriers

The aim is to increase provision of open platforms, through which students can have constructive input into both the content of their courses, and the assessment methods of these courses. All students should be able to take part in a pedagogical process that they feel adequately represents and accommodates for their needs, backgrounds and academic interests.

- Creating platforms for mid-semester feedback from students to staff, pertaining mainly to seminars, tutorials and laboratory sessions, and putting less weight on surveys, thus establishing a more conversational dialogue between students and staff. These platforms would serve to ensure that small but pertinent changes can be implemented during the semester, at which point students have more of a stake in their course.
- Working with all Schools to explore how students' curricula can be liberated, varying from changes to content in some disciplines, to further exploring the diversification of assessment methods and pedagogy in others
- Improving the functioning of the Class Rep system across all Schools, and putting greater weight on the role of School Conveners.
- Ensuring there is stronger transparency about the outcomes of staff-student liaison committees, and working with Schools to strengthen their communication with students.
- Continuing the Students' Association's promotion of co-curriculum.

2. Reducing the stress of studying and enhancing accessibility

The Students' Association will work with the University to ensure that the pastoral needs of students are met whilst they are studying, continuing the work of the previous sabbatical officers and the University on support for students suffering from mental health issues. We will also be putting particular weight on helping students who are on, or returning from, their year abroad.

- Working with the University to convince academics about the pedagogical benefits of lecture capture, and particularly making the case for the ways in which the recording of lectures assists the accessibility needs of students.
- Ensuring that students who are on a year abroad scheme are able to effectively communicate with their personal tutors, that they receive adequate pastoral support whilst they are at their host institution, and that they are provided with greater support upon their return to effectively bridge the gap between pre-Honours and Honours study.
- Working with the other sabbatical officers to prioritise the enhancement of support for students suffering with mental health issues.
- Ensuring that the Learning Adjustments outlined in the Accessible and Inclusive Learning Policy are consistently implemented and that Learning Profiles are consistently recognised and accommodated.
- Establishing stronger support networks both within the Students' Association and at the University to help students for whom English is not their first language.

3. Prioritising postgraduate representation with our Students' Association, and putting particular weight on supporting postgraduate tutors

The aim is to establish clearer channels of communication and representative structures for postgraduate research students across the University. We want to provide greater support for postgraduate tutors, whom the University relies heavily on for the learning experiences of pre-Honours students.

- Creating stronger bonds of community between both PGT and PGR students with our Students' Association
- Greater provision of course-specific training for postgraduate tutors.
- Ensuring that both postgraduate tutors' and students' expectations of contact time and support are met.
- Putting greater weight on the pastoral and mental health needs of PGR students
- Relieving the pressure upon PGR students who are forced to work in part-time jobs external to their employment with the University.

4. Ensuring students are aware of the government policies affecting Higher Education, and working with the University to tackle these changes

The aim is to articulate to students the overarching changes sweeping Higher Education across the UK, and also explaining the specific features of the Scottish context. We will also be working with student associations and unions across the UK to protect the rights of international students, and ensuring that students remain politically aware with wider government policies imposed on higher education institutions.

- Ensuring that students at the University of Edinburgh can have their voices heard whilst the Scottish HE sector looks to find a possible alternative to the Teaching Excellence Framework.

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- Promoting wider discussions amongst the student body about what constitutes 'teaching quality', particularly through the research of last year's Teaching Awards.
- Tackling the PREVENT agenda with the University.
- Working with NUS Scotland and the University to explore possible concessions following the cross-party steering groups' review into the reintroduction of the post-study work visa in Scotland.
- Working with the University to develop a recruitment strategy for students who enter the University of Edinburgh through articulation, and recognise a variety of Further Education qualifications.

The University of Edinburgh
Senate Learning and Teaching Committee
21 September 2016

Academic and Pastoral Support Policy Update

Executive Summary

This paper provides the Committee with an update on the actions taken to finalise the updates to the Academic and Pastoral Support Policy after it was discussed at the meeting on 25 May 2016. It also contains a short update on staff website developments relating to the Personal Tutor system.

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

The paper aligns with the University's Strategic Theme of 'Outstanding Student Experience'.

Action requested

The paper is presented to members for information.

How will any action agreed be implemented and communicated?

The fact that the Policy was being updated was highlighted in the Academic Services' annual update on regulations and policies and on the Academic Services' website. The updated Policy is available on the Academic Services' website and the University's staff website. The updated Policy will be noted at a Senior Tutor Network meeting.

Resource / Risk / Compliance

- 1. Resource implications (including staffing)**
The paper does not have resource implications.
- 2. Risk assessment**
The paper does not require a risk assessment.
- 3. Equality and Diversity**
An Equality Impact Assessment has been carried out.
- 4. Freedom of information**
The paper is **open**.

Key words

Personal Tutor System, academic, pastoral, support

Originator of the paper

Nichola Kett, Academic Services, 8 September 2016

Learning and Teaching Committee (LTC) meeting – May 2016

At its last meeting, LTC approved the revised Policy subject to minor amendments and further discussion about overall responsibility for the pastoral support of tutees. Committee members proposed that pastoral support should be within the Core Purpose for the Personal Tutor role, and charged the group that reviewed the Policy with discussing where overall responsibility for the pastoral support of tutees lies and updating the Policy accordingly.

The review group discussed the matter and agreed that that this should go into the Core Purpose for the Personal Tutor (PT) role.

With regards to PT's responsibilities for pastoral support, the previous Policy stated:

- Within Colleges and Schools, a key role in academic and pastoral support to undergraduate and taught postgraduate students is that of the Personal Tutor (PT), who will help the students who are their Personal Tutees to take an active partnership approach to their learning.
- (Within the limits of pastoral support section) While Personal Tutors and other academic and administrative staff have a responsibility for supporting students, they are not usually qualified to provide specialised pastoral care, nor expected to do so.

Therefore, the review group felt that this responsibility was being made more explicit rather than making any major change.

Human Resources (HR) was consulted during the review of the Policy and was consulted again once the above change was made to the Policy. HR recommended that the Unions be consulted and discussions took place over the summer, resulting in one minor change being made to the Core Purpose of Student as Tutee (clarifying that it is the student who is responsible for recording their reflections on their learning).

The final approved Policy is available at:

http://www.ed.ac.uk/files/atoms/files/academic_pastoral_support.pdf

Staff Website

The Personal Tutor and Student Support Team webpages on the University's staff website have been significantly developed. The structure has been changed to reflect key tasks identified by stakeholders and to support effective signposting to further information. Content on the academic procedures that were identified by stakeholders as being the most popular enquiries for Personal Tutor system tasks has been added. The contents of the updated Academic and Pastoral Support Policy have been used to populate expanded roles and responsibilities pages.

<http://www.ed.ac.uk/staff/supporting-students>

The University of Edinburgh
Senate Learning and Teaching Committee
21 September 2016

Leading Enhancement in Assessment and Feedback Update

Executive Summary

This paper provides the Committee with an update on the Leading Enhancement in Assessment and Feedback (LEAF) project.

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

The paper aligns with the University's Strategic Theme of 'Outstanding Student Experience'.

Action requested

The paper is presented to members for information.

How will any action agreed be implemented and communicated?

Reports are shared with College Deans of Learning and Teaching and themes are discussed at the Assessment and Feedback Enhancement Group and shared through the Directors of Teaching Network. Information from LEAF will also inform reports from the Assistant Principal to the Learning and Teaching Policy Group and Learning and Teaching Committee.

Resource / Risk / Compliance

1. Resource implications (including staffing)

The paper does not have resource implications.

2. Risk assessment

The paper does not require a risk assessment.

3. Equality and Diversity

Not required.

4. Freedom of information

The paper is **open**.

Key words

Assessment, feedback, LEAF

Originator of the paper

Professor Susan Rhind, Assistant Principal Assessment and Feedback, 9 September 2016

The Leading Enhancement in Assessment and Feedback (LEAF) project enables programme teams to capture the typical experience of feedback and assessment on their programme using TESTA (Transforming the Experience of Students through Assessment) methodology [<http://www.testa.ac.uk/index.php>]. TESTA is a reflective process, providing an overview of assessment and feedback on a programme, and facilitating reflection and discussion, whilst also identifying good practice. From its introduction in 2013/14, TESTA audits have now been carried out in 24 programmes in 10 schools across all three colleges. During this time the TESTA audit methodology has been continually enhanced and has been successfully used on a taught postgraduate programme (not something it was originally designed for).

With our drive to enhance feedback quality across the University, the LEAF project functions as an important tool to aid our understanding of issues at school level from both a student and staff perspective. The Enhancement-led Institutional Review (ELIR) highlighted the need to work with students at school level to understand the context specific challenges and the LEAF project provides an ideal vehicle to support this. Experience over recent years has shown that LEAF can be particularly useful if timed as part of curriculum review discussions or other reviews, notably Teaching Programme Reviews (TPR). The additional granularity and data adds to the evidence base which can subsequently be a powerful lever for change.

Themes

Although each programme that the LEAF project has worked with is unique and faces its own specific challenges there are nevertheless some common themes emerging. Considering the breadth of disciplines, there is no reason to think at this point in time that these features are unique to LEAF participant programmes. The themes identified so far are:

- Over-assessment and deadline log-jams. Deadline collisions seem common across a number of programmes. These seem to be causes of stress to a number of students and may also contribute to feedback arriving too late to be used in some cases.
- Consistency in assessment and teaching. Students all seem to be receiving some excellent teaching but, not always. There is a sense of 'assessment injustice' in some programmes: either inconsistency between markers or perceived inconsistency between students' understanding of learning goals and the way they are assessed.
- Agency / assessment literacy. There is a sense that sometimes students are not actually sure what is expected of them or that their expectations and those of their markers are different.
- Aligned authentic assessment. Although there are examples of innovative assessments, it would seem that exams often predominate, together with other 'traditional' assessment methods (e.g. essays, lab reports). This predominance often results in relatively few formative feedback opportunities.
- A sense of place and belonging. Students largely seem to value a personalised experience where they feel that they are respected / valued by academic staff and have a sense of their own place within a programme or discipline. Key to this is the opportunity for staff contact and dialogue.

As the LEAF project progresses, we are learning more about the experiences of Edinburgh students and the issues that affect them. Solutions that help LEAF programmes develop are likely to be adaptable to other programmes and can help develop support that is local and discipline-based and therefore more likely to have longer-term 'ownership' at programme and discipline level. Furthermore, both good practice that is identified and the solutions themselves can be shared to the benefit of the wider University community.

Outcomes and Follow Up

From session 2015/16, a team of Institute for Academic Development and Academic Services staff and the Assistant Principal (Assessment and Feedback) visit schools to present and discuss their report. School responses to LEAF findings will be followed up as part of ongoing discussions at school level on enhancing assessment and feedback practice. Reports will also be shared with College Deans of Learning and Teaching, and themes discussed at the Assessment and Feedback Enhancement Group and shared through the Directors of Teaching Network. Information from LEAF will also inform reports from the Assistant Principal to the Learning and Teaching Policy Group and Learning and Teaching Committee.

In addition, many of the themes identified highlight that the greatest potential to improve assessment and feedback may lie with programme and course redesign such that feedback provides students with genuine opportunities for feedforward into future events. As such, the Edinburgh Learning Design roadmap (ELDeR) service is being promoted as an ideal approach when designing or reviewing courses and programmes to ensure that assessment and feedback are considered from the earliest stages and not as an 'add-on'.

[<http://www.ed.ac.uk/information-services/learning-technology/supporting-learning-and-teaching/learning-design>]

Recommendations for 2016/17

Moving forward, we propose that the LEAF project continues, with ongoing methodological modifications as appropriate to gain most benefit from the process. We propose that it will run in parallel with further investigation of the National Student Survey qualitative data relevant to the programme in question.

In consultation with the College Deans of Learning and Teaching, the following is the proposed plan of work for session 2016/17:

- A maximum of 10 audits (the final total will depend on other work) and a number of programmes across three Colleges have been prioritised. The College Deans of Learning and Teaching will confirm programme participation.
- Explore the possibility of including an online distance learning programme.
- Explore mechanisms for capturing additional data on the staff experience in relation to learning and teaching which could be piloted within a couple of audits.
- Continue to explore the development of a self-service "LEAF light" resource.

Hazel Marzetti, Dr Neil Lent, Nichola Kett, Professor Susan Rhind
September 2016

The University of Edinburgh

Senate Learning and Teaching Committee

21 September 2016

EU Referendum result – Strategic Implications for Learning and Teaching

Executive Summary

This paper highlights some potential strategic implications for learning and teaching in the University of the recent EU referendum result.

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

This paper is designed to assist the University to support the delivery of an outstanding student experience.

Action requested

For information

How will any action agreed be implemented and communicated?

N / A

Resource / Risk / Compliance

1. Resource implications (including staffing)

N / A – The paper is not asking the Committee to approve a course of action.

2. Risk assessment

This paper highlights some potential risks to the University of the EU referendum result.

3. Equality and Diversity

N / A – The paper is not asking the Committee to approve a course of action.

4. Freedom of information

Open

Key words

EU, referendum

Originator of the paper

Tom Ward

Director of Academic Services

24 August 2016

EU Referendum result – Strategic Implications for Learning and Teaching

On 23 June 2016 the UK electorate voted in a national referendum to leave the European Union. There is no immediate, material change for the University's staff, students and EU-funded programmes. The University has established a website which addresses many of the issues for staff and students:

<http://www.ed.ac.uk/news/eu>

This paper provides an overview of the potential implications of the referendum vote for the University's learning and teaching. It focusses on the issues most directly relevant to the Senate Committees, rather than wider issues such as student recruitment and staff mobility.

Current EU and Erasmus students

As the University's website indicates, the immigration status and funding arrangements for students have not changed as a result of the vote:

<http://www.ed.ac.uk/news/eu/current-students>

Erasmus

Similarly, the University plans to participate in the Erasmus programme in 2016-17 and until further notice:

<http://www.ed.ac.uk/news/eu/applicants/erasmus-applicants>

It is not clear at this early stage what the impact of the recent vote will have on the UK's longer-term participation in the Erasmus Programme. Any changes to the University's participation in the Erasmus programme in the longer term may have particular implications for the University's programmes that involve compulsory study abroad.

Collaborative Programmes with institutions in EU member states

The University has agreements in place for a range of jointly-delivered PGT and PGR programmes with partners in EU member states. In principle, the status of these agreements would not change as a result of the UK's exit from the EU, although there could be potential issues for the operation of some agreements (for example, if there was any change in the immigration status of students).

Bologna Process and European Higher Education Area

The Bologna Process is designed to ensure comparability in the standards and quality of higher education qualifications between European Countries, and involves

the Qualifications Framework of the European Higher Education Area. The main focus of the Process is:

- the introduction of the three cycle system (bachelor /master /doctorate)
- strengthened quality assurance (eg the European Standards and Guidelines for Quality Assurance); and
- easier recognition of qualifications and periods of study (eg the European Qualifications Framework to assist in comparison between national qualifications, systems and levels).

The Bologna Process constitutes an intergovernmental agreement between both EU and non-EU countries and does not have the status of EU legislation. As such, exit from the UK would not have any necessary implications for the UK's participation in the Bologna Process.

Recognition of professional qualifications

The European Professional Qualifications Directives (EPQD) provide for the mutual recognition of professions across the trade area. It includes a system for automatic recognition of professional qualifications in certain professions, covering, among others, Medicine, Veterinary Science, Nursing, and Architecture. It is possible that the UK's exit from the EU could impact on the automatic recognition of professional qualifications from UK HEIs.

The Committee is invited to note this analysis of the potential implications of the referendum vote and to identify any other potential issue.

The University of Edinburgh

Senate Learning and Teaching Committee

21 September 2016

Knowledge Strategy Committee Report

Brief description of the paper, including a statement of relevance to the University's strategic plans and priorities

To update LTC on certain matters considered by the Knowledge Strategy Committee at its meeting on 3 June 2016.

Action requested

The Committee is invited to note the report – a separate paper regarding Senate membership of Knowledge Strategy Committee was submitted for approval to the September 2016 meeting of e-Senate.

Communication and Implementation

The approved Knowledge Strategy Committee minute will be published on the University website in due course.

Resource implications

Does the paper have resource implications? No

Risk Assessment

Does the paper include a risk analysis? N/A

Equality and Diversity

Has due consideration been given to the equality impact of this paper? N/A

Freedom of Information

Can this paper be included in open business?
Yes

Originator of the paper

Dr Lewis Allan
Head of Court Services
31 August 2016

KNOWLEDGE STRATEGY COMMITTEE REPORT

3 June 2016

1 Matters Arising

The Convener thanked Ms Imogen Wilson, EUSA Vice-President Academic Affairs and Professor Arthur Trew for their service to the Committee.

The Convener welcomed two observers to the meeting: Patrick Garratt, EUSA Vice-President Academic Affairs-elect, and Melissa Highton, Director of the Learning, Teaching and Web Services Division and Assistant Principal Online Education from 1 September, with the recommendation that Senate appoint Melissa Highton to fill the vacancy for a Senate member of the Committee.

[Secretary's note: a separate paper regarding the Senate membership of Knowledge Strategy Committee was submitted to the September 2016 meeting of e-Senate.]

2 Information Services Group (ISG) Strategy and Plan 2016-19

The Chief Information Officer and Librarian to the University presented an update on the ISG 10 Year Strategy and the ISG Plan 2016-19, submitted for consideration within the University's Planning Round. The Committee noted changes made to the final draft of the 2016-19 Plan to incorporate Digital Transformation activities within the Service Excellence Programme and a greater emphasis on the Lecture Capture project considered under Item 5 below. The Committee noted that the 2016-19 Planning Round will be finalised at the 20 June Court meeting and associated approval requests for expenditure on information services projects may follow over the summer period.

3 Lecture Capture – Proposed Project Summary

The Director of the Learning, Teaching and Web Services Division delivered an overview of options for installing a lecture capture system at the University. Members welcomed the proposals and noted the positive responses from students at universities that have installed lecture capture systems. It was noted that formal business case for the project will be developed building on the comments received, with a Project Board overseeing delivery.

4 Learning Analytics Initiative – Progress Report

The Chair in Learning, Analytics and Informatics updated the Committee on the Learning Analytics initiative involving online Masters courses and conducted in partnership with Civitas Learning. The Chief Information Officer commented that the University is at the forefront of research in Learning Analytics, with the Chair in Learning, Analytics and Informatics adding that the University is collaborating with the University of Michigan, worldwide leaders in the field. It was noted that a leadership role brings risks alongside benefits but risks will be managed carefully through involvement of interested students and ethics and privacy experts from the beginning of the project.

5 EvaSys Course Evaluation

An update on EvaSys Course Evaluation Roll-Out project, including the draft Course Evaluation Policy, was received. The intention to include all those involved in teaching

including those not solely employed by the University (e.g. NHS staff) was welcomed, with the importance of checking for any potential contractual barriers emphasised. The potential benefits for staff development and ensuring communication of this benefit was noted. It was suggested that the course evaluation form could provide an opportunity for students to comment on aspects of the course they found particularly valuable.

6 Digital Student Experience

The Director of Student Systems delivered a summary of a presentation produced by external consultants on the current digital student experience at the University and suggested improvements. The Committee welcomed the suggestions for improvement (e.g. avoiding 'navigation by acronym', providing a consistent experience across systems, user-first development of systems, improving digital communication to students) and noted that detailed recommendations for implementation will be submitted to a future meeting, following initial consideration by IT Committee.

7 Flexible PhD Working Group Report

The Assistant Principal Researcher Development presented the report of the Flexible PhD Working Group, established to examine changes required to allow for the provision of distance PhD study as part of the University's standard educational offering. Interest shown from online Masters students in progressing to online PhD study was noted and the potential for a wide range of PhDs, including laboratory-based PhDs to be offered by distance study (e.g. for academic staff without PhDs working in overseas universities with access to laboratories). Members commented on the importance of creating a single Edinburgh research experience for online and on-campus students, the potential to learn from the Open University and the expected start date of September 2017.

8 Computing Regulations

Revisions to the 20th edition of the University's Computing Regulations were approved. It was noted that IT Committee had examined the proposed revisions in detail and that the Audit & Risk Committee can be updated on the revisions relating to improving cyber security.