

Meeting of the Senatus Researcher Experience Committee
to be held on 4 March 2016 at 2.00 pm
in the Board Room, Evolution House, Edinburgh College of Art

A G E N D A

1. **Minutes of the previous meeting** Enclosed
2. **Matters Arising**
 - 2.1 Regulations review report (AM)
 - 2.2 What is an Edinburgh PhD – 7 April 2016
 - 2.3 ExEDE – Excellence in European Doctoral Education
 - 2.4 Careers in Research Online Survey (CROS) and Principal Investigators and Research Leaders Survey (PIRLS)
 - 2.5 Emerging Academic Fellowships REC 15/16 3A
 - 2.6 Space Enhancement Management Group meeting feedback
3. **Convener's Communications**
 - 3.1 REC attendance at CSPC – 18 March)
 - 3.2 PGR Board of Examiners – 17 February feedback)
 - 3.3 Special circumstances
 - 3.4 Coimbra Group
 - 3.5 Enhancement-Led Institutional Review (ELIR)

FOR DISCUSSION

4. **PPLS PG Tutoring Policy** REC 15/16 3B
5. **Task Group: Flexible PhD** REC 15/16 3C
6. **Postgraduate research student start dates**
7. **Code of Practice for Management of Research Staff** REC 15/16 3D
8. **Postgraduate Research Experience Project: PREP**
9. **Associated Institutions** REC 15/16 3E
- Closed

FOR INFORMATION

10. **Visiting Students/Non-Graduating Student policy**
11. **Knowledge Strategy Committee report** REC 15/16 3F
12. **Strategic Plan Consultation**
<https://www.wiki.ed.ac.uk/display/govstratplan/Strategic+Plan+2016-2021>
13. **Enhancement Themes update**
14. **Conference and event attendance/forthcoming events**
 - 13.1 Russell Special Interest Group
 - 13.2 Researchers 14
15. **Any other business**
16. **Date of next meeting:**
12 April 2016, Boardroom, Vets School

The University of Edinburgh

Senatus Researcher Experience Committee

4 March 2016

Emerging Academic Fellowships

Executive Summary

This paper was submitted to the June People Committee and sets out details of a proposal for an Emerging Academic Fellowship Scheme designed to provide development opportunities for early career academics. The People Committee was asked to review the content of this paper and support the recommendations in order that they can be taken forward for further consideration and approval.

Recommendation

3. The further exploration and development of the Edinburgh Emerging Academic Fellowship scheme, so that funding options can be investigated.

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

Aligns with the University's Strategic Goal of Excellence in Research and the REC Strategic Goal of enhancing the early career researcher experience and ensuring support for career development.

Action requested

For information

How will any action agreed be implemented and communicated?

Further action, implementation and communication will be taken forward by People Committee.

Resource / Risk / Compliance

1. Resource implications (including staffing)

See section 19.

2. Risk assessment

See section 20-21.

Equality and Diversity

See section 22

Freedom of information

Open

Originator of the paper

Professor Jane Norman

Vice-Principal People and Culture

8 June 2015



PEOPLE COMMITTEE

Emerging Academic Fellowship Scheme

Description of the Paper

1. The paper sets out details of a proposal for an Emerging Academic Fellowship Scheme designed to provide development opportunities for early career academics.

Action Requested

2. People Committee are asked to review the content of this paper and support the recommendations in order that they can be taken forward for further consideration and approval.

Recommendation

3. The further exploration and development of the Edinburgh Emerging Academic Fellowship scheme, so that funding options can be investigated.

Background and context

4. At its meeting on 21 October 2014 the People Committee considered a paper on a proposal to develop an “Edinburgh Emerging Academic Fellowship Scheme” to address the gap in provision of high quality development opportunities for early career academics at the immediate post PhD stage.

5. The benefits of such a scheme.

We anticipate that the Edinburgh Emerging Academic Fellowship Scheme would:

a. Provide training for individuals and a pipeline for the University of future career academics who have the broad range of skills that will be required in the 21st century. Recent evidence from Vitae shows the diversity in post-PhD careers: whilst 67.6% of social science PhDs worked in Higher Education 3 years after graduation, only 33.9% of physics and engineering PhDs stayed in the sector. Within HE, humanities and social science PhDs were far more likely to work in teaching or lecturing roles than in research roles; the proportions were reversed for physics and engineering PhDs.¹ This emphasizes the need for flexible post-doctoral training which provides opportunities for early career academics to develop a broad range of skills (including skills in teaching and knowledge exchange, in addition to their research expertise).

¹ <https://www.vitae.ac.uk/vitae-publications/reports/what-do-researchers-do-early-career-progression-2013.pdf>

b. Provide a cadre of academics who can contribute to teaching and improving the student experience.

c. Provide training in transferrable skills for those who ultimately work outside academia.

d. Provide a source of enduring human capital linking the University with industry & commerce, government and the third sector to facilitate research, education and innovation driving:

- increased Impact,
- diversified income sources,
- more strategic industry relationships (less transactional)

e. Mitigates against the University losing the best and brightest PhD graduates to other universities. Additionally, it ensures that Edinburgh remains at the forefront in terms of our ability to attract and develop future generations of PhD graduates for careers both within and outwith academia.

f. Could facilitate “higher risk” research, including interdisciplinary research which is increasingly important for innovation

g. Begin to address the “leaky pipeline” which disproportionately affects female academics.

Discussion

6. A small working group drawn from across the University met in February and again in June to consider how such scheme would work, what the objectives would be, potential sources of funding and the target audience for recruitment to the scheme. An outline of the proposed scheme is set out below:

7. The overall objective of the scheme will be to provide development opportunities for early career academics (within no more than 12 months of award of a PhD) to develop a set of proven academic capacities that will provide the strongest basis for a long-term career. Emphasis will be placed on the development of a wide range of academic skills including engagement with industry & commerce, government and the third sector which will become increasingly important to the University for REF2020 and beyond.

8. Participants will develop:

- Skills in, and novel approaches to teaching and student learning
- The ability to pursue high quality research in their chosen field, with a particular emphasis on interdisciplinary, translational and applied research.
- Skills in knowledge exchange
- Skills and experience in engaging with industry & commerce, government and the third sector
- Skills in leadership and management

9. On completion of the programme, participants will have developed a range of both academic and transferable skills making them well placed to pursue career

opportunities in industry and commerce and in the public and charitable sectors as well as in academia.

10. The key feature of the scheme is a portfolio of interconnecting activities, within which the Fellow will spend a varying proportion of his/her time (over a three year period) in each of the three core activities of research, teaching, and knowledge exchange.

11. The intersection of these activities is crucial to contributing to the University's vision of "research led teaching" and ensuring research with impact. Fellows will have the opportunity to strengthen their profiles in specific areas, for example in an industry secondment, according to the strategic needs of the University or the preference of the individual fellow². It is anticipated that the Fellow will develop leadership and management skills through pursuit of one or more of these activities.

12. The Scheme will be University wide, similar to the Chancellor's Fellowship scheme, and open to both external and internal applicants,

13. The plan is to recruit 30-40 applicants per annum on fixed term contracts for training and development for the duration of the three year programme.

14. Each participant on the programme will be assigned a minimum of one mentor for the duration of the programme. Mentors could be either internal or external to the University and should have specific expertise in one or more of the three core areas. Each Fellow will agree a personal development plan with his/her mentor, drawing on appropriate opportunities provided by IAD, ERI, D&A and other externally facing functions (as appropriate) within the University. As with the Chancellor's Fellow scheme, IAD will develop joint events to build peer support across the University, and to foster future inter-disciplinary networks.

15. Marketing and advertising of the scheme will be tailored to achieve and encourage a gender balance in applications and to encourage applications from minority ethnic groups.

16. In addition to evaluating applicants on the basis of their educational, research and knowledge exchange achievements and potential we will use best practice strategies to assess applicants' skills and aptitudes in areas such as innovation, collegiality and emotional intelligence. These could include on line tests, or written descriptions of the candidate's future career potential and aspiration, such as those used by SULSA in applications for their "Leader's programme".

17. A draft role description and person specification will be developed.

18. Sponsorship funding for the programme will be sought from external partners, including industrial & commercial partners as well as more traditional sources of fellowship funding, and from core funding for teaching. Some of the research councils are considering schemes for the development of early career academics,

² A bank of exemplars of individual programmes will be built up. An "Industry engagement" exemplar is already in advanced development by Kevin Collins

and might be interested in partnering with us in this area³ particularly if industry is also involved.

Resource Implications

19. The requirement for administrative management both at central and local levels, particularly given the developmental nature of the scheme and cross over with external organisations, is significant. It is likely that at least some of the funding to support the salary costs of individual recruited to the programme will need to come from the University's own internal resources even if we are successful in generating sponsorship funding from outside.

Risk Management

20. There is a risk that we will be unable to raise sufficient sponsorship funding to launch the scheme. Initial market testing will be planned and executed to minimise this risk.

21. Insufficient planning and/or on-going administrative resource to support the scheme and/or lack of commitment to the scheme from academic managers could lead to poor management of the scheme with consequent impact on participants experience resulting in the scheme not achieving its objectives and reputational damage to the University. Given the involvement of external stakeholders, including industry & commerce, we should not launch the scheme if there is a lack of support at all levels. Given the wider benefits to the University, we perceive that this risk should be viewed as low. However, it is proposed that this risk could be mitigated by launching the scheme as a limited "pilot" in the first instance.

Equality & Diversity

22. Specific steps will be taken to encourage a gender balance in applications to the scheme and to encourage applications from minority ethnic groups. One of the aims of the scheme will be to address the "leaky pipeline" in academic progression which disproportionately affects women.

Next Steps

23.

- Agreement about the key features of the scheme – the core components, the intersection of these components, and the developmental (for the individual) nature of the scheme. (People Committee and PRC)
- Generation of a job description (UHRS)
- Further development of specific exemplars to pursue specific funding schemes (eg industry engagement- KC, JEN, JS)
- Planning & market testing of external sponsorship (KC, JEN, others depending upon College)

Consultation

24. This paper has been developed in consultation with the working group which includes academic representatives from all three colleges, as well as Assistant Principal Researcher Development, Vice-Principal Learning & Teaching and representatives from IAD and UHRS.

³ Catherine Elliot, personal communication

Further Information

25.

Author and Presenter

Professor Jane Norman

Vice-Principal People and Culture

8 June 2015

Freedom of Information

26. This paper is open.

REC: 04.03.16

H/02/26/02

REC 15/16 3B

The University of Edinburgh

Senatus Researcher Experience Committee

04 March 2016

School of Philosophy, Psychology and Language Sciences (PPLS) Procedures for Appointing, Training and Supporting Tutors: 2015-16

Executive Summary

An outline of the procedures that have been developed that set out the PPLS approach to engaging and supporting Post Graduate Research (PGR) Tutors. Reference is made throughout the paper to the University of Edinburgh Enhancing Employment programme which underpins the engagement practices noted in these procedures.

The key aims of the procedures are to improve, develop and maintain the experience of PGR tutoring, deliver consistency of practice and for PGR tutors to be fully integrated as PPLS staff.

Accompanying the paper are the PPLS Guidance Handbooks for Tutors that underpin the PPLS procedures and gives essential supplementary information and guidance.

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

The '*PPLS Procedure for Tutors*' is explicitly to enhance the Student Experience of PPLS PGR students, who are also tutors, and to enhance their personal and career development.

Action requested

For discussion / information

How will any action agreed be implemented and communicated?

Following further consultation with relevant stakeholders during session 2015-16, these procedures will be revised and or amended during 2015-16, with revised policy being approved by the PPLS School Management Committee. PGR tutors will be inherently involved, in the review, along with academic and other PPLS staff. Any changes to the *Procedures* will be communicated to tutors and to other staff with the policy made available in hard copy and on the PPLS website.

Resource / Risk / Compliance

1. Resource implications (including staffing)

None

2. Risk assessment

None

Equality and Diversity

No major equality impacts

Freedom of information

Open

Key words

Improve, maintain, and develop; Student Experience; Consistency of Practice

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Date Effective: 16.09.15
Date for Review: 31.08.16

University of Edinburgh- School of Philosophy, Psychology and Language Sciences

Procedures for Appointing, Training and Supporting Tutors: 2015-16

1. Introduction

- 1.1 These procedures have been developed following approval of the School Management Committee (SMC) of the School of Philosophy, Psychology and Language Sciences (PPLS), on 16th September, 2015.
- 1.2 These procedures set out the PPLS approach to engaging and supporting Tutors, and have been developed in consultation with the Head of School, Heads of Subject Area, Director of Professional Services, Postgraduate Director, postgraduate research students (focus group) and Subject Tutor Representatives.
- 1.3 Reference is made throughout to the University of Edinburgh Enhancing Employment programme which underpins the engagement practices noted in these procedures.¹
- 1.4 Following further consultation with relevant stakeholders during session 2015-16, these procedures will be revised and or amended during 2015-16, with revised policy being approved by SMC.

2. Appointing

- 2.1 All current PPLS PhD students should have the opportunity to be considered for Tutoring responsibilities as part of the career development opportunities offered to all PhD students.
- 2.2 The School will issue a call for expressions of interest to current/prospective Tutors in the form of an annual call to all PhD students.
- 2.3 The relevant job description for the Tutor work will be included in the invitation to apply, and will be based upon the generic job description for Tutors (see appendix) and commensurate with Grade 6 academic role descriptor.²
- 2.4 The application process will normally be overseen by the relevant Head of Subject (or delegate) and a relevant member of the professional services team. Those involved in the recruitment and selection process would normally be expected to have completed the relevant recruitment training.
- 2.5 Heads of Subject (or delegate) are responsible for ensuring that all selection decisions are notified to their appropriate administrator in order for the appointment process to be completed within specific deadlines.
- 2.6 Throughout the appointing process a balance will be sought by the Head of Subject (or delegate) in relation to increasing Tutoring opportunities, whilst ensuring a maintenance of delivery quality. The recruitment process will therefore be informed by background/experience alongside consideration of academic progress for current UoE PGR students.
- 2.7 The University has recently committed to engaging Tutors on Guaranteed Hours Contracts. Therefore, the School must aim to reasonably predict the amount of hours expected of Tutors and to provide a reasonable level of clarity in relation to working patterns. Following the recruitment process outlined in 2.6, Tutors will be issued with a contract which outlines the number of guaranteed hours to be worked for the upcoming session, prior to the commencement of duties. This represents a reasonable estimate of the minimum hours to be guaranteed.

¹ <https://www.projects.ed.ac.uk/project/hrs084/brief-0>

² <http://www.docs.csg.ed.ac.uk/HumanResources/Grade-Profiles.pdf>

- 2.8 The engagement of Tutors will be expected to cease upon the completion of their studies at the University of Edinburgh.
- 2.9 University of Edinburgh policy is that staff on fixed term contracts are not treated less favorably as those on open ended contracts. Terms and conditions of employment are standard. The Policy on the Use of Fixed Term Contracts provides an outline of the current UoE policy.³
- 2.10 Payment for Tutor related work will be based on hours worked and in accordance with the Payment Table. This will also be outlined in the contracts circulated to Tutors. Hourly rates are subject to annual inflation and are outlined within the relevant contract.

This table includes tutoring, preparation, development and marking work. All relevant work should be included, as far as is possible to predict, when determining the total number of contractual hours. Any hours worked in addition to contractual hours would be paid via timesheet submission, although this is not encouraged as regular practice and will only be used in exceptional circumstances.

Payment Table

Activity	Rate of Pay per hour
Demonstrating	Single
Tutoring	Double (inclusive of preparation time)
Lecturing	Double (inclusive of preparation; see below)
Other (e.g. approved meetings, training)	Single
Marking	Scripts per hour
Philosophy and Linguistics and English Language	3; standard rate across all teaching levels
Psychology	
Year 1: Essays	3
	5
Year 1: Essay Plans	
Year 2: Draft Reports	2
	1
Year 2: Final Reports	
Year 3: Coursework	1 (20 mins per student for S1 and 40 minutes per student for S2 equates to 1 hour per student in a group).

Some Tutors will undertake other activities such as ad-hoc lecturing in a development capacity. Where appropriate, experienced Tutors may also undertake more regular lecturing duties. This will be remunerated under the standard lecturer job description (Grade 7).

- 2.11 Where Tutors are required to attend other formal meetings as part of the Subject's teaching provision (i.e. Exam Boards, Staff Student Liaison Committees etc.) they should be paid at the standard hourly rate for Tutoring.
- 2.12 It is expected that Tutors would not normally be allocated a workload that exceeds 6 hour per week on average, in line with RCUK guidelines.

3 Guidance and Support

- 3.1 Tutors will receive written guidance together with an account of their duties in the form of a Tutor Handbook, provided by the School in advance of the start of semester. The Tutor Handbook will clearly state the expectations of Tutors.

³ http://www.docs.csg.ed.ac.uk/HumanResources/Policies/Fixed_Term_Contracts-Policy_on_The_Use_of.pdf

- 3.2 All Tutors will be made aware of their direct line manager (Head of Subject Area). The line manager will be responsible for, and act as first point of contact in relation to wider employee pastoral issues such as health and well-being, sickness absence etc. Issues arising should then be reported through the normal line management procedures within the School.
- 3.3 All new Tutors will be reviewed in the class room in their first year through peer observation. This will involve an experienced member of staff, normally the Course Organiser, observing their class and providing written feedback. Tutors should also be given the opportunity to sit in and observe on other classes. It is the responsibility of the Course Organiser within each Subject to organize this activity.

A consolidated short report on this observation will be circulated to the Subject Teaching Director (or equivalent), who will consider any pertinent issues relating to delivery and or further mentoring support for individual tutors.

At the end of each semester, Postgraduate Advisors will be provided with a summary of the total numbers of hours worked by each Tutor. This will allow for a holistic approach to be developed in relation to those Tutors who deliver multiple course teaching, and also in relation to teaching and academic progression concerns.

As part of the ongoing PGR supervision process, supervisors are encouraged to discuss and review the students' current employment commitments in relation to their post as Tutor to ensure a level of pastoral care in relation to academic progression.

- 3.4 Marking completed by Tutors should be monitored by a member of the academic staff through a variety of potential means. A mandatory moderation of between 5-10% of the marking of Tutors in their first year will be implemented. The marking of more experienced Tutors will thereafter follow the standard quality assurance process within the School.
- 3.5 Course Organisers and Tutors are encouraged and expected to engage in regular feedback sessions on an informal basis. As part of the process for mentoring Tutors, a formal meeting will be recorded at the end of each teaching semester. This discussion will be informed by the information gathered in relation to 3.3 and 3.4 and forms part of the development process for Tutors.
- 3.6 All Tutors must attend the Welcome Event for PPLS Tutors, normally held in the first week of term. New Tutors are also encouraged to attend the [IAD training sessions](#) for new Tutors in their first year. Attendance at each will be remunerated per 2.10.



THE UNIVERSITY *of* EDINBURGH
School of Philosophy, Psychology
and Language Sciences

PPLS TUTORING STAFF HANDBOOK

2015 -2016



GLOSSARY OF TERMS

CHSS	College of Humanities and Social Sciences	PG	Postgraduate
CO	Course Organiser	PPLS	School of Philosophy, Psychology & Language Sciences
CS	Course Secretary	PT	Personal Tutor
DSB	Dugald Stewart Building	SSOs	Student Support Officers
IAD	Institute of Academic Development	TO	Teaching Office
IS	Information Services	UG	Undergraduate
ILW	Innovative Learning Week	UKBA	UK Border Agency
LEL	Linguistics and English Language	VUG	Visiting Undergraduate

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A. TUTORIAL TEACHING IN CONTEXT

Tutorials are an integral part of the teaching and learning offered in PPLS. Most tutors will teach first and second-year courses. The tutorials take place alongside lectures, independent library reading, exams & assignments and related research work. The tutorials have several aims; they:

- Provide a space for students to develop oral and writing skills through class discussion, presentations, and essay writing, particularly developing skills in the construction and presentation of academic arguments.
- Introduce students to working in groups in a secure but critical and stimulating learning environment.
- Support students in getting to know how to use the library and other University resources to their advantage.

1. Information about First/Second Year Courses

- Run for 11 weeks, with three lectures per week. However, please note that there are variations in this from subject to subject and you need to check with your Course Organiser (CO) for clarification for your course. For each class contact hour, additional work is required for preparation, essay marking and administrative duties (e.g. recording attendance)
- Have Week 6 of Semester 2 as Innovative Learning Week; normal teaching is suspended
- Have ten tutorials per course; these typically begin in week 2/3
- Have a Course Handbook, available on LEARN
- The day, place, and time of the tutorials you teach will be determined by your CO and the Teaching Office (TO). You will be informed of these by the appropriate CS via email and will also provide tutors with lists of the students in your tutorials by the end of week 3
- Provisional room bookings have to be made 6 months in advance, based on best guess estimates of student numbers. Final arrangements may be subject to change in Welcome Week as student numbers and rooms are often not confirmed until this time, therefore it is not usually possible to request a room change.
- Most subject areas require each student to do an oral presentation in the group. At the first meeting, assign one week when each student must deliver an oral presentation based on the week's readings. Explain to the students what you expect from a good presentation. For example, critical analysis rather than description and paraphrasing of sources, formulating 2-3 key questions to stimulate discussion and incorporating illustrations/references to current events and media stories
- Tutorial preparation and participation is compulsory and tutors must make this explicit to students (see Appendix I: *Tutor Guidelines for Monitoring Student Attendance* p 12)
- Usually one essay/semester for each course is required

B. STUDENTS IN PPLS

1. Prior Educational Background

The mixture and diversity of age, educational background, types of previous learning and experiences, of students in PPLS, can be wide. Therefore, as a result, some students can be more reserved and inexperienced, while others tend to be more vocal, self-confident and mature.

There is much cultural and linguistic diversity amongst our students. There may also be significant differences amongst students in a tutorial group in terms of prior educational background, which may affect, additionally, the learning dynamics of the group.

In the classroom, the role of the tutor is therefore crucial in enabling a healthy balance in discussion and learning, through appreciating different kinds of student background, and different levels of motivation, attainment, and ability and willingness to contribute to the group learning process.

For example:

- Many students will have come to University straight from school
- There may be overseas students spending a year at Edinburgh as part of a degree programme based elsewhere
- 'Mature' students of all ages and backgrounds may be present; they come in to the University, through various routes but mainly from Access courses, usually a yearlong full-time course that prepares a student for Higher Education
- Some students will have taken a gap year between school and entering University, therefore, may be a little more mature and confident

2. Course of Study

Students in PPLS will be enrolled in a variety of degree programmes. The Scottish degree system requires students to study three courses per semester for each of their first two undergraduate years. If they complete this level successfully, they progress to the MA Honours programme in their chosen subject for another two years. If not, students may be able to transfer to a three-year Ordinary Degree, the BA in Humanities.

- Many of your students intend to progress to MA Honours in a subject in PPLS
- Other students are following the BA Humanities with one of the PPLS subjects as their 'lead' subject
- A third group could be intending to pursue a joint Honours programme with a School outside PPLS, such as the MA French and English Language or MA Sociology and Psychology
- Another group could be taking your course as their 'outside' subject on a Degree Programme out with their own subject in PPLS or from another School
- Additionally, we also have 'visiting' undergraduate students from Europe and North America on exchange programmes who usually have already completed some degree study elsewhere

Students in your tutorial group will therefore be matriculated on different degree programmes, although most will be on one of the degrees 'owned' by PPLS.

C. TEACHING TUTORIALS

Active Learning

A tutorial provides a good space for students to:

- Read more *around* the subject
- Develop confidence to think and argue critically for themselves about topics, issues, theories and methods they feel passionate about within the course
- Investigate ideas and relate them to wider contexts
- Be encouraged to air different academic views in a secure environment
- Feel they have something worthwhile to contribute, and not be dissuaded from expressing their views in a proper academic manner

- Importantly, tutors should reinforce to students that it is in their interest that they come to tutorials prepared

For this to be achieved, students will need to participate actively in these classes. One of the principle aims is to promote students' active participation in tutorials and for example, in Psychology, this is reflected in assessing students for their active participation in tutorials by assigning them tutorial contribution marks.

The tutor's role, therefore, is not to regurgitate the lecture material, which students have already heard, nor simply to re-read the tutorial texts. Rather, it is to create a forum where students can discuss the course material in an informed and critical manner, and can understand the reason for, and value of, working in this way. You may find that it is difficult at the beginning of a course, particularly in first year, for some students to articulate their views and arguments confidently.

The danger, consequently, is that the tutor compensates for the resulting long silences that occur in the group by turning the tutorial into a mini-lecture, where the centre of attention is you, the tutor, rather than the students' contributions. Your aim as tutor should be to steer the tutorial towards a student-centred learning experience by establishing a positive, interactive environment in which students feel confident enough to express their views without being concerned that they will be dismissed or humiliated.

A successful tutorial, therefore, is one which enables the students to feel:

- That the discussion covers topics which the students recognise from their own learning and find interesting and worthwhile
- That they are in a safe environment to contribute their ideas
- Encouraged to believe they are all capable of contributing something worthwhile
- That the tutorial is a chance to learn from each other
- That all students will be encouraged to express their views and arguments in a critical and reflective manner and interact with their peers on these ideas

Not all students will have this view of tutorials, for example, some students will think they are at University to be 'taught' and should not have to be proactive. Therefore, it is vital to make the tutorial goals explicit to your students and point to *their* responsibilities in contributing to the tutorial effectively by advance preparation and participation.

Preparing For Your Teaching

Your chief responsibility is leading, managing and facilitating tutorials. There are certain points to bear in mind that will make your role easier. Adequate preparation at the start of the course, and on a regular basis through the semester, is essential. For new tutors, at the beginning of the semester, preparation can require over an hour; working out plans for running each tutorial on top of revising some of the course material as well as experimenting with different group dynamics, and how you work best in a tutorial environment. Once you are more comfortable and confident, you will find that tutorial preparation becomes less time-consuming.

What kind of preparation is entailed?

- There is an expanded reading list for each tutorial, with items usually reserved in the Main Library in George Square for Philosophy and LEL. Philosophy and LEL tutors are encouraged to familiarise themselves with this expanded reading list. Psychology has its own library in 7 George Square; this also contains books on Philosophy and LEL
- It is useful to skim through lecture notes and other materials on the LEARN site. These provide a helpful summation of what the lecturer has covered, and how this complements the

tutorial readings. It can be helpful for the tutorial group to relate the lecture content to the tutorial readings, as well as to emerging items of discussion in the group

- If you are unsure of the topic for the tutorials, or you need a little revision, tutors are welcome to 'sit in' on lectures (as a courtesy please notify the lecturer), although you are not required to do so. Alternatively discuss the tutorial topics with the CO or your fellow more experienced tutors.

It is important to understand that tutors are *not necessarily subject experts* nor are you required to master every text on the reading list, or be prepared to come up with the 'right' answers to students' questions. As explained above, your role is to act as a moderator, rather than a lecturer. Your preparation should focus as much on 'how' learning happens as on 'what' is learned

D. ADMINISTRATION

As part of your tutoring, important administrative tasks are required:

- The official medium of communication within the University is email so staff and students must check their account regularly. Email is one useful way of keeping in touch with your students so please reinforce this to students.
- Informing the TO of any student absences
- Passing attendance records and grades promptly to the TO or Teaching Co-ordinators if Psychology
- Monitoring students' preparation, participation and presentation in tutorials. Different courses use different tutorial assessment rubrics, so check the Course Handbook
- Marking essays to an agreed timescale and keeping your mark sheet up to date
- Informing the CO regarding students who have particular difficulties in understanding course material

1. Monitoring Student Attendance and Reporting Absences

This one of the most critical/important administrative task for tutors. Recent UK Border Agency (UKBA) regulations require the University, by law, to monitor student attendance for all Tier 4 Visa overseas students so attendance monitoring by tutors is essential. It is vital that a register should be taken at each tutorial/tutorial attendance confirmed on EUCLID.

For detailed and specific procedures required of tutors guidance on confirming attendance and what you should do if a student does not attend see Appendix I: *Tutor Guidelines for Monitoring Student Attendance* (p 12).

- Your Tutorial class lists will be available via LEARN and also the EUCLID Monitoring Student Attendance portal at <http://edin.ac/1MV1o0o> This list can undergo changes, as some students drop or change classes, so expect some minor changes to the group. Make a note of any additions and inform the CS/Teaching Office
- Keep paper registers/copies of tutorial monitoring/student attendance
- Attendance in tutorials is especially critical where courses award marks/penalties for tutorials. Please check with COs/ Course Handbooks about the marks/penalties involved for your course

2. Course Evaluation

At the end of each course students are asked to complete an on-line course evaluation which allows them to comment on the course, raise concerns and make suggestions for improvements. You should leave 10 minutes at the end of the final tutorial for students to complete the survey in class if they have mobile devices and encourage those who do not to complete the evaluation as soon as possible. Students are asked to comment on their tutors in these evaluation sand the CO should discuss the student feedback with tutors.

Staff-Student Liaison Committees

A staff-student liaison committee meeting is held once per semester by each subject. This is the main forum for students to discuss all issues related to courses in that subject area. It seeks to remedy potential glitches, and fine-tune course presentation overall. Minutes of these meetings are posted on the subject web-sites and it is useful to look at these to keep informed of student's perception of teaching/courses.

http://www.ppls.ed.ac.uk/students/undergraduate/student_community/academic_support.php

E. MARKING AND PROVIDING FEEDBACK ON STUDENT'S' WORK

1. Marking Students' Assignments

PPLS does not follow a common assessment regime across all courses so different courses require different types of course handbooks for more detailed information on which procedures to follow. Generally, however, undergraduate course assessment has two main components:

In-course assessment:

This involves some combination of preparation, participation and presentation in tutorials, and an essay. PPLS follows the University of Edinburgh Common Marking Scale. However please note that the marking scale is used in different ways in each PPLS subject which is of particular note for those students taking courses in other PPLS subjects than their own. The CO/Teaching Co-ordinators will give guidance and the marking scheme is printed in all Course Handbooks, and also on LEARN.

Exams:

Tutors may be asked to mark pre-honours exams. Tutors do not usually mark exam scripts for honours courses (year 3 & 4).

Officially there is no university rule against markers writing comments directly on exam scripts or essays. However, as feedback sheets are provided, it is essential that feedback is provided on the feedback sheets. That said, it is important for students to get good feedback so writing on the mid-term essay (which they actually get back) is encouraged.

Marking student essays, and assessing their tutorial participation, are vital tutor roles. The tasks can be time consuming for first time tutors, as well as potentially stressful, because coursework can be an object of student anxiety. However, COs routinely monitor and moderate, as necessary, tutors' marks and comments and also examine the spread of marks across the course as a whole (since most courses have multiple tutors). This 'final check' should give reassurance that you are marking on the right lines.

It is also helpful to compare the marks you have given for your tutorial group with those of the other groups in the course, before you submit your mark-sheets and essays to the CO (Teaching Co-ordinators in Psychology) for moderation: this helps to spot, early on, any strong variations in grades awarded across the course. COs should give you simple feedback on your grading and comments at the end of the course, which will help you gain confidence and make any adjustments.

Always make sure you have the marking scale to hand when you are marking especially if you are new to marking. There may also be some monitoring of different tutors marking practices by the CO to make ensure that the marking scheme is being followed by all and to provide further reassurance that there is consistency between all markers.

Remember, it is NOT impossible for students, even first years, to get an 85 or above for an essay (although this would be exceptionally rare) – use the whole range of marks available.

2. Providing Feedback on Students' Work

The amount of written feedback given by different tutors varies, but you cannot expect students to improve with little or no feedback. The cover sheets used for marking are different for each course and are available from the TO. The University has recently reviewed its feedback policy and Course Handbooks will reflect the changes.

There are many forms of feedback/feedforward. Feedback could be in the form of an essay, a draft write-up, student-generated or peer feedback, small group discussions or quizzes within classes etc. Feedforward might include a discussion of how to write an essay, or prepare for an exam.

We strongly encourage you to use all forms of feedback. The policy and helpful guidance on feedback can be seen at <http://www.enhancingfeedback.ed.ac.uk/index.htm>

3. Academic Misconduct

Predominately this refers to plagiarism. As well as giving tips on writing, you will also need to remind students of what exactly counts as plagiarism. There will be a section of the Course Handbook on plagiarism, but spend some time on going through it. Most essays will contain some similar material (e.g. references), but scrutinise the 'higher scoring' essays. If you suspect plagiarism contact the CO – do not deal with the matter yourself nor liaise directly with the PPLS Academic Misconduct Officer.

Generally

- Plagiarism is defined as the act of including material produced by others in your own work and for your own benefit, without clear acknowledgement of the source
- Plagiarism is a serious offence against University discipline
- A first offence in a pre-Honours course is dealt with within the School by the School Academic Misconduct Officer. Serial plagiarism, and a first offence in an Honours course, is dealt with by the College Academic Misconduct Officer
- There is further information on plagiarism in the Course Handbook, and additionally follow the link below to get a sense of how the University views these matters
<http://www.ed.ac.uk/academic-services/staff/discipline/plagiarism>

All written assignments are processed through plagiarism-detecting software (TURNITIN). Make sure you are enrolled in it as an instructor (except psychology); ask your CO if you are not sure.

When students submit their essays electronically, they are automatically loaded into TURNITIN. It will compare the content of individual essays to any content available online, and to other essays

4. Essay Submission/Marking Procedure

Students need to be reminded that there are significant penalties that are incurred with late submissions – details are in the Course Handbooks.

Tutors cannot grant extensions for written work. Remind students of the due date for the essay and encourage early preparation in case deadlines for other courses clash with yours.

Additionally make students aware that they *must* submit their essays online as well as by printed copy in the appropriate Essay Box.

The procedure for essay marking is as follows:

- You receive the essays, mark them, record the marks on a mark-sheet, and return the marked essays with the mark-sheet to the TO/Teaching Co-ordinators for moderation
- Once moderation has taken place the CO will discuss with you any adjustments made to your marks
- Students will be informed by the CS via email when the finalised, marked essays are ready for collection from the TO
- Please be prompt in collecting, marking and returning essays. The School aims to have essays marked by tutors and moderated within 21 days at maximum (the College recommendation). You have an important role in making this happen

F. STUDENTS' SUPPORT AND PASTORAL CARE

As tutors you are often the most frequent and immediate point of contact for 1st and 2nd year undergraduate students. You are therefore likely to be the first person to notice problems. It is extremely important that you do not ignore these and that you refer them on appropriately. Here are some guidelines on how to handle specific situations:

Non – native English speaking students; there have been some concerns about some non-native English speakers participating less in tutorials and performing poorly on essays and exams, in part because their writing is very difficult to understand. Generally, such students should *not* be given allowances for poor grammar or incomprehensible sentence structure and should be marked accordingly. Additionally

- Allow some time before or after the class to meet briefly with the student
- Consider ways of encouraging the student to seek academic support from fellow classmates (discussing lecture notes, forming reading groups, etc.)
- If you feel the matter needs more attention, ask them to consult the CO/Teaching Co-ordinators/PT (but respect students' confidentiality, if they request it - for guidance on this please see Appendix VI *University of Edinburgh Confidentiality Agreement*)
- direct them to the following university resources:

<http://www.ed.ac.uk/studying/international/english/language-support/overview>
http://www.drps.ed.ac.uk/12-13/dpt/cx_sb_enai.htm

Most of the help offered through the University will be during term/semester time – out with this period there are other language courses see:

<http://www.ed.ac.uk/schools-departments/english-language-teaching/courses/academic-purposes>
<http://www.ed.ac.uk/schools-departments/english-language-teaching/home>

- Students with personal problems. Always refer the student to the Student Support Officers (SSOs). Please copy any emails, related to particular students, to the CS so that complete records are kept for future reference. This procedure is important because the problem could be serious and tutors should not become involved; there are specialised student support services in the University and the SSOs can initiate the necessary referrals

- Supporting students with disabilities (for example, dyslexia). The University has a responsibility under the Disability and Discrimination Act to offer assistance to these students. The CS /TO will make it known to tutors if there are specific issues regarding

students' disabilities by forwarding information sent by the SSOs and Co-ordinators of Adjustments.

- See the University Student Disability Service website for helpful information about University policy on disabilities, and for other helpful resources related to student welfare:
<http://www.ed.ac.uk/schools-departments/student-disability-service>
- Tutors should note that students with 'specific learning difficulties', should incur no penalties for poor spelling, grammar, and punctuation, unless these are being directly assessed and are core to an understanding of the course. Please consult your CO for guidance

D. JOB SUPPORT

1. School Based Induction and Training

Tutor training occurs before the start of the first semester with the PPLS tutor's welcome event. This offers practical information on being a tutor in PPLS and will introduce you to key people within the School. There will then be further seminars throughout the academic year; details will be given at the welcome event, by email and on the tutor's webpage at http://www.ppls.ed.ac.uk/staff/tutoring_staff.php Each subject area has additional support and you will be notified of these by email.

2. Peer Support

Each subject area has a tutor representative who has volunteered to act as a central point of contact for any concerns or comments. The reps meet with key staff in the school on a regular basis.

As well as meeting each other at the PPLS seminars, other tutors can be approached informally or you may wish to organise a working lunch once a semester with tutors in your subject area; bulk emailing lists can be provided by the TO.

3. Central University Support for Tutors

Code of Practice

The University has a *Code of Practice on Tutoring and Demonstrating*, which can be accessed through this link:

<http://www.docs.sasg.ed.ac.uk/AcademicServices/Codes/CoPTutoringDemonstrating.PDF>

This Code of Practice is designed to ensure that tutors and their Schools have a clear understanding of what is involved in taking on teaching responsibilities. The Code includes some 'General Principles' and also more detailed sections specifically relevant to Tutoring.
The Institute of Academic Development

The Institute for Academic Development (IAD) offers on-line support to tutors and holds training workshops. There are courses and materials for new, or relatively new tutors (places on these courses are very limited), as well as courses and materials for more experienced tutors who are interested in developing their teaching to more enhanced levels.

Details can be seen at <http://edin.ac/17pQ7ir> The IAD also maintains a set of online 'Resources for Tutors and Demonstrators' in LEARN which will be visible alongside your course LEARN materials. You are enrolled automatically on LEARN for your course and if you cannot see this link then contact the appropriate CS.

APPENDIX I: TUTOR GUIDELINES FOR MONITORING PPLS STUDENT ATTENDANCE

These guidelines are for all tutors involved in teaching delivery of PPLS courses. Attendance monitoring is important as it can be the first indication that a student may be struggling with their studies. Students are encouraged to contact either yourself or the TO (or SSOs) if they cannot attend a tutorial, and it is reasonable for you as tutors to contact a student if they miss one.

One missed tutorial is not usually of any concern and the student appears as normal the next week. However, two missed tutorials particularly over two weeks could be the first sign of a problem emerging. The details below explain how we would like you to report to us two or more uninterrupted absences:

If a student has not attended on two consecutive weeks, please send this email to the student and cc the relevant Course Secretary:

"I note that you have failed to attend the last two weeks of tutorials. Please remember that tutorial attendance is obligatory and is an important part of tuition that can't be caught up on. By absenting yourself, you are putting yourself at a disadvantage. If there are mitigating circumstances for your absence, do please notify both your Personal Tutor and your Student Support Officers and they will do what they can to help and support you.

If you have been attending another tutorial, you need to start attending the group you have signed up for on Learn.

If it is absolutely necessary to swap groups because of timetable clashes, please contact the Course Secretary"

We expect the student to have made contact after the above communication is sent and you should see the student return to class at the next opportunity.

However, if the student still does not show by the third consecutive tutorial, please resend the email above (amending as appropriate) and cc the Course Secretary who will escalate this issue to the relevant support and academic staff for further action. The teaching office will let you know what the outcome of this action is if appropriate.

It is vitally important that you contact the TO or SSO or Head of Undergraduate Administration if you have any concerns about the welfare of any of your students at any given time. The sooner we know that a student is struggling or causing concern, the sooner we can provide the relevant support to get them back on track with their studies.

Confirmed attendance is now recorded electronically on EUCLID*. If a student does not appear on your list but has turned up to your tutorial, please advise the course secretary. It is very important that the Teaching Office is aware of the correct tutorial group a student is attending as this may affect room bookings and the allocation of assessments.

- For guidance on the procedure see <http://edin.ac/1MV1o0o>

APPENDIX II: IDEAS FOR RUNNING YOUR TUTORIALS

There are many components to running a successful tutorial. Some are quite straightforward, many are fun, but others can be tricky and require some reflection. This section will discuss some of the issues that may arise in your tutorials and offer you various ways of dealing with them to create a successful, positive tutorial group.

1. The First Tutorial

The very first tutorial is crucial as it provides an opportunity for you to set the 'ground rules' for the operation of the group, provide detailed information about the course requirements, and familiarise yourself with the individuals who make up the group. The following sections explain in detail some helpful points to remember.

In The Classroom

Introductions: Explain to the group who you are. As much as you are interested in finding out whom *they* are, they will want to know who *you* are. You can start the ball rolling by giving some background information about yourself (where you are from), your experience, qualifications, what you are researching, and the reasons you want to teach on the course. Students can then introduce themselves along similar lines. Here are some exercises to try. Remember to participate yourself!

- Individual: Each person introduces who they are, where they are from, why they are here, what degree programme they are on, what courses they are taking, and what they aim to learn from this particular course
- Pairs: The group breaks up into pairs, and each person spends three minutes each finding out about their partner (using the cues above). At the end of six minutes, they introduce their partner to the rest of the group
- Small groups: Students form small groups of three or four and spend five minutes finding out what they have got in common: degree programme, courses, music, food, hobbies etc., and report to the rest of the group about their similarities and differences

Learning names: Members of the group cannot work successfully if they do not know each other's names

To familiarise students with each other's names, the following exercises can be followed.

- Get students in turn to say the names of everyone in the group and join in yourself
- Repeat it again by changing places around the table until all the names are familiar
- Ask them to say their name when they speak, until it is familiar to everyone
- Encourage them to ask when they forget someone's name
- Refer to students' names when you are asking them something

If an individual joins late, do not forget to introduce him/her to the class and get the group to introduce themselves as well.

These exercises ensure that each member of the group gets an opportunity to speak, thereby contributing to the effective functioning of the group. The sooner students start speaking and getting acquainted, the better.

Encouraging Participation in Tutorials

Most tutors say that encouraging participation is one of the most difficult things about tutoring. Some students may regard an invitation to participate as 'being picked on'. Part of

the reason could be that students are unaware of the 'ground rules' for tutorials. Therefore in the first meeting, you should explain what you expect from students and how you would like the tutorial to work. In particular, these two points should be considered:

- There may be an assumption amongst students that the 'ground rule' is that discussion should pass through the tutor, and that they should apologise if they speak directly to another student.
 - You can reverse this 'ground rule' by establishing that 'anyone is allowed to speak to anyone', providing they follow normal rules of courtesy in conversation, and you can demonstrate your support for this 'ground rule' by your own actions
 - Also, remind students that they should not simply privilege your argument because you are a member of staff. Such passive approaches do not really involve the group, restricting opportunities for discussion. Instead, invite the students to develop a discussion amongst themselves, while you sit quiet
 - Let them know that you will only moderate if need be
- Another assumption is that students often think that the tutor is the only person who is allowed to invite people into the discussion. Make it clear that 'anyone is allowed to bring another person into the discussion', as it is often the case that the student will know more about their friends' special interests than the tutor. It encourages discussion if one student says to another, 'You know about this topic, don't you, Janice?'

Some ideas on how to run a class

Various ways of how to run a tutorial will be suggested in training sessions (training initiatives are still ongoing), but at the end of the day different things work for different people, different classes and different topics. Some ideas are given below, but there are many other ways of tutoring – find out what works for you.

- Use the first tutorial of semester to get to know everyone's names and to get students used to talking in a big group. If they feel relaxed and confident enough to voice their opinions on the first day, this will hopefully continue throughout semester
- You should also run through the course guide with them, and go through what you expect of them and what they can expect of you (see below)
- With a good group of students it is possible to work essentially as a chairman in discussion, giving them some questions to think about and guiding the students back to them if they start to wander off topic. However, tutoring is not always this easy!
- An easy way to get quiet students talking is to split them into smaller groups, and give them a specific question to talk about. The groups then report back to the class as a whole what they think about a question
- With harder texts it is often useful to prepare a worksheet for students to fill in and take away. By splitting the class into groups they can each work on a section and then explain the main points/problems of that section to the rest of the class. This is usually better than you explaining it to them (though you might have to do this occasionally), as it shows them that they *can* read and understand difficult material
- Whatever you do, try not to lecture the students. If no-one wants to talk, you can try asking such simple questions that eventually someone will answer, or test your nerves (and theirs) by sitting in silence until someone starts talking
- Try to use different tutoring styles occasionally so students do not get bored

Expectations:

- Whatever styles you use, it's a good idea to outline at the start what is expected of students, and what they can expect from you. Many students complain of not being

- 'taught' enough, but this is not what tutors are supposed to do. Setting out what you should both expect can prevent problems occurring later on
- Students are expected to go to lectures and tutorials and do the readings. It is also useful to remind them that turning phones off, emailing about absences from tutorials etc. is important. Although it can be tempting for a student to skip a lecture it should be stressed that students cannot get a good understanding of the course from going to tutorials alone, and that tutorials will be largely based on the assumption that they have been to lectures and done the reading
 - Sometimes readings are difficult, in which case some time will be spent explaining it, but tutorials are meant to be a forum for discussion. If students are not prepared to discuss ideas or questions about the material then they will get very little out of tutorials
 - Students should expect that you will help them to understand difficult material, identify important themes, set out the 'big picture' from individual readings and the course in general, facilitate and direct discussion, and help to develop the skills required at a university level.
 - Tutorials should (ideally) be interesting, inclusive, and students should come away with a good understanding of the material

2. Dealing with Problems in Tutorials

Not all tutorial groups are similar, nor are all students alike. Some groups run smoothly with little intervention required from the tutor, while others may be affected by differences in students' attitudes and personalities. Even the same group may fluctuate in energy and interest levels over the course of a semester. Here are some suggestions for dealing with problems which may arise in your tutorials.

Non-prepared students

Despite the tutor's best efforts, students can arrive at tutorials unprepared or poorly prepared for a range of reasons. Perhaps students are taking courses with heavy schedules, or perhaps taking more than the standard three courses per semester; they may therefore give lower priority to a particular tutorial group. You can anticipate this by raising a few questions about the readings the week before, or begin the tutorial with small group discussions about the readings, before opening the discussion to the entire group (see also syndicate group, below). However, it is important that you do not reinforce lack of preparation by giving summaries or solutions to work topics which should have been prepared for in advance.

Students who are hesitant about participating

An effective way to avoid students being silent is to break them up into small groups to discuss an issue and then encourage each group to feed back to the larger group (see syndicate group method). Contributing to a smaller group can assist shy or nervous students in expressing their views. This can build confidence and enable them to get used to speaking in front of larger numbers.

Students who dominate

Some students' contributions to discussions may be particularly lively, confident and/or informed. These students can be beneficial to your tutorial group and it is important not to alienate them, but they may inhibit others from speaking out. You can address this by dividing up the group and putting dominating students into a common sub-group, which will provide other students with more space to talk. Alternatively, you can direct questions to individuals to ensure that everyone participates; you can also allocate speaking time to each student so that all contribute equally, or establish a 'ground rule' that nobody speaks for a

second time until everyone has spoken at least once. Make it clear that you are trying to get a balance in the contributions people are making.

Dealing with the inaccurate

In some circumstances, it can be beneficial to the tutorial to ignore the occasional inaccuracy. For example, if a shy student summons up the courage to contribute something which is inaccurate, pointing this out may discourage the student from contributing again. Many inaccuracies can be resolved by encouraging the group itself to double check a statement or argument, rather than you as tutor providing the correct answer. Focusing the discussion on students' capabilities in this way can prevent the creation of a negative, nit-picking climate.

Handling difficult questions

Occasionally students will ask questions to which tutors do not have the answers. You should not fear this situation; students often appreciate tutors being honest about this. Opening the question up to the group can sometimes produce an answer from another student. Alternatively, tutors can offer to check the point before the next tutorial, or delegate the questioner to do this, and report back to the group next week.

3. Teaching Methods within Tutorials

There are many types of learning activities tutors can employ to make a class interesting and enable healthy discussion. Below are some ideas that tutors can use in your tutorials.

Large discussion group

This is the most common form of discussion employed by tutorials. It consists of a free verbal exchange of knowledge, ideas and argument amongst the tutor and the students. Often a student presenter initiates discussion by having a set of questions that s/he poses to the class. The class responds to the questions, with the tutor moderating the discussion.

This type of discussion can be advantageous in that it:

- a) Creates instant feedback
- b) Develops ideas
- c) Encourages a good participation level

Care should be taken in large group discussion to focus on critical and analytical issues, and to ground these in course readings and bibliographies. Speculative, over-generalised and opinionated remarks are counterproductive: watch out!

Organised debate

This is typically a verbal exchange between factions holding opposing views, with the aim to reach some conclusions. Break up the group into as many sub-groups as there are points of view in the controversy, and ask each subgroup to prepare a case for its viewpoint, with *each* member taking responsibility for articulating at least one supporting position. This is important to avoid the discussion being left to a smaller number of articulate, confident students within the sub-group.

Each group discusses the topic for around 15 minutes and produces a list of arguments. These are then put to the tutorial class as a whole, each student taking their turn. Allow some time for each group to respond to their opponents. You could ask another group to oversee the debate. Their responsibility would be to ascertain which group made the most compelling case, and give reasons why, which could lead to further class discussion. Other possible

variations are: students speak for a view which they do not agree with; students change sides half way through the debate; or students role-play a proponent of the view they support.

The advantages of this kind of exercise are that:

- a) It encourages a high level of participation
- b) It is interactive
- c) It adds vitality

Syndicate groups

One of the most effective ways of organising tutorials is by breaking up the task into sub-groups or syndicate groups. Syndicate groups are small groups of students (4-6 is ideal) who are assigned a particular problem to work on in the tutorial that relates to a broader issue, or set of issues.

You can break your tutorial group into 2-3 syndicate groups and allocate one issue per group to consider and report back on. Large, complex issues can be broken down into several subcomponents in this way, working over an entire session.

Once 'syndicated time' is up, each group reports back to the class (a spokesperson(s) can be chosen to speak for 5 minutes) about their group's conclusions. Then questions can be posed to the group. Once everyone has had the opportunity to report back, discussion can continue around emerging positions.

The advantages of this kind of exercise are:

- a) It breaks down a topic into more digestible and meaningful chunks
- b) It encourages innovation and 'problem-solving'
- c) It generates lively feedback

APPENDIX III: ESSAY WRITING GUIDE

Essays can be a cause of anxiety for students. It is therefore helpful to remind students of certain points when thinking and planning an essay. Below are some general guidelines and ideas that can be developed and presented to the class, in good time before the essay deadline.

1. *Planning*: Remind students to:

- Select essay questions carefully, giving some thought to the topics that might need to be covered in the course of their answer
- Use several sources from the extended reading lists as a basis for their essay
- Hold the essay topic in mind while they make notes – that way their notes will be relevant.
- Give students time to think over and digest what they have read: this will make writing easier and should result in a more lucid essay
- Plan the essay and organise their thoughts and intentions into a logical sequence. If student says s/he is going to do something in the essay, make sure it is done. If they have a sense that something is 'not quite right' in the draft essay, urge them to look critically at what is bothering them, and edit the draft appropriately
- Be sure to present the bibliography/list of references according to subject guidelines
- Proof read carefully their final draft before submission

2. *Sources*: Encourage students to:

- Use a good selection of sources: this will enable them to write from a position of knowledge of what experienced scholars say. Arguments must be informed; students should be able to demonstrate *why* they hold a particular position on the basis of knowledge of existing academic work
- Not generalize, speculate or give unfounded 'opinions'
- Avoid the use of Wikipedia: it is compiled from anonymous sources

There can be useful information on the Internet, but students need to be able to demonstrate its reliability – who wrote it, when, for what purpose, have other scholars responded to it, and is it accessible so that scholars and teachers can check your sources for themselves? Web pages are often unstable and subject to change, with previous versions becoming inaccessible. In short, use web material very cautiously and sparingly.

- Attend to further readings, follow up references in the sources they read, and track debates that interest them. Provided they are sensible as to use and acknowledgement of sources, students should be encouraged to be adventurous
- Know that an intelligent, well-written essay that engages well with a limited number of sources is a valuable contribution

3. *Essay Structure*: Remind students to:

- Have a beginning, middle and end – make sure the essay has a shape and a structure• Start with a brief statement of how they understand the topic and their plan for the essay. Then make sure it is done. If the essay takes a direction they did not foresee, but they like what they have produced, go back and change the introduction
- Have a main body of sound material. This is where they should develop their treatment of the topic, and provide an 'answer', if appropriate. Follow a logical order and link the paragraphs or stages in their argument. Do not jump from one topic to another. Lead the reader, and create a sense that they know where they are being taken

- Conclusion. Broadly summarize the points they have made as a reminder for the reader, and restate the argument or conclusion which these points support

4. *Course Handbook:*

- Course Handbooks set out guidelines for acceptable formatting and referencing in work. Ignoring these guidelines will cost students marks

5. *And finally...*

Encourage students to:

- try to enjoy writing the essay, because they have chosen to do this course, and it is their chance to show what they are capable of. Remind them that tutors and lecturers will reward good work: it encourages us to see students do well

Other study advice for students is available on the IAD website who have on-line material as well as a series of study skills workshops see

<http://www.ed.ac.uk/schools-departments/institute-academic-development/undergraduate>

APPENDIX V: SUBJECT SPECIFIC INFORMATION

1. PHILOSOPHY

Introduction

These few pages are intended to give a rough outline of most of the things you need to know to tutor in philosophy at Edinburgh. This includes what is expected of you as a tutor, what support you can expect from the School and department, to answer the common questions (new) tutors have and to suggest where to look and who to ask if you have more questions.

There is a lot of useful material available in the Philosophy Teaching Materials section of LEARN (available to all tutors and contains lots of useful things).

Which courses can you tutor for?

Currently tutoring is only open for pre-honours courses (1st and 2nd year Undergraduate). The courses available are (check website for course descriptions):

- *Greats from Plato to the Enlightenment* (1st year core subject, History of Philosophy)
- *Morality and Value* (1st year core subject, Ethics etc.)
- *Knowledge and Reality* (2nd year core subject, Metaphysics and Epistemology)
- *Mind, Matter and Language* (2nd year core subject, Philosophy of Mind, Language etc.)
- *Logic 1*
- *Philosophy of Science*

Training

Training is key to the successful delivery of tutorials and of our undergraduate provision. We understand the importance of offering adequate training to both new and more established tutors, and have been working over the years to refine the service we provide.

Current training for Philosophy tutors takes the following form:

1. A two-hour training session in September led by the Graduate Advisor, and Director of Undergraduate Teaching. The aim of this session is to welcome all new tutors (with or without Career Development scholarships), to introduce them to the UoE system of pre-Honours courses and tutoring, to cover the basics about how to run tutorial, essay marking, exam marking, and how to handle difficult situations.
2. A follow-up training session is held at the start of semester 2 by the Graduate Advisor and Director of Undergraduate Teaching with the aim of reviewing the teaching experience of semester 1 and tackle any issues that might have arisen in the meantime.
3. There is a mentoring system for new tutors, with two more experienced tutors acting as mentors. The role of the mentors is to provide a first point of contact for new tutors, and to share their teaching experience and good practice. Mentors peer-observe the new tutors and get peer-observed during the first key weeks of the teaching semester. Mentoring is treated as an admin task and mentors receive a suitable reduction in the number of tutorial groups assigned in return.
4. Philosophy autonomous tutor groups; open to all students (independently of whether they hold a CD scholarship or not) the groups facilitates senior tutors providing informal advice, and act as a first point of contact in sharing teaching experiences with, junior tutors.

5. Course Organisers play a key training role for all our pre-Honours courses and their respective tutors. Course Organisers are responsible for:
 - Holding a preliminary meeting with all the tutors teaching their module at the start of the academic session, to clarify aims and goals of the course, format, reading assignments and expectations
 - Holding an additional training meeting with all tutors before the mid-term essay deadline with an eye to explaining essay expectations, clarifying the Philosophy-specific marking guidelines, providing mock essay marking and explaining the importance of professional and constructive essay feedback
 - Observing all new tutors at their first teaching experience in a given course and providing constructive feedback about their style of teaching, and any necessary advice about communication skills and tutorial techniques
 - Providing a second tutorial observation on request for students who want their CO to write a letter of reference for them
6. We strongly encourage our tutors to consult and avail themselves of the *Philosophy Tools*. *Philosophy Tools* is a bespoke on-line course created by past Philosophy tutors. The course is accessible on LEARN via self-enroll options.

The course offers quizzes that go along with Jay Rosenberg's *The Practice of Philosophy* (several copies in the library). The quizzes include sections on writing, reading, engaging with philosophy, essay writing, the university plagiarism guidelines, a guide to APA citation, as well as a variety of other resources and links for students.

To enroll in this course, locate the 'Self Enrol courses' link on your LEARN homepage. From there, search '*Philosophy Tools*' and click 'Go'. You'll see a small arrow to the right of the course name, which has a drop down menu with 'Enrol' as an option. The password for the course is 'Hume'.

7. A two-hour training session in September, during Freshers week, led by the Graduate Advisor and Director of Undergraduate teaching. The aim of this session is to welcome all new tutors (with or without Career Development scholarships), to introduce them to the UoE system of pre-Honours courses and tutoring, to cover the basics about how to run tutorial, essay marking, exam marking, and how to handle difficult situations.

In addition to the Philosophy-specific training activities outlined above we strongly encourage our tutors to attend training sessions offered by the Institute for Academic Development: <http://edin.ac/1jWy8Hz> including courses on designing lecture content and essay marking: <http://edin.ac/1MfdAs1>

Other more general half-day workshops on time management, netiquette, presentation skills are run by Human Resources, Learning and Development: <http://edin.ac/1TLCEco>

Expectations

'How to do philosophy - A guide for students' on the LEARN page gives a thorough summary of what students are expected to do, as well as some tips for students on how to approach philosophical texts (in Philosophy Teaching Materials). It might be useful to go through it briefly with students in the first class, and use it to structure your first few classes. Useful for both students and tutors!

Teach essay structure

There are likely to be students who have never written a philosophy essay, in your tutorial groups. Writing philosophy essays is a skill, different to writing essays in other humanities subjects, and is one that you cannot assume that they have.

It makes sense to spend some time in tutorials going over how to write essays – an easy way of doing this is to go through a practice essay question (all together or in groups). This will help them to identify relevant material, how to organise and frame their arguments, and what should go in an introduction and conclusion.

There are lots of useful websites you can direct students to, but it is probably better to distil this advice into a handout. It also makes sense spending some time going over the marking scheme so they can identify what they need to improve on (e.g. style, content, bibliography).

Note that each pre-Honours course has a folder on their LEARN page with exemplar essays from past years. It may be helpful to go through some of these essays with students in your tutorials. You could, for example, ask the students to mark these exemplar essays and explain to each other why an essay should receive a particular grade, what is good about the essay, what could be improved, etc. Students often find it easy to learn from such concrete worked examples.

There is a guide to essay writing available in the Philosophy Teaching Materials on LEARN.

Jim Pryor gives advice that is suitable for undergraduate writing, useful and detailed:
<http://www.jimpryor.net/teaching/guidelines/writing.html>

Marking

Marking in Philosophy is done slightly differently to other PPLS subjects. Students submit essays through LEARN. This electronic version is accessed from the 'Assignments' section. Ideally, tutors comment on electronic copies of essays (e.g. using the comment function in Word), complete electronic feedback sheets (emailed to tutors, and also available on LEARN). The philosophy course secretaries will email instructions.

Also crucial for marking are the Philosophy-specific marking guidelines. These guidelines explain, in detail, how the University's highly generic Common Marking Scheme applies in the particular case of Philosophy. **The Philosophy-specific marking guidelines are published in every course guide which should be consulted for further details on the marking scheme and submission. Please study the guidelines carefully.**

You should use these guidelines as your touchstone in generating the marks and feedback for students. The guidelines are designed to mesh with the feedback forms that you will give to students and you should use them to justify why an essay should receive a particular mark. Also, spend time in tutorials walking students through the Philosophy-specific marking guidelines.

A common source of past student complaints is that students did not know what to aim for in an essay, or why a particular essay of theirs received a particular grade. The Philosophy-specific marking guidelines are designed to help solve this problem, but students need help to be aware of them.

One nice exercise to do is to ask your students to apply the Philosophy-specific marking guidelines to 'mark' some of the exemplar past essays on LEARN. This will help to give them a vivid sense of how the marking guidelines work.

Materials: Course readings and lecture notes

Your course organiser and course lecturers should make all course readings available to students by making books available at Blackwell's bookshop or in the library (in HUB section), or by ensuring that articles are available online. Ideally you will also get copies of all the major books you will be using the course, or at least have access to them.

If the reading material is not widely available, LEARN can be a very useful resource for sharing them with tutors and students (e.g. journal articles that are not available electronically). Some lecturers will also post their lecture notes on LEARN, which can be really useful for you (if you miss a lecture), and to students. Ask lecturers where possible to post their lecture slides, or at least keep tutors and students up to date with the material covered in lectures.

Additional materials/resources

- "*Philosophical Writing: An Introduction*" A. P. Martinich. Wiley, John & Sons, (2008)
- "*The Practice of Philosophy: a Handbook for Beginners*" Jay F. Rosenberg. Prentice Hall (1995)
- <http://philosophy.hku.hk/think/> an educational web site providing free online tutorials on critical thinking, logic, scientific reasoning, creativity, and other aspects of thinking skills.

2. PSYCHOLOGY

This guide will give you an outline of most of the things you need to know to tutor Psychology courses. This includes what support you can expect from the School and department, to answer the common questions tutors have and to suggest where to look and who to ask if you have more questions.

In a change from previous years, there are now two compulsory Psychology modules for students in second year wishing to progress to honours: 'Psychology 2' and 'Research Methods & Statistics 1'. The latter course has a separate Course Organiser (Tom Booth) from Psychology Y2, and a different point of contact for students (Luna De Ferrari).

Teaching Co-ordinators

Jason Doherty, Years 2 ('Psychology 2' only) & 3.
Kasia Banas, Years 1 and 4.

Undergraduate Tutor Co-Ordinator

Luna De Ferrari, 'Research Methods and Statistics 1'

Which courses can you tutor for?

Both 'Psychology 1' and 'Psychology 2' courses are similarly organised, comprising of tutorials and labs related to the lecture materials. The tutorials and labs have exercises and activities set by Lecturers.

'Psychology 1' features coursework in the form of essays, whilst 'Psychology 2' coursework will consist of short pieces of work related to tutorial and lab content.

'Research Methods and Statistics 1' is a new course that aims to introduce second year students to the R programming language and software environment.

Training

Tutors Welcome Event: September 17: During the welcome event there will be a subject specific break out session, which will include training opportunities for new tutors.

Tutor coordinators are available to meet to discuss individual questions/problems, class plans, etc. (G10).

We strongly encourage our tutors to attend training sessions offered by the Institute for Academic Development:

<http://www.ed.ac.uk/schools-departments/institute-academic-development/learning-teaching/tutors-demonstrators/courses>

including courses on designing lecture content and essay marking:

<http://www.ed.ac.uk/schools-departments/institute-academic-development/learning-teaching/tutors-demonstrators/courses/enhanced-development>.

Other more general half-day workshops on time management are run by Human Resources, Learning and Development:

<http://www.ed.ac.uk/schools-departments/human-resources/learning-development/dev-opportunities/communicate-work-people/time-management>.

Course readings and lecture notes

You will be provided with a copy of the course textbooks. You will also be enrolled on the courses in Learn so that you can see what material is available to students (e.g. lecture notes, essay writing guides, etc). You will also be provided with a tutor course handbook for each of the course you are tutoring on. This will provide specific guidance on learning outcomes, scheduels, etc.

Useful people to know:

The following people should be able to answer any remaining questions you may have:

- The Teaching Co-ordinators should be your day-to-day contact for teaching and tutoring
- The Course Organisers can help in more serious matters
- The Course Secretaries deal with much of the administrative load: e.g. essay distribution, room booking, etc. Contact details for all of these people are in the Course Handbook and online
- Contact Shirley Kirkaldy, PPLS Appointments & Finance Secretary, Shirley.Kirkaldy@ed.ac.uk, if you have questions/problems about your contract, payment or timesheets

Marking

Marking follows the usual marking scale, which is the newly implemented 258 system. Tutors will be advised to attend a marking session that outlines the standards expected. Tutors will be given a standardised feedback sheet, to provide feedback comments to students, plus marking guidelines specific to each question, from the lecturers.

The Teaching Co-ordinators will run plagiarism checks on submitted work, and deal with any problems. Students submit a hard copy of their work to the Course Secretary, and separately upload a copy of their essay to TURNITIN. The Teaching Co-ordinators will also moderate a selection of your marked essays.

Non prepared students

Y1 students are given course credit for 'tutorial participation'. To receive this credit, students must come to the tutorial with their written answers to the questions in the Tutorial Workbook. Students who attend the tutorial but who do not have their written answers to hand, should not receive any marks for participation. Please supply attendance records to the Course Secretary, and participation records to the Teaching Co-ordinators, after each tutorial.

3. LINGUISTICS AND ENGLISH LANGUAGE

Introduction

This rough guide is intended to give you an idea of the things you need to know to tutor in Linguistics and English Language at the University of Edinburgh.

The goal of this guide is to answer the common questions new and continuing tutors have, and to suggest where to look and who to ask if you have more questions. This includes a list of courses you can tutor, what is expected of you as a tutor, what support you can expect from the faculty, as well as information on student attendance.

Which courses can you tutor?

Currently tutoring is primarily for pre-honours courses (1st and 2nd year Undergraduate), though if you're keen it is possible to give some lectures or tutorials for honours courses when you have more experience. The courses available are (check course booklets on the website for course descriptions):

1st Year Course

Linguistics and English Language 1: is a 40 credit course running over both semesters. It consists of five segments, four of which run consecutively and the fifth runs concurrently with the others throughout the year.

1. Phonetics and phonology ("phon")
2. Morphology and syntax ("morph-syn")
3. Meaning and text ("mng-text")
4. Variation and change ("var-chg")
5. Language, cognition and communication ("LCC")

There are four items of assessment, each weighted equally at 25%; assigned work set during semester 1, an exam at the end of semester 1, assigned work set during semester 2 and an exam at the end of semester 2. Tutors are required to mark the coursework components of the course and may mark the essay component of the May exam on a voluntary basis.

2nd Year courses

There are five second level courses, each worth 20 credits running in one of the two semesters only:

- LEL2A: Linguistic theory and the structure of English: phonology, morphology, syntax and semantics of English with one essay and an exam in December consisting of Multiple choice questions and two essays.
- LEL2B: Phonetic analysis and empirical methods: articulatory and acoustic phonetics and quantitative empirical research in Linguistics with two coursework assignments (a phonetics project and an empirical methods project).
- LEL2C: English in time and space: the historical linguistics of English, sociolinguistic and geographical variation, global Englishes with one essay and an exam in May.
- LEL2D: Cross-linguistic variation: limits and theories: cross linguistic variation in phonology and morph syntax, language acquisition and theoretical approaches to these with one essay and one written exam in May.
- LEL 2E: Structure and history of the European languages: the structure of Indo-European, Romance, Slavic, Germanic and Celtic and issues that arise in the linguistics of the European languages with one essays and a written exam in May.

Year 1	LEL 1		
Yr 2 S 1	LEL2A	LEL2B	
Yr 2 S 2	LEL2C	LEL2D	LEL2E

All five modules are timetabled in such a way that they neither clash with each other nor have any timetable conflict with courses obligatory in LEL's Combined Honours degrees.

Each course consists of three lectures plus one tutorial per week, although there is a little variation in LEL2B which requires a bit more contact time for tutors.

Training and support

There are training courses ongoing throughout the year, supplied by the Institute of Academic Development and PPLS.

If you have any problems tutoring during the year, you should first contact the Course Organiser. This applies to long-term illness and extended difficulty with course content. It is also important that you contact the CO if you experience any aggression, rudeness etc. from students. You should never be made to feel uncomfortable or threatened while working, so if anything of this nature does happen, let the CO know ASAP!

Remember that as a tutor, you are there to facilitate learning, not be a study machine, so do not let students rely too much on you or take advantage. They are adults and must take control of their own studies.

Expectations

You are expected to provide additional teaching and to enable discussion as tutor. Part of this role requires that you familiarize yourself with the course content, by doing core readings, keeping up with the lecture materials (most lecturers make their class content available on LEARN), and, if you so wish, by attending lectures.

If you do have any difficulty with the course content, you are strongly recommended to contact the lecturer in charge of the particular section of the course, who will be happy to help clear up any issues.

Teaching essay structure

Whilst your students may have written essays before in school, writing a University-level essay is another ball-game! This is a skill which must be learnt, and tutors are in a good position to instruct students on essay writing.

Tutors are recommended to spend some time in tutorials running over how to write an essay. This will help students to identify relevant material, organise and frame their arguments, and what should go in an introduction and conclusion.

There are lots of useful websites you can direct students to, but it is probably better to distil this advice into a handout. It also makes sense spending some time going over the marking scheme so they can identify what they need to improve on (e.g. style, content, bibliography). This often makes students sit up and notice that tutors and lecturers must stick to guidelines when marking, and allows them to become critical about their own writing.

Course readings and lecture notes

Your course organiser and course lecturers should make all course readings available to students by making books available at Blackwells bookshop or in the library (in HUB section), or by ensuring that articles are available online.

If the reading material is not widely available, LEARN can be a very useful resource for sharing them with tutors and students (e.g. journal articles that are not available electronically).

Also, although it is not allowed (strictly speaking) for you to scan book chapters and post them to LEARN, it does go on, and can be a life saver when students have not bought expensive books, or there are too few copies in the library for people to use.

Using LEARN to share course materials takes a little more effort on your part and makes students less independent, but it makes tutorials a lot easier to run if more people have easy access to the reading.

Most lecturers will also post their lecture notes on LEARN, which can be really useful for you (if you miss a lecture), and to students. Ask lecturers where possible to post their lecture slides, or at least keep tutors and students up to date with the material covered in lectures.

APPENDIX VI: UNIVERSITY OF EDINBURGH – CONFIDENTIALITY AGREEMENT

1. I hereby undertake not to use, nor disclose to any unauthorised person, any confidential information relating to or received from the University of Edinburgh ('the University') for any reason unless expressly authorised by the University, or required by law. I understand that this applies both during the term of my [employment/voluntary work] and after its termination.
2. Information may be classified as 'confidential' if the University would not release it in response to a request made under the Freedom of Information (Scotland) Act 2002. Information is also confidential information if it is clearly marked as such or by its very nature is evidently confidential. This includes but is not limited to financial information, information held on staff or student personal files and research data.
3. I understand that the use and disclosure of all information about living, identifiable individuals is governed by the Data Protection Act. I will not use or disclose any personal data I acquire during my work for any purpose that is or may be incompatible with the purposes of that work.
4. I understand that I am required to keep all confidential and personal data securely, and undertake to follow all relevant local procedures in doing so.
5. I hereby undertake to ensure that all records provided or created for the purposes of this agreement, including any back-up records, are passed back to the University contact or deleted as directed, once I have received confirmation that the work I was employed to do has been satisfactorily completed and all the required information has been provided in accordance with the University's wishes.

If you have concerns or are uncertain what you should do what student information please contact a PPLS freedom of information practitioner as soon as possible: Julie Anderson, Katie Keltie, Toni Noble, and Anna Sim.

Please also see *disclosing student information*:

<http://www.ed.ac.uk/records-management-section/data-protection/guidance-policies/student-information>

Guidance for Student Support Teams and Personal Tutors

<http://www.ed.ac.uk/records-management-section/data-protection/guidance-policies/directors-support>



THE UNIVERSITY *of* EDINBURGH
School of Philosophy, Psychology
and Language Sciences

THE ESSENTIALS: GETTING STARTED AS A TUTOR IN PPLS

2015 -2016



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Introduction

Welcome to the School of Philosophy, Psychology and Language Sciences (PPLS)!

PPLS brings together three subject areas; Philosophy, Psychology and Linguistics & English Language (LEL), and has more than 200 staff. Approximately 1000 undergraduate students and 300 postgraduate students participate in our programmes every year from many countries in Europe, North and South America, Africa and Asia.

The Essentials: Getting Started as a Tutor in PPLS will give you most of the information you will need to get you through your first few weeks of starting at the University as a tutor. In addition the more detailed *PPLS Tutoring Staff Handbook 2015-2016* gives important information on running tutorials with subject specific guidelines as well as tips and suggestions on how to run tutorials. The handbook can be downloaded at <http://edin.ac/1Oacvkj>

The best way to stay informed about PPLS is through our School web pages: <http://www.ppls.ed.ac.uk> for example, there is a news and events section and links to the subject areas where you can find course specific information. There is also a PPLS Tutoring Staff website on the PPLS intranet with details of tutor seminars/meetings and other important information and guidance at <http://edin.ac/1CBAqrS>

In PPLS, Teaching and Support staff are located in the Dugald Stewart Building (DSB) and 7 George Square. The School is part of the College of Humanities and Social Science, one of three Edinburgh University Colleges (alongside the College of Medicine and Veterinary Medicine and the College of Science and Engineering).

PPLS currently offers 24 Undergraduate Honours degree programmes: and you can find out more about the content and structure of each programme at:

http://www.ppls.ed.ac.uk/students/undergraduate/undergraduate_degree_programme_specifications.php

In Scotland, honours degrees require *four years* of full time study. The qualification gained is an MA Honours, which is equivalent to the English BA Honours.

We also have helpful resources such as the Course Handbooks, for each course, which every tutor and undergraduate must have. It provides key information about degree programmes, and administrative and teaching matters in the School. Electronic copies can be found on the School website in the appropriate subject area page.

Key Dates 2015 - 2016

Semester 1

14 Sept – 18 Sept 2015	▪ <i>Welcome Week</i>
21 Sept – 04 Dec 2015	▪ <i>Semester 1 Teaching Weeks</i>
10 Dec – 21 Dec 2015	▪ <i>Winter Exam Block</i>
22 Dec 2015 – 08 Jan 2016	▪ <i>Winter Vacation</i>

Semester 2

11 Jan – 01 April 2016	▪ <i>Semester 2 Teaching Weeks</i>
15 Feb – 19 Feb 2016	▪ <i>Innovative Learning Week</i>
04 Apr – 15 Apr 2016	▪ <i>Spring Vacation</i>
25 Apr – 20 May 2016	▪ <i>Spring Exam Block</i>
23 May 2016	▪ <i>Summer Vacation Starts</i>

Virtual Learning Environment (LEARN)

The University of Edinburgh uses the effective Web-based learning environment, LEARN. Each course provides supplementary online materials on LEARN. Tutors and students are registered to LEARN and access these materials via their University account:

<https://www.myed.ed.ac.uk>

It is essential that you check LEARN on a regular basis because this is where hard-to-find readings can be posted, where lecturers can post their lecture notes, PowerPoint slides, reading materials and course announcements. Students' essays and tutorial material/exercises are sometimes available, so you can access them on-line, and you can also use LEARN to run discussions. Your Course Organiser (CO) will clarify if this happens on your course.

Additionally the Course Secretary(CS) has access to LEARN for all the courses for which they are responsible and will add tutors names to the particular LEARN course for which they are the tutor; students usually use LEARN to sign up for their tutorials. You should be able to use the system without much difficulty, but there are also courses available for additional guidance run by Information Services (IS). These free courses are advertised and booked through the 'Event Booking' channel in MyEd.

If you have any problems with LEARN, discuss these with the CO/S - for technical problems contact the LEARN Helpdesk (IS.Helpline@ed.ac.uk; 651 5151).

Administration

As part of your tutoring, important administrative tasks are required:

- The official medium of communication within the University is email so staff and students must check their account regularly. Email is the usual means of communication for keeping in touch with your students so **please reinforce this to students**.
- Informing the Teaching Office (TO) of any student absences
- Passing attendance records and grades promptly to the TO/
- Monitoring students' preparation, participation and presentation in tutorials. Different courses use different tutorial assessment rubrics, so check the Course Handbook
- Marking essays to an agreed timescale and keeping your mark sheet up to date
- Informing the CO regarding students who have particular difficulties in understanding course material

Appendices II & III at the end of the *PPLS Tutoring Staff Handbook 2015-2016*, provides further guidance on running tutorials and advising students on essay preparation.

Monitoring Student Attendance and Reporting Absences (for detailed instructions see Appendix I in the Handbook)

Recent UK Border Agency (UKBA) regulations require the University to monitor student attendance for all students **so attendance monitoring by tutors is essential. A register should be taken at each tutorial and passed to the CS**

- Before the first tutorial you will receive a list of students and their matriculation numbers. This list can undergo changes, as some students drop or change classes, so expect some minor changes to the group. Make a note of any additions or absences and inform the CS. You should receive a revised list by the second week of the semester

- Attendance in tutorials is especially critical where courses award marks/penalties for tutorials. Please check with COs/ Course Handbooks about the procedures involved for your course.

Essay Submission/Marking Procedure

Students need to be reminded that there are significant penalties that are incurred with late submissions – details are in the Course Handbooks.

Tutors **cannot grant extensions** for written work. **Remind students of the due date for the essay** and encourage early preparation in case deadlines for other courses clash with yours. Additionally make students aware that they *must* submit their essays online as well as by printed copy in the appropriate Essay Box.

The procedure for essay marking is as follows:

- You receive the essays, mark them, record the marks on a mark-sheet, and return the marked essays with the mark-sheet to the TO/Teaching Co-ordinators for moderation. Once moderation has taken place the CO will discuss with you any adjustments made to your marks. Students will be informed by the CS via email when the finalised, marked essays are ready for collection from the TO
- Please be prompt in collecting, marking and returning essays. The School aims to have essays marked by tutors and moderated within 15 working days at maximum. You have an important role in making this happen.

Students' Support and Pastoral Care

As tutors you are often the most frequent and immediate point of contact for 1st and 2nd year undergraduate students. You are therefore likely to be the first person to notice problems. It is extremely important that you do not ignore these and that you refer them on appropriately.

- Non – native English speaking students; generally, such students should *not* be given allowances for poor grammar or incomprehensible sentence structure. They should be marked accordingly. Additionally, direct them to the following university resource: <http://www.ed.ac.uk/studying/international/english/language-support/overview>
- Concerns about the degree programme/course choices or if a student is struggling with academic work the student should be directed to their Personal Tutor (PT)
- The personal welfare of the student needs attention. The official procedure is to refer the student to the Student Support Officers (SSOs), Mhari Davidson, Sarah Nicol and Tamsin Taylor-Welch, who are based in Room G.03 DSB. Tutors should **not** become involved with student's personal problems.
- Supporting students with disabilities (for example, dyslexia). Under the Disability and Discrimination Act there is responsibility to offer assistance to these students. The CS /TO will make it known to tutors if there are specific issues regarding students' disabilities by forwarding information sent by the SSOs and Co-ordinator of Adjustments.
- Students with a disability, health condition, or specific learning difficulty are advised to discuss their needs with the Student Support Officers (in the first instance. Students can also contact the Student Disability Service (email: Disability.Service@ed.ac.uk tel: 0 650 6828, or in person: 3rd Floor, Main Library, George Square).

- Tutors should note that students with 'specific learning difficulties' should incur no penalties for poor spelling, grammar, and punctuation, unless these are being directly assessed and are core to an understanding of the course. Please consult your CO for guidance

Tutor Support

1. Support at Course Level

Each subject area has different arrangements so please check with the CO/Teaching Co-ordinator but usually include:

Meeting with CO: An introductory meeting of the CO and tutors usually takes place before tutorials begin to discuss the course, and other requirements such as assessments for class participation and presentation.

Every subject area within PPLS follows a set guideline regarding tutorial assessment. It is imperative that all tutors attend their introductory meetings with their CO. You will find these informative and helpful for obtaining initial orientation to your role and you can also get some tips on teaching in tutorials.

2. Peer Support

Each subject area has a tutor representatives, 'rep' who have volunteered to act as a central point of contact for any concerns or comments. The reps meet with key staff in the school on a regular basis.

As well as meeting each other at the PPLS seminars, other tutors can be approached informally or you may wish to organise a working lunch once a semester with tutors in your subject area (bulk emailing lists can be provided to assist with this by the UG Teaching Office)

3. Facilities

If any materials for tutorials need to be photocopied, there is a photocopier on the GF, 1st and 2nd floors of DSB and in the Psychology Building, 7 George Square where the Graphics & Web Technical Officer (Room G7) deals with photocopier accounts.

Tutors must have a University staff card, which gives you access to most University buildings, libraries, a personal email account, and LEARN. If your card has been deactivated please speak to the School Office, Room 7.03, DSB.

You should not use your free personal PhD student printing account for tutor material; all printing is monitored so please use the accounts correctly and appropriately. See http://www.psy.ed.ac.uk/psy_research/psy_phil_library/index.php

Tutors will need to contact the Buildings and Facilities Officer (see 'Contact Details' p 10) should they require out of hours access to PPLS buildings; they will be given an induction to the building and local emergency procedures.

4. Tutor Training

Each subject area has different ways of supporting tutors and you should be made aware of this by your CO. Additionally The Institute for Academic Development continually run tutor training workshops throughout the academic years as well as informative on-line material, see <http://edin.ac/17pQ7ir>

Frequently Asked Questions

1) *What exactly is a tutorial?*

Tutorials provide an opportunity for students to ensure they understand the lecture material and engage in critical discussions. In short, they are a chance for students to become better analytical thinkers. As a tutor, your focus will be on setting up and facilitating these discussions. You will want to pick topics that are relevant to the lecture material but allow for discussion that goes beyond what the students have already learned. This can be incredibly challenging at first, but remember that you can always ask more experienced tutors for ideas. N.B. Tutorials are always a week behind the lectures, so keep this in mind when planning.

2) What about marking?

All tutors for pre-honours courses are expected to mark both mid-term essays and final exams. Course organisers will typically hold marking meetings so that all the tutors are marking essays or exams consistently. You will also be presented with a rubric outlining what is expected of papers for each grade level, and it is also helpful to share this information with your students. For mid-term essays you will be marking your own students' papers, so it's important to be upfront about what is expected of them. Final exams are distributed randomly, but the number of exams you will be marking should be roughly the same as the number of students you have.

3) Do I have to attend the lectures?

Just about everyone will tell you that it is a very good idea to attend lectures. Even if you are familiar with the material or have tutored the course before, the way the information is presented can change. Attending lectures will give you a good feel for what information might be unclear to students. Plus it is a good chance to prepare your tutorials for the coming week.

4) What if I don't know the answer to a question?

Sometimes students will ask challenging questions for which you do not know the answer. This is okay as you are not expected to be an expert. Many students appreciate the honesty of "I don't know" – it can help them feel better about not understanding certain things and helps them realise that the subject they are studying is hard. Often these questions can lead to some very interesting discussions and teachable moments that you had not planned for. For questions that you feel really should be answered, it is usually best to ask the lecturer on that material for clarification and then get back to your students with the answer.

5) How do I handle problem students?

A variety of students can bring with it a variety of challenges – from those who are very reluctant to participate in discussion to those that want to dominate. There are a number of different techniques you can use (check out the handbook for some suggestions) to get students to participate or to wrangle the more dominant ones back in.

If you are struggling to get the right balance, just remember that there are a number of experienced tutors who have been in your situation and who would be happy to help. For genuine discipline problems, your first step should be to have a quick and gentle word with the student after your tutorial.

If the problem persists, then let your course organiser know about it so that s/he can help you resolve it. These sorts of discipline problems should be rare – if they are not, then there might be something you can change about your presence or demeanour that could avoid these situations.

6) What meetings should I expect to have with my course organiser?

For most courses, you should expect 3 meetings. The first will be at the beginning of the semester and will cover the basic goals of the course and what the course organiser expects from the tutors. The other 2 meetings will be about marking mid-term essays and final exams. These will typically be held a few days after you have gotten scripts to mark. The goal is to make sure all of the tutors are marking consistently and fairly. You will typically bring in a few copies of scripts that you've marked to share with other tutors and get feedback.

7) How are my tutorials scheduled?

Once you have been assigned to your course(s), the TO will email out the days and times of your tutorials. If there is a time clash please contact the TO as soon as possible for re-scheduling. The TO will also provide tutors with lists of the students in your class by the end of week 3.

8) What if I'm ill or just can't make it to a tutorial?

If you know there is going to be an unavoidable conflict (e.g. an upcoming conference), you can usually find another tutor to cover for you. For something sudden, your best bet is to try to get in touch with tutors in your course to see if anyone can cover for you. Failing that, contact the Course Organiser. For long-term illnesses, you should get in contact with the Course Organiser as soon as possible. **Please always remember to let the Teaching Office know if you cannot take a tutorial and who is covering for you.**

9) What about printing/photocopying things for my tutorials?

Since PhD students do not have a strict limit on printing (like MSc students do) this should not be a problem. As a pro-tip, you will find it much faster to print out 1 original and then make copies from that.

There has recently been a separate copier code introduced that is just for tutorial-related copying, but all of this information will be sent out at the beginning of the semester. You also have free access to the copying and printing facilities in the Resource Rooms on the 1st and 4th floors of the Dugald Stewart Building. Just use the tutorial copier code for free photocopying of any teaching materials directly relevant to your tutorials.

WHERE TO GO IF YOU ARE COMPLETELY LOST!

The main point of contact for all your queries will be the UG Teaching Office. The UG Teaching Office is located on the Ground floor of the Dugald Stewart Building. Opening hours are 09.00 - 17.00 Monday to Friday. If you are not sure who/where to ask about something – the UG Teaching Office is a good place to start.

This should be enough to get you going but please do read the *PPLS Tutoring Staff Handbook 2015-2016* as well.

KEY PEOPLE IN PPLS

Your main contact will be the Undergraduate Course Secretaries in the Teaching Office, followed by the Course Organiser/Teaching Co-ordinators. Although tutors are not required to know (and will seldom deal with) all contacts within PPLS you should, at minimum, be aware of their roles.

The Teaching Office: Enables smooth running of the School administration, and can help with most queries in this area. The Teaching Office is located on the Ground Floor (room G.01), Dugald Stewart Building (DSB). Opening hours are 09.00-17.00 Monday to Friday. **Moira Avraam (Room 1.05 DSB) is the UG Administrator** and manages the Teaching Office and Student Support Officers.

The Teaching Secretaries (CS) are based in the Teaching Office (undergraduate), and provide tutors with the tutorial lists for maintaining student records. They hold the files and records for each course and its students, they know about student contact details, student absences, essay extensions, and will know when to direct you to the CO or elsewhere.

Student Support Officer (SSOs): are based in room G.03, Ground Floor DSB The SSOs can grant extensions to students for course work and they should be the first person to whom a student should be directed if they have any difficulties, personally or with any aspect of their studies. For example, for something which the student feels will impact on essay performance or deadlines, he/she should be encouraged to take the problem to the SSOs.

The Teaching Projects Coordinator: Judy McCulloch works independently, or with the Director of Professional Services and/or UG Director, on a series of projects. These relate to teaching and learning strategy and quality assurance that come down to the School from both the College and the University. Judy also works closely with the SSOs, Teaching Offices and oversees tutor support and induction.

School Office: Julie Anderson and Clare MacDonald are based in room 7.03 DSB and Avril Brooks (based at Psychology Building reception). They can help with staff card activation, organisation of events and all general enquiries.

Appointments & Finance Secretary: Shirley Kirkaldy is based in room 7.03 DSB. Shirley co-ordinates all the administrative systems and processes related to finance, and is the first point of contact for all financial/contractual queries.

Buildings & Facilities Officer: Sylvia Rennie is based in room G9, (7GS Psych) and David Wilkinson (deputy) 7.03 DSB. Sylvia and Davy manage Health and Safety and all matters relating to Estates and Buildings across the School and is the person to contact if you have any issues with access to the buildings, or notice faults.

Course Organisers (CO): All courses have a Course Organiser who is responsible for the delivery of that particular course. Your point of contact for all academic-related, course content matters is your CO except Psychology – see below.

Teaching Co-ordinators: The Psychology Department has two Teaching Co-ordinators, one for Pre-Honours Courses and for Honours Courses, who are the main point of contact for tutors in Psychology. For further details please see PPLS Tutoring Staff Handbook Appendix IV/Psychology

Personal Tutors (PT): are available to give advice on academic matters; however the Student Support Officer (SSOs) should be your first port of call if a student approaches you with a personal problem. In the less likely case of a reported breakdown in communication

between student and PT (or in the case of a PT who is away or ill), you should encourage the student to approach the CO directly, or alternatively, **the Senior Tutor, Dr Guy Fletcher**. The PTs have office hours that are made available for students to make an appointment; the times of these are usually displayed in the PT's office door. The PT for a student can be seen on the individual student record, on EUCLID, or ask the Teaching Office.

The Coordinators of Adjustments for Students with a Disability: Dr Anders Schoubye, in collaboration with the Student Disability Service, decides the adjustments to be made to the academic processes for disabled students and oversees their implementation.

The Director of Undergraduate Studies: Dr Pete Lamont supports and advises the Head of School in all aspects relating to undergraduate teaching, development and strategy and in delivering University, College and School UG-related plans and best practice. Dr Lamont also convenes the School UG Studies Committee and represents the School on the College UG Studies Committee. The UG Director works very closely with the UG Administrator, SSOs and Teaching Projects Coordinator.

Head of Subject Areas: are responsible for directly overseeing the work of the subject areas (Philosophy, Psychology and Linguistics & English Language), and will organise and convene the Staff Meetings in each subject area.

The Head of School: Professor Jesper Kallestrup is the principal office bearer in the School and is responsible for the academic leadership and overall management and strategy of the School including development of academic and resource plans, promotion of research activity and management of resources (e.g. staff, budget, and space).

The Director of Professional Services: Michael Murray (Room 7.03 DSB) supports the Head of School in all aspects of the organization, operation and management of the School. He is directly responsible for financial strategy and management, project management, estates management, HR administration, and for overall management of the School's support services.

CONTACT DETAILS 2015 – 2016
(For internal calls omit (0131 6))

Teaching Office Administrative Secretaries

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The University of Edinburgh

Senatus Researcher Experience Committee

4 March 2016

Report from the Flexible PhD Working Group**Executive Summary**

There is interest in distance PhD study in some Schools and amongst some potential applicants. Our online Masters graduates are increasing, which might lead to more demand for distance PhD. The Working Group was set up by REC to recommend what changes were needed to make distance PhD study a normal part of the university education offerings.

The WG reviewed developments in other UK universities, what online research and generic skills training existed in the university, and what face-to-face PhD training currently takes place. It reviewed the CHSS documentation to support Schools to create distance PhD programmes and admit students.

The Report contains 16 Recommendations for actions to ensure university and college policies and processes is adequate, training for supervisors is in place, and facilities and support for distance PhD students are sufficient and effective.

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

The Report addresses the option to expand and 'normalise' PhD study options to new audiences, and so supports the Excellence in Education and Excellence in Research strategic goals.

Action requested

REC is asked to discuss the Report, consider the recommendations, and if endorsed, forward them for action to the relevant academic and support services.

How will any action agreed be implemented and communicated?

The recommendations are formulated as actions for academic and support services, although precise timescales are not given for most. REC should communicate the Report and its endorsement to the Colleges and Support Groups to progress. The final recommendation is that REC review lessons from the first distance PhDs in the three Colleges after 3 years.

Resource / Risk / Compliance**1. Resource implications (including staffing)**

It is expected that resourcing should come from existing budgets, but if the option for offering distance PhD study is taken up by many Schools and numbers of students rise, it may be necessary for some specific funding to be directed to those support services in Colleges and Support Groups which come under most pressure.

2. Risk assessment

The option to enable distance PhD study to be a normal part of university business is in line with the agreed risk appetite for the teaching and learning, and the research areas. The report identifies the actions that are needed to ensure that high quality research training is provided for students studying at a distance.

3. Equality and Diversity

The Report proposes mechanisms to enable uptake of PhD study options by those unable or unwilling to come to Edinburgh, and in that respect it expands access and so increases equality in our educational offerings at this level of study. However, when REC reviews the lessons learned after 3 years it may be valuable to carry out an analysis and EIA of the equality and diversity aspects of such study.

4. Freedom of information

Open

Key words

PhD, distance education, online training

Originator of the paper

Professor Jeff Haywood, Vice Principal Digital Education, 22nd February 2016

Normalising PhD study at a distance at the University of Edinburgh

Report from the Flexible PhD Working Group to Researcher Experience Committee, February 2016

Introduction and context

The Distance PhD Working Group

At the Senatus Researcher Experience Committee on 27 May 2014, a proposal to trial the recruitment of PhDs by Distance, starting in September 2014 was brought forward from the CHSS PG Studies Committee for discussion and endorsement (paper locator here). It was agreed that a development of this new mode of study at SQCF Level 12 (doctorate) would accord with several initiatives within the University, including the international agenda, the need to grow PhD numbers, enhancing work-based learning and research, and proposals to improve student support systems. It built on a REC report of 12th December 2012: Non-Traditional PGR Student Task Group Full Recommendations and also a discussion in the CHSS PG Studies Committee (CPGSC 2012-13/4/1 paper: Distance Learning and the Edinburgh PhD).

As pilots of PhD by distance would certainly provide some useful information about the benefits and challenges of such study, the active interest from several Schools in offering PhD by distance raised the need for normalising such study rather than creating frequent 'exceptions', especially as the quality assurance aspects would demand close attention. The increasing number of graduates from online Masters programmes might well lead to demand for study to PhD in the same distance mode, and if scale were to be achieved, experience with the online Masters programmes showed that some significant changes and developments would be needed in services and support, for supervisors and for students.

The Distance PhD Working Group began in Q1 of 2015, but delay of several months in its work intervened due to the Convenor's other commitments.

Pilots of distance PhD study inside UoE

The pilots of distance PhDs have begun, one in CHSS and one in CMVM. Both are in the early stages of the research programme.

A distance PhD is currently being piloted in CMVM. One student has been admitted as a part-time student to the Royal (Dick) School of Veterinary Studies. A new programme code was set up to reflect that this was a distance learning student, PRPHDCLVES2P, PhD Clinical Sciences (Online Distance Learning) - 6 years (Part-time). The student is from outside the UK but the fees were purposely set at the Home/EU rate. The student previously completed a part-time ODL PGT programme in the College. Management of the student and the experience of the student, are being monitored by the PGR exam board.

The PGT Depute Director in CMVM is to survey current PGT ODL students (via Student Survey Team) to see what their interest in taking a distance PhD is. We hope to have data back from this by Easter.

In the CHSS pilot, three applicants, who were awarded an MSc in an ODL PGT programme in the College (between 2012 and 2014), have been admitted to an (unmodified) PhD programme. The

first (student 1) was enrolled on PhD in 2012 and graduated in 2015, after full-time study. The remaining two students enrolled on PhDs in 2013 and 2014, and are continuing part-time whilst employed in education. Admissions were made under an exception to the normal regulations, and no attendance requirements were made. All students have chosen to make visits to the university between 1 and 3 times per year, and progression reviews have all been conducted face-to-face. Supervision takes place via Skype video, email and occasional, optional attendance in Edinburgh. The viva for student 1 was conducted face-to-face, and this mode is anticipated – though not felt to be essential – for the 2 continuing students. Fees were the same as standard fees for on-campus PhDs in the School.

Work in CHSS to develop processes for distance PhD programme approval.

A substantial amount of work has been done in CHSS to progress the framework for PhD by distance, as there is a clear desire by several Schools to move quickly into this educational provision. A small working group was formed of PG Directors in CHSS, and led to the development of guidance for establishing a PhD programme by distance and guidance around admitting individual applicants to distance PhD study. CHSS Postgraduate Studies Committee agreed a 'checklist' approach which asked Schools to respond to the areas considered essential to enabling PhD study by distance. This framework, which includes checklists for Schools wishing to put forward distance PhD programmes for approval by the College Postgraduate Studies Committee and subsequent entry into the DRPS, was approved by CHSS CPGSC in May 2015 (see Appendix 2). The checklists require Schools to answer questions pertaining to facilities, support, training and review/assessment amongst others. To date, one PhD distance programme has been created using these checklists in draft form (PhD Science, Technology and Innovation), one is in the process of being set up (PhD Philosophy), and three distance PhD students have been admitted to a different School.

In Semester 1 2015, a fee proposal was submitted to and approved by Fee Strategy Group for CHSS which benchmarked the distance PhD fee with the on-campus fee, to be reviewed in 2 years.

Background research

Distance PhD provision at other UK universities

We surveyed the most relevant UK universities that offer PhD by distance study to see what we could discover about their practices. Appendix 3 summarises our findings. Clearly, this mode of PhD study is not rare, however, the scale of what is actually happening in terms of enrolments is less clear and as far as we can tell, PhD by distance is still very much a minority mode for most of the universities that provide it (excluding the Open University), although individual subject areas may be more reliant on distance (e.g. Education at Lancaster). Some useful practice has been uncovered, for example at York, which lists some areas for Schools to be aware of in establishing distance PhD, such as verification of student identity, visits to York, creation of student communication, integration with research community, access to facilities, training, thesis committees, and access to financial assistance [see

<https://www.york.ac.uk/media/staffhome/learningandteaching/Guidance%20on%20part%20time%20and%20distance%20learning%20PhDs%20for%20international%20students.pdf>]

The University of Southampton has a PhD by Distance Learning Framework which sets out requirements and expectations for faculties who wish to initiate a PhD by distance programme. To demonstrate how they meet these requirements, faculties must complete a form, 'Evidence of compliance with the University Framework'. The form sets out a series of questions on aspects such

as set up, facilities, research environment, skills training, supervision, monitoring and review and examination all of which require faculty response and sign off'.

Further information:

http://www.southampton.ac.uk/quality/pgr/modes_types_study/phd_distance_learning_framework.page

A forthcoming UKCGE conference in Glasgow on 19th April offers an opportunity to get insight into recent experiences. Some members of the WG will attend.

UoE analysis: training & other courses for/taken by PhD students

We also gathered information from within the university student record system about what is taking place in terms of formal attendance at training courses for PhD students. Appendix 4 shows the courses taken by current PhD students, all of which appear to involve face-to-face classes. It is apparent that some courses are very heavily subscribed to by effectively all PhD students on some programmes (e.g. research skills in SPS and Business School) and others are less well populated or are one-off's specific to particular needs. Almost 30% of students were taking courses outside their own School, in some cases under CDT arrangements. There may be some degree of overlap in the research methods and skills courses that could be replaced by online and shared versions where several cognate Schools wish to offer PhD by distance.

IAD offers PhD training courses in a wide range of generic topics (See Appendix 6 for a list of these with participation data). Training for tutoring on residential courses is face-to-face but for e-tutoring (e.g. on online Masters programmes or MOOCs) the course is fully online. In addition, there are online courses in research data management (MANTRA), a Universitas 21 course in research ethics and integrity, statistics, imaging and an online induction course.

As online courses are relatively new to the university, we also assessed the extent to which existing online courses at Level 11 were being offered to, or might be suitable for, distance PhD students. Appendix 5 shows the results of that survey. There are clearly a few examples of online methods courses in some of our online Masters/PGCert programmes that would be suitable for PhD students at a distance. It may be that, as in the case of the current CHSS pilots, some students will have taken these already as part of an ODL Master degree.

It is clear from this desk research that there is a large gap between what exists in face-to-face training provision and what exists in online training provision, and that gap would need to be filled if distance PhD students were to be offered a comparable level of research training to that of residential students. Traditionally research methods and research subject-specific training courses for PhD students have been developed in Schools for their own students, albeit with access generally allowed on request to students from other Schools. DTCs have changed that situation to some extent, as training needs to be offered to students at several universities, usually distant from each other. Online courses are on the agenda of some of the DTCs, although as yet these are embryonic. Generic courses have been offered by central services, including IAD, and some have been developed and delivered jointly between Schools and central services.

The UoE Level 11 online research training courses that do exist are a solid base on which to build for those Schools that have developed these, and so the gap may in reality be somewhat smaller than it appears at the moment. Sharing of such courses between Schools, making them widely available and developing new courses in collaboration between cognate Schools would reduce the gap further. However, we should also note that there is a trend towards more specific and technical

courses as part of PhD study, and for efficiency, these might be best developed and delivered in collaboration with other universities (e.g. as part of CDT and DTP training). An example of this is the MIGSAA Maths doctoral consortium, which has Level 11 and Level 12 courses, albeit requiring attendance on campus.

The PhD award at SQCF Level 12 requires 540 credits, of which 420 have to be at Level 12, and so there is considerable flexibility in the provision of training courses to use Level 12 or Level 11.

At present, although PhD students taking School's training courses are recorded on EUCLID, they mainly 'audit' the courses and do not usually take credits. It is not clear that there is any fee income transfer for such training between Schools, and admission to a course outwith the student's School is on grace-and-favour terms. This does not scale, nor does it favour inter-School collaboration on course development and provision. (Internal variations in practice are also present, where students can be charged for course for credit in one School but not in another.) However, again, this a changing feature of PhD study, and some new DTCs are moving to require credit for training courses, supported by RCUK. The note above about the number of credits that may be below Level 12 will then become an important consideration.

UoE analysis: university documentation about PhD study

We also reviewed the university's documentation that applies to research postgraduate study to seek instances where they prevent PhD study at a distance and also to assess the changes that would be needed to be friendly to that mode of study if it were to be a normal part of our academic business. No changes were needed to the Degree Regulations or Assessment Regulations. Broadly, the Code of Practice for Supervisors and Research Students (and School materials that flowed from this) did not contain any statements that prevented distance PhD study, but much of the text was clearly written for a residential student and would require some changes to be clearly applicable to distance students.

As it seems likely that in the near future the number of distance PhD students would be quite small, a decision could be taken to introduce the minimum number of textual changes, ensuring that the option to study at a distance was explicit and adding notes to state when the statements did not apply to distance PhD students. These changes could be introduced rapidly in the forthcoming round of review of the Code of Practice in April/May 2016. The Working Group would liaise with Academic Services to update these documents as part of their annual review.

While some universities are making very prominent statements about the option of studying at a distance for a PhD (see for example University of Birmingham, <http://www.birmingham.ac.uk/schools/calgs/distancelearning/dl-phd.aspx>), the Working Group does not consider that a similar approach should be taken by the University of Edinburgh. This is partly because we are leaving the decision as to whether to offer distance PhD at School level, and also because changes to promotional materials will take quite a lot of effort, involving both the printed prospectus and the university central website. Again, modest changes might be introduced during the next annual reviews of these promotional materials, and Schools should review and modify their own statements regarding PhD study to include the option of distance study if they wish. To ensure some degree of consistency, guidance might be offered to such Schools as to the text they might use to avoid raising false expectations amongst potential applicants.

UoE analysis: observations from experiences with on-campus PhD students, those away on Leave of Absence for long periods, and those at approved institutions

PhD research can be a lonely activity for students not working in team settings, and ensuring that each student has a community to support them has been important as part of the quality of experience. For on-campus PhD students, this experience has generally included attendance at general research seminars and those designed for postgraduates, presenting at such seminars, learning from other PhD students, especially those a year or two ahead of them, and getting the chance to mull over challenges and celebrate successes with peers. In addition, in many research settings, members of academic staff and post-doctoral students are also regularly around for informal conversations and questions. These support features are particularly important in the difficult days of preparing for reviews, thesis writing and the viva exam.

It will therefore be important to bear these valuable features in mind when admitting distance PhD students, and assessing their study environment. With students who study at approved institutions, part of the approval process is the availability of such support.

Additionally, as part of their academic development, participation in research seminars, and sometimes conferences hosted in Edinburgh, are very important components of the study environment, and so Schools considering creating distance PhD programmes and admitting distance PhD students must review how they will provide access to their research seminar programmes or be confident that equivalent access is available.

Finally, as we encourage preferential employment of our own students, opportunities should be considered for distance PhD students where these are feasible. Online tutoring is one obvious area, and online training courses already exist for this activity. Some 'distance internships' might be possible for work on research projects.

UoE analysis: experiences from the online Masters

We now have considerable experience of students studying with us without any need for physical attendance via our fully online Masters programmes (over 60 in DRPS). As a consequence we have learned some lessons that are of value to our consideration of distance PhD study.

These include:

- a fee structure had to be decided;
- scholarships and funding for distance study needed to be reviewed (something that has proved difficult to change, especially with external funders);
- a 'distance flag' was needed in the student record so that enquiries, fees etc. from these students could be distinguished from those of the residential students;
- a new programme was created for each distance programme so that those enrolling on it were 'tagged' as distance;
- some documentation needed to be modified to reflect the lack of attendance requirements and irrelevance of some physical facilities;
- admission criteria needed to be reviewed for applicability;
- access to library services and physical resources had to be defined plus mechanisms to supply relevant software normally available on campus to residential students, or courses designed to remove the need for these;
- online help and support services were created, including webpages, for students who need never visit the university;
- a digital process was created to enable photo-ID cards (student cards) to be created through MyEd, which were mailed to the students;
- academic support and assessment processes had to be designed to work at a distance, with suitable rigour;

- students needed a community of other students to support their studies;
- students did not wish their degree certificate to specify mode of study;
- training courses were necessary for academic staff;
- new technologies, and support for their use, were needed;
- surveys of the student experience (e.g. PTES, Evasys) had to be reviewed to ensure that they are applicable to distance students;

Many of these will require action for distance PhD to be a normal activity, although some can be re-use of work done for the distance Masters programmes, for example technology and support for it, remote delivery of software, distance flag in student record.

An important lesson from the online Master programmes confirms a well-known problem for distance learners, most if not all of whom work full-time, namely that sustaining study under these circumstances is difficult, and many of our online Masters students exit their programme before reaching Masters level (i.e. at PG Cert and PG Diploma). This exit route option doesn't exist for PhD study (MPhil is not really designed as a routine exit route) and so ensuring that sufficient pro-active support is offered to such students and robust methods to detect and mitigate slippage will be required if poor metrics for this mode of study are to be avoided. A longer term action for the university might be to review the MPhil degree as a more routine and elective exit award, as at present it is mainly a compelled route if the students is not allowed to proceed to PhD or similar.

Recommendations & locus of responsibility

<p>1. CSE and CMVM should, in the short term, consider the Distance Learning PhD Checklist (in Appendix 2) developed by CHSS and ideally use it, or a modified version, to complement normal University programme approval guidelines when putting forward proposals for distance PhDs. Some of the points in the CHSS Guidance document referring specifically to distance PhD study may also be helpful.</p>	<p>CSE & CMVM, PG Deans to lead</p>
<p>2. Academic services should urgently look to bring forward for CPSC approval, guidance regarding distance PhD programme approval. This new guidance should incorporate the CHSS checklist and distance PhD relevant material, which Colleges will then be able to use in conjunction with the university's Programme and Course Design, Development, Approval, Change and Closure Policy.</p>	<p>Academic Services</p>
<p>3. Guidance documentation for supporting high quality PhD study at a distance needs to be prepared and included in the Code of Practice for Researchers and Supervisors. The Programme and Course Design, Development, Approval, Changes and Closure Policy and supporting documents should be reviewed to ensure that they are consistent with distance learning PhD programmes.</p>	<p>Academic Services</p>

4. The postgraduate prospectus should be modified to make explicit references to distance PhD study and the conditions which apply, emphasising that this option is not available in all Schools at present.	CAM with Schools
5. Funding (scholarships or allowances against fees) for PhD study at a distance would encourage more uptake, and might be used to support visits to the university for face-to-face reviews and the viva. It should be made clear, in the website and documentation, which current scholarships etc. are eligible for use by distance PhD students, and in future negotiations with possible providers of such funding, eligibility for distance PhD study should be strongly encouraged.	Scholarships and Student Administration
6. Technical systems to support remote supervision should be available. Generally these can probably come from the normal university software suite (Exchange email, diary, Skype, Collaborate etc.) but for some subjects special data-sharing for example may be required, especially if data have sensitive elements.	ISG
7. Supervisor training must include material directly addressing support for distance PhD students , something which will also be of value to those supporting Leave of Absence students.	IAD to coordinate
8. All Support Services, including those in Schools, will need to be aware of, and able to assist, distance PhDs and recognise their particular needs and constraints. This will require some coordination as for the online Masters students.	ISG to coordinate
9. Access to specific items of software normally available to residential students on School or central PCs must be addressed. Site and School licences for software exist for residential students but access to CDs to install software would require mailing them, and some software cannot be sent to certain prohibited countries. Progress is being made with remote delivery, but this is very limited.	ISG
10. Access to University of Edinburgh Library hardcopy-only materials must be resolved , either by excluding this option, providing a (specified) service or requiring the student to provide alternative solutions. For online Masters students in some CHSS Schools, library materials were problematic as they were only available in hardcopy and the costs of either sending texts or buying new copies for the student were not in budgets. This needs to be resolved between the Library and each School	ISG with Schools choosing this option

wishing to offer distance PhD study before such programmes are offered.	
11. Sufficient online training courses in research methods and generic skills should be developed (or sourced externally) for each programme that is to be offered by distance mode where these do not exist already, either as stand-alone or as part of online MSc programmes. One source of such courses might be some of the many MOOCs now available from UoE and peer universities, with suitable end-of-course assessments.	Schools and IAD with ISG support
12. A clear solution is needed for covering the costs of participation by distance PhD students in online MSc modules. Tutoring may be more demanding than for face-to-face classes, and if generic online courses are shared costs need to be defrayed.	GaSP
13. A support community and stimulating academic environment is essential to PhD study , and Schools admitting distance PhD students should consider how to enable access by them to residential PhD student communities and the research seminars of the School or research group. Technology-based solutions for capturing and streaming seminars exist, videoconferencing is now routine and could be proactively used, alongside light social media such as Twitter.	Schools, ISG
14. English language requirements should be the same as those for residential PhD students, through the first years of experience of offering PhD at a distance. The PhD degree is a major commitment by applicants, and fluency in English is essential to their success. This should be reviewed at intervals to ensure the requirements are still appropriate and in the light of the piloting of online English language testing being undertaken for online Masters students.	OLL/ELTC
15. The degree certificate for PhD at a distance, as for online Masters Programmes, must not specify mode of study as residential or distance. This was a concern of online MSc students as some felt that the presence of a 'distance study' label on the certificate might be viewed as 'second class'. (European Diploma Supplements do note mode of study, which is unavoidable.)	Student Systems (USG)
16. To ensure lessons are learned from the early developments in distance PhDs, REC should receive annual reports from the Colleges on programmes, admissions and outcomes, with issues for action noted. A full review after 3 years (i.e. late in 2018-19)	REC

would be appropriate to decide whether substantial changes in approach are needed.	
--	--

END

Appendix 1

Flexible PhD Working Group

Remit

To review options and make recommendations to REC regarding actions that will need to be taken in governance, regulation, finance and academic support to enable the university to offer, as a normal business activity, PhD study which can be undertaken fully or partially at a distance, whether full-time or part-time.

Actions

1. To review past developments in UoE and current pilots
2. To review practice at other universities, especially peers or those with substantial experience of flexible PhD study
3. To review regulations and application processes for any changes needed
4. To review finance/fee processes for any changes needed
5. To review support for academic staff, School/College support staff and students for flexible PhD study
6. To make recommendations to REC as to how a migration might best be effected to enable flexible PhDs as normal business

Group membership (proposed)

Fiona Philippi (IAD) (originally Louisa Laws, IAD)

HSS rep (Richard Coyne or nominee)

CSE rep (Alan Murray or nominee)

MVM rep (Philippa Saunders or nominee)

IS rep (Bryan Macgregor)

Finance rep (Phil McNaull or nominee)

USG/Registry rep (Gavin Douglas or nominee)

EUSA rep (Tanya Lubicz-Nawrocka or nominee)

Sian Bayne (pilot of distance PhD)

Theresa McKinven (pilot of distance PhD)

Jeff Haywood (WG chair)

Susan Hunter (Academic Services) (originally Amy Jaworski, IS)

Appendix 2

**The University of Edinburgh
College of Humanities and Social Science
Interim Policy for the approval of Distance PhD programmes**

This draft interim /policy explains how Schools in CHSS can pilot PhDs by distance. University level policy is expected to be developed over the coming months.

- This policy/guidance must be read in conjunction with the document ‘Postgraduate Programme Management – Proposals for New Programmes & Review of Existing Programmes’ (this is currently being revised) and with the guidance on new programmes on the Academic Services website, <http://www.ed.ac.uk/schools-departments/academic-services/quality-unit/quality-assurance/programmes-courses/programme-approval>.
- Consideration must also be given to sector best practice and any recommendations from the Quality Assurance Agency for Higher Education.
- Schools considering establishing a PhD by distance must discuss their plans with the Head of the College Postgraduate Office and the Dean of Postgraduate Studies (Research)

Important points to note

- It is not currently proposed to create any entirely new PhD by distance. The expectation is that Schools may decide to add a distance mode to currently existing programmes;
- The assumption is that the standard documentation needed to set up an entirely new programme is already in existence, and will therefore not be requested again. The programme approval will therefore ***focus on the elements which are distinctive to distance learning, such as whether applicants will have access to suitable academic facilities;***
- Where it a PhD programme does not already have the standard documentation, Schools must provide it;
- In some areas, such as tuition fees, cross-university consultation will be required. Fees Strategy Group approved a proposal in October 2015 to set the DL PhD fee at the same rate as the on-campus fee, i.e. Home/EU students will be charged the Home/EU fee and Overseas students the OS fee. This will be reviewed in two years;
- Some Schools have a very large number of PhD programmes (the maximum is 17). Schools should consider how to minimise duplication of effort in establishing distance PhDs;
- Schools should consider admissions requirements, including applications for transfer to distance from current students, support available at the site of study, support available in Edinburgh and how that will be delivered, training for supervisors and students, the need for any specific content or training (e.g. research methods) to be made available online, or alternatively for a requirement for the student to be in Edinburgh for this to be delivered, whether first year and annual reports will be required to be carried out in Edinburgh, the expectation that the viva will take place in Edinburgh, and for overseas students, the time limits for a student visitor visa;

- Schools should also be aware that some funding bodies do not permit students to study by distance, for example both ESRC and AHRC regulations currently state that students have to be resident where they are studying;
- The current guidance on the UKVI website indicates that overseas students on official distance learning programmes are able to apply for a Short Term Study Visa for up to 6 months (<https://www.gov.uk/government/publications/short-term-students>) which clarifies students on a distance learning course which lasts for longer than 6 months are eligible to apply for a Short Term Student visa to visit for short periods of study (see page 10). Useful advice is also available from the UK Council for International Students, <http://www.ukcisa.org.uk/International-Students/Preparing--planning/Visas-and-immigration/Short-term-student-visa/Short-course-maximum-of-6-months/>;
- The majority of Schools are expecting that students will spend at least a small amount of time in Edinburgh, and that 'pure' distance PhDs are unlikely;
- Extra care should be taken in establishing 'pure' distance PhDs to ensure that necessary support is in place for students;
- For 'pure' distance PhDs, consideration should be given to whether the student will be expected to attend on campus for annual reviews and the viva, and how these will be addressed if the student is not expected to attend on campus for these. NB a concession may be required.

Approval process for Distance PhD programmes

Proposal

- The initial idea could come from an individual or the PG Studies Committee may decide it wishes to open up all or some of its PhD programmes to distance learning;
- School decides to establish a PhD by distance. This could be done where demand is considered to exist, or in reaction to an expression of interest from a current or potential student;
- School decides whether all its PhD programmes are to be available by distance, or those where demand/interest is thought to exist;
- If the School has a large number of PhD programmes, it could consider limiting those available by distance in order to avoid duplication of effort in setting up the distance route;
- Schools decide whether the PhD by distance route will be available for all applicants to apply for (application form on Degree Finder), or only on an individual basis. This should be clear in the programme proposal documentation;
- PhD by distance programme proposer prepares the proposal documentation (see list of documentation required);
- NB a business case may be required by the School. Informal consultation with appropriate staff in School, including the Director of Professional Services, is strongly advised prior to spending lengthy period of time preparing the full proposal;

School review – Board of Studies/SPG Studies Committee

- The proposal is submitted to the BoS/PG Studies Committee;
- The BoS/SPGSC can approve, ask for revisions, or turn down the request;

- If revisions are requested, these are carried out by the proposer before resubmission to BoS/SPGSC;
- If the proposal is approved, all the documentation is sent to the College PG office, including minutes of the BoS/SPGSC approving the set up of the programme;

College Postgraduate Office/ CPGSC

- Schools send to the Postgraduate Office their programme proposal documentation;
- The documentation is considered by the Dean PGR and two members of CPGSC;
- The Dean PGR and CPGSC members can recommend approval, revision or that the request is turned down;
- If revisions are requested, these are carried out by the proposer before resubmission to College PGO/CPGSC;
- The proposal is endorsed by CPGSC or returned to the School (see previous bullet point);

Programme Creation

- The College Postgraduate Office sends the new programme request form to EUCLID support team. This creates programme codes and the option for an application form on the PG Prospectus page. Any revised text about the Distance PhD option is also inserted at this stage on the PG Prospectus page;
- The PhD distance programme is reviewed every two years.

Required documentation

Documentation required for the initial proposal to BoS/SPGSC

- Completed **Draft Checklist for programme approval for a PhD by distance** (Appendix A) and the **Applicant Admission Template** (Appendix B) for any potential new student including current students who wish to transfer
- Programme specification
- The prospectus entry – generic wording could be used if preferred ‘PhD by distance may be an option to suitably qualified applicants. Please contact us for further information.’
- Fee proposal
- EUCLID new programme form
- Degree programme table *if required*/if it differs to on campus version
- Course details on new courses which are part of the programme *if required*
- The DRPS entry (*if required*)

Documentation required for proposal to College PGO/CPGSC

- All of the above documentation plus
- Minutes from the School Board of Studies (or appropriate authorising body) indicating approval of the distance programme proposal

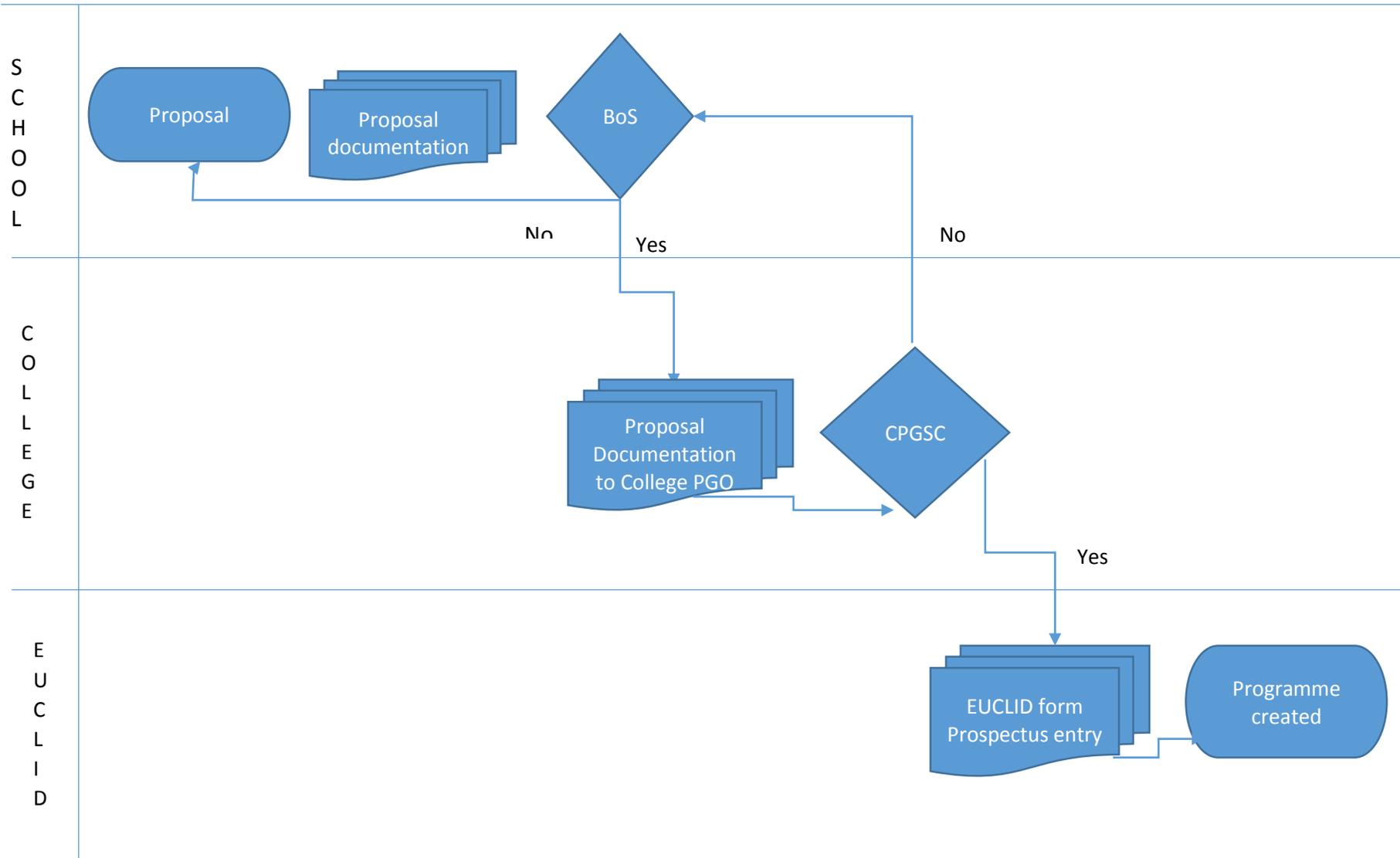
Documentation sent to Student Systems

- EUCLID new programme form

- Prospectus entry

Schools must also consult with the College Postgraduate Office concerning the first two admissions requests.

Interim PhD by Distance Learning Approval Process, CHSS



**Appendix A Draft Checklist for programme approval for a PhD by distance
School requirements**

In deciding whether to set up a distance learning programme, or accept students once a programme has been established, the School will have recourse to consider the following:

Is a DL version of the programme available? (has the EUCLID new programme form been completed?)	
Availability of distance learning research module	
Availability of orientation programme	
Is any mandatory training available for distance students? If not, how will they access it?	
Availability of training for potential supervisors of distance PhD students	
Have potential supervisors undergone training in supervising distance learning students?	
Supervision arrangements, including arrangements for joint supervisor/local advisor	
Is the technology available in the department to support supervising distance students?	
Is there a cohort, or likely to be a cohort in place?	
Is English language support available?	
What are the arrangements for annual reviews?	
What are the arrangements for study visits?	
- By the applicants to Edinburgh?	
- By the supervisor to the site of study?	
- If so, who is responsible for paying travel fees?	
- Will this be written into the student contract/memorandum of agreement?	
How will any student issues related to the distance learning nature of the programme be addressed?	
Who has the authority to agree to offer a place to PhD study by DL?	

Appendix B Applicant Admission Template

Programme applied for	
Full Time or Part Time	
School & Subject	
Proposed start date	
First Supervisor	
Second Supervisor	
Thesis Subject	
Previous Study	
Postgraduate Level study programme and outcome	
Was the candidate's previous study conducted in English?	
Does the candidate have experience of distance study?	
Has the candidate provided evidence of research experience; ability to work independently?	
Location of study	
Normal site of study	
Is this a HE institution or similar?	
What access will the applicant have to study facilities, a library?	
Does the applicant have access to the required technology (broadband, skype, etc.)?	
Are there any restrictions by funding bodies (or other considerations) on where the applicant can be resident?	
Have you discussed with the applicant the potential risks and characteristics of studying for a research degree at a distance?	
Facilities (in comparison to University of Edinburgh on campus study).	
Library facilities	
IT facilities	
Any research equipment needed	
Support at the site of study from other researchers/academics	
Access to any other academic input, such as seminars	
Email/skype	
Local advisor/mentor	

If there are any concerns over the study site, can these be addressed in other ways?	
How will the applicant be supported?	
How will the applicant be integrated into the School research/PG community?	
Study Plan (PT)	To be completed by applicant in consultation with proposed supervisor
Year 1	
Any compulsory training programmes/time in Edinburgh	
10-week review	
Milestones to be achieved	
Arrangements for annual review	
Year 2	
Study visit to Edinburgh (if required)	
Milestones to be achieved	
Arrangements for annual review	
Year 3	
Study visit to Edinburgh (if required)	
Milestones to be achieved	
Arrangements for annual review	
Year 4	
Study visit to Edinburgh (if required)	
Milestones to be achieved	
Arrangements for annual review	
Year 5	
Study visit to Edinburgh (if required)	
Milestones to be achieved	
Arrangements for annual review	
Year 6	
Study visit to Edinburgh (if required)	
Milestones to be achieved	
submission of thesis	
Viva exam (where/how will this take place?)	
Are there any potential visa implications? (if yes, see additional note on eligibility for student visitor visa)	
Once the student has accepted the offer, has an MoA/study contract been signed?	

Appendix 3

Report on study of UK universities offering PhD by distance study

Russell Group

University	Fees	Research training	Visit to University?	Support						
<p>Birmingham Fees = standard on campus fees. Includes cost of three visits to Birmingham.</p>	<p>2015/16 are currently as follows: Home / EU £4,052 full-time; £2,026 part-time Overseas: £13,195 full-time; £6,597.50 part-time</p> <p>Birmingham charge an annual tuition fee which is the same as their standard on-campus PhD but includes:</p> <ol style="list-style-type: none"> Accommodation at the University and Economy class flights to and from Birmingham for the compulsory two-week campus visit in September Accommodation at the University and Economy class flights to and from Birmingham at the end of the study period for the three-day PhD viva examination 	<p>The initial visit will enable students to meet their supervisory team, undertake intensive research skills training and make a start on their research. If studying towards a PhD, they will then be invited to attend the University for 'in-person' meetings which give them the opportunity to interact with other doctoral students both socially and academically, undertake important progress meetings and carry out further training, and conduct intensive work on their research.</p> <p>The web portal my.bham.ac.uk will provide students with a wide range of integrated services including email, access to e-learning systems, library account details and collaborative group spaces for social and study activities.</p>	<p>Students will be required to visit the University once per full year of study (every year for full-time students, and every other year for part-time students.) These visits are two weeks long for distance learning PhD students. Flights and accommodation for these visits are paid from the standard course fees.</p> <p>They will also generally be required to be present on campus for their viva voce, which is also funded from course fees.</p>	<p>Online students will receive the same level of support and supervision as on-campus students. The only difference is that their supervisory sessions will take place via audio and visual communication services such as Skype or Facetime, rather than in person.</p>						
<p>Exeter Fees = standard on campus fees</p>	<table border="1"> <thead> <tr> <th></th> <th>Humanities and Social Sciences</th> </tr> </thead> <tbody> <tr> <td>UK/EU</td> <td>£4,100</td> </tr> <tr> <td>International</td> <td>£15,000</td> </tr> </tbody> </table>		Humanities and Social Sciences	UK/EU	£4,100	International	£15,000	<p>Students may be able to undertake some research training during study visits to the campus. It is important to discuss training needs early on with the supervisor to ensure that these can be met.</p> <p>Skills development - there are a number of skills development courses available online from the University's</p>	<p>Students are able to do the research required for their Doctorate in a location of their choosing and may mean visiting campus at just a few key times during their studies and for no more than four months a year. Attendance for induction is strongly encouraged as students get a chance to meet their supervisory team, undertake an</p>	<p>Communication via email and using VoIP technology such as Skype will allow students to discuss their work. Students still get detailed feedback on their work and guidance to support during the course of their studies.</p>
	Humanities and Social Sciences									
UK/EU	£4,100									
International	£15,000									

		<p>Researcher Development Programme. These currently include Preparing for your Viva and Starting your Doctorate and a further eleven online courses are also available. There are also more focused social science skills workshops organised by the College, and a regular Training and Events Newsletter is sent to all research students to inform them of upcoming events.</p>	<p>initial skills audit and make a start on their studies. The School holds a Postgraduate Student Week in the third term. This includes opportunities to interact with other doctoral students both socially and academically, a chance to present at and attend the student conference, attend departmental seminars, undertake important progress meetings and carry out necessary training. Students are also generally required to be present on campus for their viva voce.</p>	
<p>Manchester Fees similar standard on campus fees</p>	<p>2015/16</p> <ul style="list-style-type: none"> • PhD (full-time distance learning) UK/EU students: £4,600 International students: £14,500 • PhD (part-time distance learning) UK/EU students: £2,300 International students: £7,250 <p>The fees quoted above will be fully inclusive and, therefore, you will not be required to pay any additional bench fees or administration costs. All fees for entry will be subject to yearly review and incremental rises per annum are also likely over the duration of the course for UK/EU students (fees are typically fixed for International students, for the course duration at the year of entry).</p>	<p>Students are able to access the School's research methods training alongside their on-campus students as they have developed online and interactive technologies for research methods training and transferrable skills development. For international students, they provide additional support sessions on a regular basis which help students settle into their PhD studies. Online transferable skills training - Content for this course unit begins with face-to-face sessions during induction week and continues with online sessions. The unit includes a series of presentations and group activities that provide opportunities for students to develop the range of skills required for successful research.</p>	<p>This option does include attendance at an initial on-campus intensive induction week where you will meet supervisors and fellow students. Students must maintain expected virtual presence and communication in order to remain registered on the DL PhD programme.</p>	<p>Students use the latest video conferencing technologies for supervision meetings. Online resources: Virtual student community through online discussion, Personal pages, Electronic library resources and support, Virtual seminars with in-built question and answer sessions. All students attend the monthly Graduate Research Support Group meetings to present their developing research to each other. DL PhD will give online presentations with discussion board feedback.</p>

<p>Nottingham Fees = standard on campus fees</p>	<p>2015/16 UK/EU £4,052 International £ 14,140</p>	<p>Provides a comprehensive researcher development programme. They offer a selection of their most popular training courses on Saturdays for students that can't attend during the week. The Graduate School offers a growing portfolio of online research training courses and resources. Some of these are stand-alone and can be taken by students at a time most suitable to their needs. Other courses are moderated and run over a set period (of usually a week). They provide an opportunity for students to work collaboratively with other doctoral researchers to enhance their skills and share their experiences in a facilitated online learning environment.</p>		
<p>Sheffield Fees = standard on campus fees Departments can charge an additional £500, £1000 or £1500 if required.</p>	<p>Tuition fees for EU Remote Location students will be charged at the Home annual rate for 2015/16 £4,052. International students will be charged £14,500 (full-time) or £7250 (part-time) for each year of research.</p> <p>For both EU and International students, academic departments can increase the standard annual tuition fee by £500, £1000 or £1500 if they feel it is necessary given the nature of the student's research. In addition to the tuition fee, students will be expected to pay the costs associated with their academic progress (e.g. travelling to Sheffield for supervisory meetings)</p>		<p>Candidates are required to attend the University in order to meet a number of statutory requirements. These will include all viva voce examinations. However, they spend the majority of their programme of research at the remote location site, and should not spend more than eight consecutive weeks in Sheffield at any time during the course of their degree. A Remote Location student's progress will be formally reviewed after approximately 12 months (24 months for part-time candidates), to ensure that both student progress and the arrangements</p>	<p>The frequency with which students will meet with their primary supervisor will be agreed in the application process. This must include at least one face-to-face meeting per year, with additional student-supervisor contact maintained at least on a monthly basis. Students should maintain a file of all correspondence, including copies of all emails, between the student and supervisor. This file must be made available</p>

			relating to supervision have been satisfactory. As part of the review process, the student may be required to undergo an oral assessment. The supervisor will be required to submit formal progress reports to the departmental research committee (or equivalent body) at least every six months, and also an annual report on the student's progress and the supervisory arrangements.	to the University upon request.
UCL H/EU fees slightly higher than standard, OS fees the same.	Home/EU Full time: £5900 Part-Time: £2950 International Full time £14040 Part-Time: £7020	The Doctoral School research training programme consists of core and specialist courses. The core courses provide a broad coverage of the central skills and ethical and methodological issues of educational research. These core courses have been designed specifically for online delivery. The courses, workshops and seminars provide the opportunity for students to become part of the Institute's larger research community as part of their online study. Students are able to meet online and discuss their work with other students and staff from other academic departments and learn more about the personal and funded research taking place at the Institute.	All students must normally register in the first instance for an MPhil and may subsequently seek transfer of registration to the PhD. This should normally take place at the end of the first year for full-time students or during the second year for part-time students. Students will follow a programme of study under the guidance of an appointed supervisor(s) and an advisory panel. This programme offers the opportunity to undertake their PhD or MPhil entirely online.	
	Professional Doctorates			
Glasgow	EdD Part-time only Home and EU - £2767 per year International - £5975 per year	This is a distance e-learning programme delivered via Moodle, the University's chosen Virtual Learning Environment	Each taught course in years one to three has an integral face-to-face weekend study school that is, ordinarily, compulsory and focuses on providing support and	Participants are normally expected to be online at least once a week, to contribute to discussions and other course activities

	<p>Unusually, on a programme of this nature, the cost of the weekend study schools is included in the course fees. All accommodation and meals (Friday evening until Sunday morning) are included and you will only have to pay for your own travel and any additional expenses you incur.</p>			<p>(VLE). Participants are offered both flexibility and supportive scaffolding via a series of formative learning activities structured around four or five milestone targets for each taught course.</p>	<p>interaction around the sharing of academic experience and professional practice relevant to the respective courses. When students are in years four and five of the programme, the dissertation phase, each participant works individually with a designated supervisor whilst retaining membership of a learning community via an online Moodle space designed to facilitate progress sharing, issue raising and continuing supportive group interaction.</p>	<p>and to complete all milestone activities. Learning support takes the form of group and individual communications facilitated by VLE-enabled discussions and supplemented by the appropriate use of email, Skype, telephone, and face-to-face meetings if appropriate. Increasingly staff and participants are using synchronous web communication tools for additional interaction.</p>																																	
<p>Liverpool</p>	<table border="1"> <tr> <th>Total fee</th> <th>DBA</th> <th>EdD</th> </tr> <tr> <td>Africa</td> <td>\$ 77,500</td> <td>\$ 53,650</td> </tr> <tr> <td>Asia</td> <td>\$ 77,500</td> <td>\$ 53,650</td> </tr> <tr> <td>Australia</td> <td>\$ 80,100</td> <td>\$ 57,000</td> </tr> <tr> <td>Caribbean</td> <td>\$ 77,500</td> <td>\$ 53,650</td> </tr> <tr> <td>China</td> <td>\$ 80,100</td> <td>\$ 57,000</td> </tr> <tr> <td>Europe</td> <td>€ 61,400</td> <td>€ 40,500</td> </tr> <tr> <td>Latin America</td> <td>\$ 77,500</td> <td>\$ 53,650</td> </tr> <tr> <td>Middle East</td> <td>\$ 80,100</td> <td>\$ 57,000</td> </tr> <tr> <td>North America</td> <td>\$ 80,100</td> <td>\$ 57,000</td> </tr> <tr> <td>United Kingdom</td> <td>£ 53,350</td> <td>£ 33,900</td> </tr> </table>	Total fee	DBA	EdD	Africa	\$ 77,500	\$ 53,650	Asia	\$ 77,500	\$ 53,650	Australia	\$ 80,100	\$ 57,000	Caribbean	\$ 77,500	\$ 53,650	China	\$ 80,100	\$ 57,000	Europe	€ 61,400	€ 40,500	Latin America	\$ 77,500	\$ 53,650	Middle East	\$ 80,100	\$ 57,000	North America	\$ 80,100	\$ 57,000	United Kingdom	£ 53,350	£ 33,900			<p>The two online programmes have nine core modules, a Doctoral Development Plan, and culminate in a thesis. Students have the option to attend two face-to-face residencies. The residencies bring together a group of students with the aim of preparing them for the doctoral thesis. The second residency includes an academic conference at which each participant presents a research paper.</p>	<p>Relevant working experience in Higher Education is a requirement of the EdD programme.</p>	<p>100% online assessment, no travelling to campus. Optional face-to-face residencies.</p>
	Total fee	DBA	EdD																																				
	Africa	\$ 77,500	\$ 53,650																																				
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<p>Please note the tuition fees exclude the technology fee totalling £486.00/\$810.00, payable across nine instalments.</p>																																							
<p>Other institutions</p>																																							
<p>Aberdeen Fees slightly lower than on campus</p>	<p>UK/EU £3,600</p>	<p>International £12,600</p>		<p>Students will need to hold monthly meetings with their supervisor(s). Students will need to submit bi-annual reports which will be used to assess whether progress has been satisfactory. There may be</p>	<p>The preferred method of communication is via Skype. If this is not possible, email or telephone correspondence may be</p>																																		

								times when it is a requirement to have a Skype meeting which students will be expected to comply with.	used in agreement with the supervisor(s).	
Kent FT OS students charged 75% of on campus fees	Full-Time Overseas Postgraduate - Non Lab (Standard) Research	Full-time external fee £9,337.50 (75% of standard fee)	Part-time external fee £6,225.00 (50% of standard fee)					Following submission of a thesis, students are examined (in English) in accordance with the University Regulations (an oral examination is usually included). This is normally held at the University, but may be conducted elsewhere subject to the agreement of the examiners.	Students need easy access to all the facilities and resources required for their proposed programme of research and the means for rapid communication with their supervisors, for example, telephone, Skype or email.	
Leicester H/EU fees for some programmes slightly higher than on campus, OS fees lower.	Total Course Fee 2014/15			Total Course Fee 2015/16			Structured programme of research training, delivered entirely through a combination of module books and interactive tasks, readings, and discussion through the University's Blackboard online virtual learning environment. Alongside this core training, distance learners have access to a range of online resources and materials to help them. They also have access to the University Library's online resources for distance learning researchers including remote access to some 18,000 electronic journals, books, and databases.	PhD research students are registered on probation for the first 24 months (part-time and distance learning students), of study after initial registration. Over this period they will complete their research skills training and their overall suitability for a PhD programme will be monitored. At the end of this period their progress will be assessed and, subject to this being satisfactory, they can then continue with their degree. Students are required to visit Leicester both for their probation review and for their viva exam at the end of their degree.	The student will keep in touch with their supervisor through regular supervisory meetings provided online or by telephone.	
	PhD	UK/EU	International	International Discount	UK/EU	International				International Discount
	Education	£15995	£19145	£14540	£16715	£20005				£15195
	Management	£15995	£19145	£14540						
	Media and Communication	£15995	£19145							
	Politics and International Relations	£15995	£19145	£14540						
	Annual Course Fee									
	PhD	UK/EU	International							
	Archaeology	£2535	£5960							
	Law	£4650	£4730							
Museum Studies	£5056	£10455								
Open Fees similar to on campus study.	Full time study	Qualifications	Annual fees (£)	Students will normally need to find their own research facilities for part-time study, but will be encouraged to come on to campus for meetings, seminars and events in their research area, to make sure they get the full benefit	Part-time students should expect to spend at least 18 hours a week on their research.	Part-time students are fully supported by their supervisors with regular meetings via Skype and OU Live, all accessible through the Virtual Research Environment (VRE), which provides a rich source of resources, materials, and				
	Home and EU	MPhil/PhD	3,996							
	Overseas non-science students	MPhil/PhD	10,148							
	Overseas science students	MPhil/PhD	13,120							
	Part-time study									
		Qualifications	Annual fees (£)							
Home and EU	MPhil/PhD	2,034								

	<table border="1"> <tr> <td></td> <td>EdD</td> <td>3,044</td> </tr> <tr> <td>Overseas</td> <td>MPhil/PhD</td> <td>4,955</td> </tr> <tr> <td></td> <td>EdD</td> <td>3,815</td> </tr> </table>		EdD	3,044	Overseas	MPhil/PhD	4,955		EdD	3,815	<p>of integrating into the research environment. Students can access a wide range of virtual services and facilities, including online publications and resources, training materials, library facilities.</p>		<p>communications facilities for research students. It is a portal for all research students to engage with academics and fellow researchers, even when off campus.</p>
	EdD	3,044											
Overseas	MPhil/PhD	4,955											
	EdD	3,815											
<p>Salford Flat fee for all students.</p>	<p>The standard fees for a research course per year for 2014/15 entry are: UK/EU/International: PhD Online Programme (MERIT) £6525</p>		<p>This programme is delivered online, and is backed up by tutor support. All candidates will be allocated a Salford Supervisor and Co-Supervisor, as well as a Local Advisor who must be based in an academic institution, local to the candidate's country of residence. Attendance at the University of Salford is compulsory only for interim assessment, internal evaluation and the final oral exam.</p>	<p>Candidates will engage in a highly interactive on-line environment (Blackboard) backed up by PhD supervision. Due to the nature of this programme, all candidates must have access to a computer as well as a headset (with integrated microphone and earphones) so that you can listen and speak through the system.</p>									
<p>Sunderland PT and FT students charged the same.</p>	<p>2014/15 UK/EU</p> <ul style="list-style-type: none"> Distance learning full-time: £2,600 per year Distance learning part-time: £2,600 per year Write up fee: £2,600 <p>International</p> <ul style="list-style-type: none"> Distance learning full-time: £6,930 per year Distance learning part-time: £6,930 per year Write up fee: £6,930 <p>All full time self-funding international candidates at postgraduate level are awarded a £1,500 scholarship per year of study. You do not have to apply for this scholarship; it is automatically applied to reduce the annual fees specified above.</p>	<p>Postgraduate Research Development Programme (PGR) - They provide high-intensity workshops to train students in transferable research skills that will be valuable both during and after the research degree. The workshops also allow students to form a network of peers. This could prove useful in future collaborative research projects.</p>	<p>The student must visit the University to attend the Postgraduate Development Training programme, to meet with the supervisors and to take part in the Annual Monitoring Review meeting. The requirement to attend the University for training sessions and annual reviews is an absolute minimum requirement and must be adhered to for the student's registration to continue. It is likely that this will entail at least 2 to 3 visits per year (of one week duration each time) to the University.</p> <p>When the candidate is to visit the University he/she must be</p>	<p>The candidate will be required to be in regular and frequent contact with the supervisory team; particularly the Director of Studies (first supervisor). This will entail regular and frequent communication by email, telephone, and video-conference.</p>									

					prepared, and able, to meet the costs of this. The final examination will always take place at the University of Sunderland.			
	Professional Doctorates							
Bath	2014/15							
	Full-time research	Home/EU	Overseas					
	EdD	£4,400	£14,300					
	Part-time research			Home/EU	Overseas			
	EdD fee per unit			£1,550	£1,550			
	EdD fee per unit credited (prior study only)			£1,163	£1,163			
	EdD fee per unit credited (prior study and assessment)			£775	£775			
	EdD fee for Research Enquiry (supervised)			£8,500	£8,500			
	EdD fee for Research Enquiry (published papers)			£8,500	£8,500			
						Students complete four taught units (two are optional units) before moving onto the Research Enquiry stage (must obtain at least two Merit grades or higher from these units to progress). Units can be undertaken through our Intensive Teaching Weeks, or (in the case of some units) via distance learning. The first unit, and at least one other unit, must be taken at the Intensive Teaching Weeks. Intensive Teaching Weeks are on-campus events that occur at specific times of the year in the form of Summer and Winter Schools . The Summer School normally runs for three weeks from late June or the beginning of July. A different unit is offered each week. One or two units are also usually offered in January. There are a range of courses available from the PG Skills catalogue which can help students develop skills, and are mapped against the UK national Researcher Development Framework.	The first taught unit must be taken at the Intensive Teaching Week (students must also study one other unit at an Intensive Teaching Week). Students must complete this stage of the programme within three years (if studying full-time) or five years (if studying part-time). They expect doctoral students to undertake ten days skills training per-year (pro-rata if you are part-time).	
Lancaster		Part time UK/EU	Part time International					
	Education Research	£3,750	£6,790					
	Health Research	£2,805	£7,295					
						Assessment takes the form of students completing six taught modules, a thesis proposal and		
						There will be a viva voce (conducted via video conference where preferred). External and		

		Full time UK/EU	Full time international	Part time UK/EU	Part time international		
	Creative Writing	£4,052	£13,260	£2,026	£6,630	the final thesis. For three modules assessment involves researching and writing a publishable paper for an academic journal. For the other three modules assessment involves a number of short assignments (5-6000 words for each module)	internal examiners will be appointed to examine each student's thesis

Appendix 4

Report on training courses undertaken by UoE PhD students (subject-specific and generic, offered by Schools and central services)

Student's School	Module Code	Module Name	#	Location Name	School providing module
School of Social and Political Science	PGSP11016	Research Skills in the Social Sciences: Data Collection	54	Central	School of Social and Political Science
School of Social and Political Science	PGSP11208	Research Design	48	Central	School of Social and Political Science
School of Geosciences	PRGE11014	Research Planning and Management in the GeoSciences	34		School of Geosciences
School of Literatures, Languages and Cultures	CLCL11003	Research Skills and Methods	34	Central	School of Literatures, Languages and Cultures
School of Social and Political Science	SCIL11009	Core quantitative data analysis 1 and 2	28	Central	School of Social and Political Science
Business School	CMSE11300	Introduction to PhD in Management Research	27	Central	Business School
Business School	CMSE11194	Supervised Reading Course in Management 1	25	Central	Business School
School of Social and Political Science	PGSP11110	Analysing Qualitative Data	24	Central	School of Social and Political Science
School of Divinity	DW111011	Approaches to Research in Divinity and Religious Studies	20	New College	School of Divinity
School of Philosophy, Psychology and Language Sciences	PSYL11053	Univariate Statistics and Methodology using R	17	Central	School of Philosophy, Psychology and Language Sciences
School of Chemistry	CHEM11053	CDT-OPTIMA credits awarded at Strathclyde, semester 2	16	Other	School of Chemistry
School of Chemistry	CMSE11201	Innovation-driven Entrepreneurship (20 credits)	16	Central	Business School
School of Social and Political Science	PLIT11001	Theory and Practice of Political Research	16	Central	School of Social and Political Science
School of Chemistry	CHEM11050	Grand Challenge in Optical Medical Imaging	15	King's Buildings	School of Chemistry
School of Philosophy, Psychology and Language Sciences	PHIL12001	PhD Philosophy Proseminar	15	Central	School of Philosophy, Psychology and Language Sciences
Business School	CMSE11195	Supervised Reading Course in Management 2	15	Central	Business School
Edinburgh College of Art	CACE11001	Postgraduate Research Methods	14	Moray House	Edinburgh College of Art
School of History, Classics and Archaeology	PGHC11336	Writing History: Theory and Practice	13	Central	School of History, Classics and Archaeology
School of Mathematics	MATH12003	MIGSAA Extended Project	12	Central	School of Mathematics
School of Mathematics	MATH12001	MIGSAA Research Skills	12	Central	School of Mathematics
School of Mathematics	MATH12002	MIGSAA Taster Project	12	Central	School of Mathematics
Edinburgh College of Art	MUS11015	MMus Research Methods A	12	Central	Edinburgh College of Art
School of Geosciences	PRGE11002	Research Design in Human Geography	12		School of Geosciences
School of History, Classics and Archaeology	PGHC11337	History PhD Dissertation Workshop	11	Central	School of History, Classics and Archaeology
School of Engineering	PGEE11132	CDT-ISM credits awarded at Glasgow, semester 1, Fund	10	External to University	School of Engineering
School of Engineering	PGEE11127	Applications of Integrative Sensing and Measurement (ISI)	10	King's Buildings	School of Engineering
School of Engineering	PGEE11133	CDT-ISM credits awarded at U of Glasgow, semester 1, F	10	External to University	School of Engineering
School of Social and Political Science	PGSP11017	Explanation and Understanding in Social and Political Re	10	Central	School of Social and Political Science
School of Engineering	PGEE11135	Integrative Sensing and Measurement Short Project	10	King's Buildings	School of Engineering
Edinburgh College of Art	DESI11016	Research Methods	10	Central	Edinburgh College of Art
School of Social and Political Science	SCIL11007	Advanced Issues in Sociological Research and Sociology	9	Central	School of Social and Political Science
School of Chemistry	LISC11086	Ethics and Regulatory Processes in Translating Innovatio	9	Little France	Deanery of Clinical Sciences
School of Literatures, Languages and Cultures	PGSP11188	Qualitative Methods and Ethnographic Fieldwork	9	Central	School of Social and Political Science
Business School	CMSE11312	Qualitative Research	9	Central	Business School
School of Engineering	CHEM11052	Research Methods in Integrated Sensing and Measurem	9	King's Buildings	School of Chemistry
School of Divinity	BIST11010	Advanced Greek Readings B	8	New College	School of Divinity
School of Chemistry	BUST11228	Translational Study - Innovation and Entrepreneurship Ma	8	Central	Business School
School of Divinity	BIST11011	Advanced Hebrew Texts A	7	New College	School of Divinity
School of Social and Political Science	SCAN11006	Advanced Issues in Anthropological Research	7	Central	School of Social and Political Science
School of Social and Political Science	PGSP11078	Core quantitative data analysis for social research: part 1	7	Central	School of Social and Political Science
School of Health in Social Science	PGSP11321	Intermediate inferential statistics: testing and modelling	7	Central	School of Social and Political Science
School of Divinity	BIST11017	New Testament Exegesis A	7	New College	School of Divinity
Deanery of Molecular, Genetic and Population Health Science	PGSH11003	Statistics and Data Analysis	7	King's Buildings	School of Biological Sciences
School of Divinity	BIST11018	The New Testament in Its Graeco-Roman Context	7	New College	School of Divinity
School of Divinity	BIST11011	Advanced Hebrew Texts A	6	New College	School of Divinity
School of Social and Political Science	SCPL11018	Advanced Issues in Social Policy	6	Central	School of Social and Political Science
School of Divinity	DW111012	Approaches to Research: Biblical Studies	6	New College	School of Divinity
School of Chemistry	CHEM11046	Electronic Structure Theory and Classical Simulation Met	6	Other	School of Chemistry
School of History, Classics and Archaeology	ELCG07009	Foundation German Language 2	6	Central	School of Literatures, Languages and Cultures
School of Economics	ECNM11065	Frontiers in Economics	6	Central	School of Economics
School of Economics	ECNM11063	Models and Research Methods in Econometrics	6	Central	School of Economics
School of Economics	ECNM11062	Models and Research Methods in Macroeconomics	6	Central	School of Economics
School of Economics	ECNM11061	Models and Research Methods in Microeconomics	6	Central	School of Economics
Deanery of Molecular, Genetic and Population Health Science	PGSH11001	Population and Quantitative Genetics	6		School of Biological Sciences
School of Divinity	BIST11011	Advanced Hebrew Texts A	5	New College	School of Divinity
School of Literatures, Languages and Cultures	PGHC11087	Elementary Latin (PG) 2	5	Central	School of History, Classics and Archaeology
School of History, Classics and Archaeology	ELCG07009	Foundation German Language 1	5	Central	School of Literatures, Languages and Cultures
Deanery of Molecular, Genetic and Population Health Science	PUHR11050	Introduction to Statistics	5	Central	Deanery of Molecular, Genetic and Population Health Science
Moray House School of Education	REDU11028	Qualitative Data Research	5	Moray House	Moray House School of Education
Moray House School of Education	REDU11029	Quantitative Data Analysis with SPSS	5	Moray House	Moray House School of Education
Moray House School of Education	REDU11002	The Nature of Enquiry	5	Moray House	Moray House School of Education
Edinburgh College of Art	ARTX11033	TPG Methods	5	Central	Edinburgh College of Art
School of Biological Sciences	ZLGY10028	Zoology Research Project	5	King's Buildings	School of Biological Sciences
13 courses			4		
30 courses			3		
54 courses			2		
204 courses			1		
29% of courses are taken outside the students' Schools					

Appendix 5

Report on current online Level 11 research training and methods courses for, or suitable for, PhD by distance students (subject-specific and generic, offered by Schools and central services)

Online Distance Learning

Current Pilots

HSS PhD pilots

It wasn't possible to create any programmes after January 2015 because student systems required us to provide fee strategy group approval for the fee. This was approved in November 2015. There are a couple in the process of being set up, but no others running that I'm aware of. A student who was expected to start in January 2015 decided not to do distance, another student was expected to change to distance, but hasn't done so yet.

MVM PRPHDCLVES2P – PhD Clinical Sciences (Online Distance Learning) Vet School since 2014

Online course provision

HSS Online courses for research methods which are running as part of MSc ODL

- Research Methods on MSc in Digital Education (Education)
- Engaging with Digital Research (SPS)
- The use and evolution of digital data analysis and collection tools (SPS)
- Historical Research: Approaches to History (History)
- Historical Research: Skills and Sources (History)

It's interesting that only three of the ODL Masters appear to have named research methods courses. We're not aware of anything formal online for PhD students.

A different question, there is some online English language support for ODL students, <http://www.ed.ac.uk/english-language-teaching/students/future-students/online-pre-sessional-academic>

MVM None for PGR students (IAD provision)

MSc programme modules

In addition, we asked the course leaders of all online MSc programmes as to modules being offered in research methods and that might be suitable for PhD training. These are their replies:

Chemistry

The three modules of the PG Cert in Computational Chemistry and Modelling are taken by Chemistry PhDs at Edinburgh and at St Andrews. Course codes are CHEM11046, CHEM11047 and CHEM11048. The courses give background

theory and also practical training on how to use computational chemistry methods and associated software.

History

They provide information on the History MSc, for all students (on writing history), but also, more specifically for dissertation students.

Social Justice

As part of the MSc Social Justice, they offer Activist Social Research, a 20-credit course, which provides research methods training oriented towards applied social research.

International Animal Welfare

In MSc IAWEL we do have a 'zero credit but compulsory' course in research planning and methodology for Animal Welfare study. I don't know how relevant it would be to PhD level as it is aimed at a narrow field, but I would be happy for people to use it.

eHealth

All of the online modules in the Global eHealth MSc are available to our eHealth PhD students.

(6) Nursing

We (Nursing Studies) have 2 online courses that may be appropriate: Research A & Research B:

<http://www.ed.ac.uk/schools-departments/health/nursing-studies/postgraduate/cpd/research-methods-a>

<http://www.ed.ac.uk/schools-departments/health/nursing-studies/postgraduate/cpd/research-methods-b>

Public Health

"We have courses in research skills, qualitative research, systematic reviews and epidemiology and statistics that might be useful"

MSc Clinical Education

We have a Research in Clinical Education course which has been running for several years. It is mainly a qualitative research course. We are also running a new course this year, Quantitative methods in clinical education which hopefully does what it says on the tin. Both courses are stand alone, 20 credit courses at SCQF level 11. While both are aimed at clinicians they would have wider relevance.

Equine Science

The Equine Science degree has the Research Methods in Equine Science course (20 credits). This must also be taken by students before they do the Dissertation.

Appendix 6

IAD training courses and uptake

Course Name	Date	Time	Max. no of places
Preparing for Conferences - Presenting your Poster: School of Biological Sciences	24-Aug-15	9.30-12.30	35
The Writing Process: Getting Started (HSS)	21-Sep-15	09:30-12:30	25
Is My Writing 'Academic' Enough? (HSS)	23-Sep-15	09:30-12:30	25
Text: Coherence, Structure and Argumentation	25-Sep-15	09:30-12:30	20
The Writing Process: Getting Started (SCE&MVM)	28-Sep-15	09:30-12:30	25
Statistical Consultancy 1:1 Session	28-Sep-15	9.30am - 1.00pm	4
Is My Writing 'Academic' Enough? (SCE&MVM)	29-Sep-15	09:30-12:30	25
Speed Reading	01-Oct-15	9:30-12:30	20
Presenting Your Poster: School of Physics	01-Oct-15	9:30-12:45	30
Mapping Your Mind	01-Oct-15	13:30-16:30	20
Effective Presentations for MSc Research Masters (MVM)	02-Oct-15	9:30-17:00	16
Team Building and Leadership Fundamentals	02-Oct-15	9:30-12:30	25
Think Strategically and Respond Rapidly	02-Oct-15	13:30-16:30	25
Effective Presentations for MSc Research Masters (MVM)	05-Oct-15	9:30-17:00	16
Introductory Statistics for Life Scientists - Level 1	05-Oct-15	5 weeks	100
Good Practice in PhD Research (MVM)	05-Oct-15	14:00-17:00	40
Beating Writer's Block (HSS)	06-Oct-15	09:30-12:30	25
Enterprising Women (Day 1)	07-Oct-15	9:30-17:00	25
Managing Your PhD: School of Biological Sciences	07-Oct-15	13:00-16:30	40
Time Management and Goal Setting	08-Oct-15	9:30-12:30	30
Bitesize: Pitch Perfect: Public Speaking, Networking and Engaging	09-Oct-15	9:30-12:30	25
Managing Your PhD: School of Chemistry	09-Oct-15	11:45-14:00	35
Managing Your PhD: School of Divinity	09-Oct-15	14:30-16:00	30
Beginners Guide to Imaging for MVM, HSS and SCE Students	12-Oct-15	10 weeks	100
Searching Research Literature and Managing Bibliographies (HSS)	12-Oct-15	09:00-13:00	18
Finding Academic Literature (SCE)	12-Oct-15	9:30-11:00	12
How to Be Your Own Best Editor (HSS)	12-Oct-15	09:30-12:30	22
Effective Writing: Grammar	12-Oct-15	9:30-16:30	20
Writing Clinic	13-Oct-15	09:30-13:00	6
PhD Library orientation & searching the research literature	14-Oct-15	14:00-16:00	15
COMPASS Induction	14-Oct-15	13.30 - 16.30	30
How to Be an Effective Researcher Day 1	15-Oct-15	9:30 - 16:30	25
How to Be an Effective Researcher Day 2	16-Oct-15	9:30 - 16:30	25
Writing a Literature Review (HSS)	19-Oct-15	09:30-12:30	25
Good Practice in PhD Research (MVM)	19-Oct-15	10:30-16:30	30
'Just Write'	20-Oct-15	9:30-12:30	20
Social Media for Research and Impact	21-Oct-15	9:30-12:30	20
COMPASS Academic Communication Skills (SCE&MVM)	21-Oct-15	13.30 - 15.15	30
COMPASS Academic Communication Skills (HSS)	21-Oct-15	14.45 - 16.30	30

Networking Skills Workshop for Research Students: School of Law	22-Oct-15	09.30-12.30	20
How to Be Your Own Best Editor (SCE&MVM)	22-Oct-15	09:30-12:30	25
Bitesize: Financial Skills Training	23-Oct-15	09:30-11:30	20
Statistical Consultancy 1:1 Session	26-Oct-15	9.00am - 1.00pm	4
Ease the Load - Feel good about your busy life	27-Oct-15	9:30-16:30	15
Writing a Literature Review - (SCE&MVM)	28-Oct-15	09:30-12:30	25
Finding Academic Literature (SCE)	28-Oct-15	14:15-15:45	10
PhD Library orientation & searching the research literature	28-Oct-15	11:00-13:00	15
Writing Skills for your PhD (part of their induction, for info only)	02-Nov-15	1.00 - 3.00	n/a
Developing Personal Presence and Contacts	03-Nov-15	9:30-11:30	16
Producing a Thesis in Word 2013	03-Nov-15	9:30-12:30	18
Presenting with Impact: School of Biological Sciences	04-Nov-15	9:30-12:30	24
Managing Your Research Project	04-Nov-15	9:30-16:30	20
Good Practice in PhD Research (MVM)	05-Nov-15	09:15-12:30	30
Time Management and Goal Setting	05-Nov-15	9:30-12:30	25
Bitesize: Conference and Events Organising	06-Nov-15	9:30-13:00	25
Effective Presentations for MSc Research Masters (MVM)	06-Nov-15	9:30-17:00	16
Enterprising Women (Day 2)	06-Nov-15	9:30-17:00	25
Presenting Made Easy - Presentation Techniques (HSS)	09-Nov-15	09.30-12.30	20
Introductory Statistics for Life Scientists - Level 2	09-Nov-15	5 weeks	100
Presenting Made Easy - Presentation Techniques (SCE&MVM)	10-Nov-15	09.30-12.30	20
Writing Well: Language and Style	13-Nov-15	09:30-12:30	25
Presenting Made Easy - Delivering Presentations	16-Nov-15	09.30-12.30	16
Proof Reading	16-Nov-15	9:30-13:00	12
'Just Write'	17-Nov-15	9:30-12:30	20
Effective Presentations for MSc Research Masters (MVM) Neurosciences	17-Nov-15	9:30-17:00	30
Searching Research Literature and Managing Bibliographies (HSS)	18-Nov-15	09:00-13:00	10
How to do an Informatics PhD	18-Nov-15	13:30-16:30	35
Viva Survivor	19-Nov-15	13:30-16:30	25
Beating Writers Block (SCE&MVM)	20-Nov-15	09:30-12:30	25
Viva Survivor	20-Nov-15	9:30-12:30	25
Designing Effective Posters: School of Law	20-Nov-15	10:00-13:00	18
Managing a Bibliography in Endnote	20-Nov-15	14:30-16:30	15
Internships and Career Planning	20-Nov-15	10:00-14:00	180
Effective Writing: Grammar	23-Nov-15	9:30-16:30	20
Writing for Publication	24-Nov-15	09:30-12:30	25
Make the Most of Your Final Year (Eastbio Transferrable Skills Training)	24-Nov-15	11.00am - 4.30pm	40
Writing Clinic	25-Nov-15	09:30-12:30	6
Writing an Informatics Research Paper	25-Nov-15	13:30-16:30	40
Speed Reading	26-Nov-15	9:30-12:30	22
Scottish Parliament Visit (1)	26-Nov-15	10.00 - 13.00	30
Simply Assertive	26-Nov-15	13:30-16:30	22

Supporting Doctoral Researcher Skills and Career Development	27-Nov-15	12:30-16:30	
Creative Problem Solving for Researchers	27-Nov-15	09:30-16:30	20
Statistical Consultancy 1:1 Session	30-Nov-15	09.30 - 13.00	4
PhD Thesis Workshop: Preparing to Submit and Defend Your Thesis	30-Nov-15	13:00-16:00	30
Enterprising Women (Day 3)	02-Dec-15	9:30-17:00	25
Maximising Your Influence at Meetings	02-Dec-15	9:30-11:30	16
Writing Abstracts	04-Dec-15	09:30-12:30	25
Academic Writing Masterclass (SCE&MVM)	07-Dec-15	09:30-12:30	24
Academic Writing Masterclass (HSS)	09-Dec-15	09:30-12:30	25
MScR Project Planning and Ethics (MVM)	10-Dec-15	13:30-16:30	70
'Just Write'	11-Dec-15	9:30-12:30	20
The Writing Process: Getting Started (HSS)	11-Jan-16	09:30-12:30	25
Presenting Made Easy - Presentation Techniques (SCE&MVM)	12-Jan-16	09.30-12.30	20
Presenting Made Easy - Presentation Techniques (HSS)	13-Jan-16	09.30-12.30	20
Is My Writing 'Academic' Enough? (HSS)	13-Jan-16	09:30-12:30	25
Effective Presentations for MSc Research Masters (MVM)	14-Jan-16	9:30-17:00	16
Text: Coherence, Structure and Argumentation	18-Jan-16	09:30-12:30	25
MScR MVM - Writing up Science	18-Jan-16	09.30-13.00	50
Presenting Made Easy - Delivering Presentations	18-Jan-16	09.30-12.30	16
The Writing Process: Getting Started (SCE&MVM)	20-Jan-16	09:30-12:30	25
PhD Thesis Workshop: Preparing to Submit and Defend your Thesis (MVM)	21-Jan-16	13:30-16:30	20
Presentation Skills Workshop: School of Law	22-Jan-16	09.30-12.30	20
Statistical Consultancy 1:1 Session	25-Jan-16	09.30 - 13.00	4
Introductory Statistics for Life Scientists - Level 1	25-Jan-16	5 weeks	100
Finding Academic Literature (SCE)	26-Jan-16	9:30-11:00	12
Publishing Using Latex (Part 1)	26-Jan-16	09:30-12:30	18
PhD Thesis Workshop (Biology)	26-Jan-16	13:30-16:30	40
Publishing Using Latex (part 2)	28-Jan-16	09:30-12:30	18
'Just Write'	29-Jan-16	9:30-12:30	20
PhD Thesis Workshop: Preparing to Submit and Defend your Thesis (MVM)	01-Feb-16	13:30-16:30	20
Is My Writing 'Academic' Enough? (SCE/MVM)	01-Feb-16	09:30-12:30	25
Managing Your Research Project	02-Feb-16	9:30-16:30	20
Practical Project Management for Research Students	03-Feb-16	9:30-16:30	15
EaStCHEM Thesis Workshop	03-Feb-16	11.00-17.00	40
Presentation Skills: School of Geosciences	04-Feb-16	9:30-12:30	30
Managing a Bibliography in Endnote	04-Feb-16	10:00-12:00	15
Finding Academic Literature - School of Engineering	04-Feb-16	9.30 - 12.00	20
Preparing for the Viva: School of Physics and Astronomy	09-Feb-16	9:30-12:30	25
How to do an Informatics PhD	10-Feb-16	13:30-16:30	22
Writing a Research Paper: School of Engineering	11-Feb-16	9:30-12:30	25
MScR Project Planning and Ethics (MVM)	11-Feb-16	09:30-12:45	45
Surviving the Confirmation Process: School of Geosciences	12-Feb-16	14:00-16:00	24
Bitesize: Designing Effective Slides	16-Feb-16	13:30-16:30	25

Good Practice in PhD Research (MVM)	16-Feb-16	10:30-16:30	30
Three Minute Thesis - Competition Preparation	18-Feb-16	9:30-12:30	25
Research, Researchers and Media - A Hands On Approach to Communicating Your Research - DAY 1	18-Feb-16	09:00-18:00	24
Research, Researchers and Media - A Hands On Approach to Communicating Your Research - DAY 2	19-Feb-16	09:00-18:00	24
Research, Researchers and Media - A Hands On Approach to Communicating Your Research - DAY 3	20-Feb-16	09:00-17:00	24
Poster Production	23-Feb-16	9:30-12:30	24
PhD Thesis Workshop – School of Geosciences	23-Feb-16	09:30-12:30	30
Three Minute Thesis - Competition Preparation	25-Feb-16	9:30-12:30	25
How to be an Effective Researcher - DAY 1	25-Feb-16	9:30-16:30	25
How to be an Effective Researcher - DAY 2	26-Feb-16	9:30-16:30	25
Statistical Consultancy 1:1 Session (back up date to go live only if there is high demand)	29-Feb-16	9.30 - 13.00	4
Introductory Statistics for Life Scientists - Level 2	29-Feb-16	Online via LEARN for 5 weeks	100
'Just Write'	02-Mar-16	9:30-12:30	20
Scottish Parliament Visit (2)	03-Mar-16	10.00 - 13.00	30
Writing a Research Paper: School of Biological Sciences	03-Mar-16	13:30-16:30	30
Bitesize: Social Media Mini-Bootcamp	03-Mar-16	09:00-11:00	30
Seven Secrets of a Highly Successful Research Student	04-Mar-16	9:30-12:00	50
Proof Reading	07-Mar-16	9:30-13:00	12
Producing a Thesis in Word 2013	08-Mar-16	9:30-12:30	18
Time Management and Goal Setting	10-Mar-16	9:30-12:30	25
PhD Thesis Workshop: Preparing to Submit and Defend your Thesis (MVM)	10-Mar-16	14:00-17:00	24
Preparation of Your PhD Proposal for 1st Year Review: School of Informatics	10-Mar-16	13:30-16:30	25
Presenting Made Easy - Presentation Techniques (HSS)	14-Mar-16	09.30-12.30	20
MScR MVM - Writing Up Science	15-Mar-16	09:30-13:00	60
Presenting Made Easy - Presentation Techniques (SCE&MVM)	15-Mar-16	09.30-12.30	20
Writing and Designing your Academic Poster Workshop (Chemistry)	15-Mar-16	09:30-16:30	30
Finding Academic Literature (SCE)	16-Mar-16	10:15-11:45	10
End of First Stage Review and Confirmation of PhD Registration: School of SPS	16-Mar-16	14:00-16:00	30
Writing and Designing your Academic Poster: School of Geosciences	16-Mar-16	09:30-16:30	30
Writing and Designing your Academic Poster: School of Engineering	17-Mar-16	09:30-16:30	30
Simply Assertive	17-Mar-16	09:30-12:30	20
Speed Reading	17-Mar-16	13:30-16:30	25
Creative Problem Solving for Researchers	18-Mar-16	09:30-16:30	20
Effective Writing: Grammar	18-Mar-16	9:30-16:30	20
Presenting Made Easy - Delivering Presentations	21-Mar-16	09.30-12.30	16
Beating Writer's Block (HSS)	22-Mar-16	09:30-12:30	22

Creating Effective Collaboration	22-Mar-16	13.30-16.30	24
Viva Survivor	23-Mar-16	09.30-12.30	24
Presenting your Poster Pitch	24-Mar-16	09:30-12:30	30
PhD Thesis Writing Workshop: School of Engineering	25-Mar-16	09:30-12:30	35
Developing a Writing and Publishing Strategy in the Internet Age	25-Mar-16	9.30-12:30	30
Statistical Consultancy 1:1 Session	28-Mar-16	9.30 - 13.00	4
Searching Research Literature and Managing Bibliographies (HSS)	29-Mar-16	09:00-13:00	18
Writing a Literature Review (HSS)	30-Mar-16	09:30-12:30	25
How to Be Your Own Best Editor (HSS)	01-Apr-16	09:30-12:30	25
Writing Clinic	04-Apr-16	09:30-13:00	6
Managing a Bibliography in Endnote	05-Apr-16	10:00-12:00	15
Writing a Literature Review (SCE&MVM)	05-Apr-16	09:30-12:30	25
'Just Write'	06-Apr-16	9:30-12:30	20
How to Be Your Own Best Editor (SCE&MVM)	11-Apr-16	09:30-12:30	25
Managing Your Research Project	12-Apr-16	9:30-16:30	20
Beating Writers Block (SCE&MVM)	19-Apr-16	09:30-12:30	25
Preparing for Your Viva: School of Informatics	19-Apr-16	10:00-12:30	25
Writing Well: Language and Style	20-Apr-16	09:30-12:30	25
Preparing for First Year Review: School of Physics and Astronomy	20-Apr-16	9:30-12:30	25
Poster Production	21-Apr-16	9:30-12:30	18
Writing for Publication	25-Apr-16	09:30-12:30	25
Practical Project Management for Research Students	26-Apr-16	9:30-12:30	15
Hacking the US Academic Job Market	29-Apr-16	09:30-11:00	100
3 Minute Thesis Coaching for Finalists	05-May-16	09.30-17.00	9
3 Minute Thesis Coaching for Finalists	06-May-16	09.30-13.30	9
Writing Clinic	06-May-16	09:30-13:00	6
Effective Writing: Grammar	09-May-16	9:30-16:30	20
PhD Thesis Workshop: Preparing to Submit and Defend your Thesis (MVM)	10-May-16	9:30-12:30	30
Preparing for First Year Review: School of Biological Sciences	11-May-16	09:30-12:30	40
Simply Assertive	17-May-16	09:30-12:30	25
Speed Reading	17-May-16	13:30-16:30	25
Edinburgh Local Gradschool	18-May-16	09:00-17:00	45
Edinburgh Local Gradschool	19-May-16	09:00-17:00	45
Edinburgh Local Gradschool	20-May-16	09:00-17:00	45
Writing Abstracts	20-May-16	09:30-12:30	25
Statistical Consultancy 1:1 Session	30-May-16	9.30 - 13.00	4
Academic Writing Masterclass	31-May-16	09:30-12:30	25
Structured Writing Retreat	01-Jun-16	9:30-16:30	20
Writing and Designing your Academic Poster: School of Biological Sciences	01-Jun-16	09:30-16:30	30
Presenting with Impact: Informatics	02-Jun-16	9:30-12:30	24
Proof Reading	06-Jun-16	9:30-13:00	12
Preparing for the Viva: School of Biological Sciences	13-Jun-16	9:30-12:30	25

Preparing for the Viva: School of Geosciences	15-Jun-16	9:30-12:30	25
Statistical Consultancy 1:1 Session (back up date to go live only if there is high demand)	20-Jun-16	9.30 - 13.00	4

The University of Edinburgh

Senatus Researcher Experience Committee

February 2016

Code of Practice: update and re-write 2016

Executive Summary

This paper outlines the dissemination plans for the updated 'Code of Practice for the Management and Career Development of Research Staff'.

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

The Code of Practice is a guidance document for research staff, their Managers and their school and the content of the document is aligned with University's processes and structures and links to the current strategic goal of Excellence in Research. The Code of Practice will be branded and communicated as an official University document.

Action requested

Is the committee happy with the plans for dissemination, are there any other ways that this updated document should be communicated to researchers/Pis?

How will any action agreed be implemented and communicated?

Any comments will be reviewed by the Institute for Academic Development and implemented accordingly. All changes will be communicated to the named signatory's in the document, before finalised. The aim is to have the document finalised, ready for dissemination in April 2016

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
None
2. **Risk assessment**
None
3. **Equality and Diversity**
The updated document has been sent to HR for feedback and input.
4. **Freedom of information**
Open

Key words

Originator of the paper

*Nicola Cuthbert
Institute for Academic Development
February 2016.*

Dissemination plans for 'The Code of Practice for the Management and Career Development of Research Staff' 2016

The Code of Practice was launched in the University in 2008 to support the management and development of all researchers at the University. Its purpose was as a guidance document aimed to support the researcher, their manager and their school by outlining the areas of responsibilities of all.

The original Code of Practice was developed with Principal Investigators (PIs) and research staff, along with HR and staff development staff.

This document has now been updated by the IAD in consultation with research staff societies, the Assistant Principal Researcher Development and Vice-Principal People and Culture, along with colleagues in HR and Careers, and will now will be referred to as '*The Code of Practice for the Management and Career Development of Research Staff*'.

The 20-page document has been reduced to 12-pages and the content has been refreshed and restructured to include updated policies, regulations and procedures (within and outwith the University) and re-structured into themes that reflect the key stages for a new member of research staff and their manager: Regulations and Procedures; Formal Meetings and Training and Development. There will also be a webpage which has links to all the policies and processes referred to throughout the document.

To ensure researchers, PIs and schools are aware of this updated Code of Practice the IAD proposes to:

- Print hard copies to include at research staff/PI workshops and events such as the IAD's 'Get Connected Welcome day for new research staff and academics'
- Inform the 3 Deans of Research of the new updated document and ask that they disseminate this in their Colleges
- Provide copies to HR, Careers, ERI and any other support service referred to within the document
- Update the IAD's Code of Practice webpage to include the updated document and have all the links to the policies and processes referred to throughout
- Promote via the IAD's Research Staff newsletter
- Include on the Academic Services website where they already have Codes of Practice for Supervisors and Research Students, Taught Postgraduate programmes and Tutoring and Demonstrating
- Promote through University of Edinburgh Staff News
- Promote at the Biannual research staff society lunch and via the societies mailing list, asking them to promote around their societies/schools/research institutes
- Distribute through the PG Cert in Academic Practice cohort starting in April 2016

Review

The Code of Practice document and webpage, will be checked at the start of each academic year, to ensure content is relevant and up to date.

The document will also reviewed alongside the updated University Strategic Plan 2016-21 and against all other relevant University initiatives when necessary, such as the HR Excellence in Research Award and Athena SWAN.

REC: 04.03.16

H/02/26/02

REC 15/16 3F

The University of Edinburgh

Senatus Researcher Experience Committee

4 March 2016

Knowledge Strategy Committee Report

Executive Summary

The paper comprises the Knowledge Strategy Committee Report to Court

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

Aligns with the University's Strategic Goal of Excellence in Research

Action requested

For information

How will any action agreed be implemented and communicated?

No action is associated with this paper as it is supplied for information only.

Resource / Risk / Compliance

1. Resource implications (including staffing)

None, the paper is supplied for information only.

2. Risk assessment

None, the paper is supplied for information only.

3. Equality and Diversity

None, the paper is supplied for information only.

4. Freedom of information

The paper is open

Originator of the paper

Dr Lewis Allan

Head of Court Services

22 January 2016



UNIVERSITY COURT

8 February 2016

Knowledge Strategy Committee Report

Committee Name

1. Knowledge Strategy Committee.

Date of Meeting

2. The Committee met on 22 January 2016.

Action Required

3. Court is invited to note the key points discussed at the meeting.

Key points

4. *Information Services 10 Year Strategy*

The Committee received presentations on the following:

Digital Transformation of Core Services and Systems

It was noted that a number of core information systems will require replacement over the next ten years, providing an opportunity for a step change in performance. Members discussed:

- The expectations of staff for rapid and regular software updates
- Using cloud computing for software applications
- Not all processes are expected to become wholly digital (e.g. examinations)
- Inclusion within the service excellence programme.

Learning, Teaching and Student Experience

Student involvement in shaping IS investments, providing student feedback electronically, supporting new digital forms of authorship and learning by students, publicising MOOCs to on-campus students and the importance of rationalising legacy systems to further develop online learning were all discussed.

Digital Research Services

Methods of recovering digital research services costs from grants to avoid a 'grant by grant' approach for IT research infrastructure, such as the automatic inclusion of IT costs in grant submissions, were considered.

Library National and International Leadership

Members commented on the high popularity of the Library with students, space utilisation and opportunities for displaying collections, including the St Cecilia's Hall redevelopment.

The projected total gross expenditure of approximately £247M over 10 years was discussed, noting that some expenditure in these areas was

already taking place and would be subject to planning prioritisation and individual business cases.

5. IT Infrastructure Governance

The proposed governance processes were approved, including the proposal that the Governance Group be authorised to re-profile the annual budget, where required, with re-profiling to be manageable within the approved overall Information Services budget, with appropriate regard for the distinction between capital and revenue.

6. Thesis Digitalisation Proposal

A proposal to digitise the University physical thesis collection (approximately 25,000 theses in total, with 40% already digitised) was considered. The appropriate selection of theses for digitisation by contractors and the development of expertise and safeguards was discussed. Information Services was asked to investigate the possibility of accelerating the project within the current academic year through an in-year bid and raising awareness of the project amongst Edinburgh students was also discussed. The Committee welcomed the proposal and approved the programme of work subject to the approval of the funding request in the planning round.

7. Library Collections Facility

The Committee approved the proposal for the development of a University Collections Facility for the long-term storage and management of rare and unique collections and noted the associated potential funding requirements, with any further funding request to require a full business plan to be submitted to Estates Committee.

8. Other Issues

The Committee received updates on Student Data Dashboards; the appointment of Mr Alistair Fenemore as Chief Information Security Officer; considered and approved revised terms of reference for the University Collections Advisory Committee; and received reports on the activities of its three Thematic Committees (IT Committee, Library Committee and the University Collections Advisory Committee).

Full minute

9. The full minute and papers considered are available [here](#).

Equality & Diversity

10. There are no equality and diversity issues associated with this report.

Further information

11.	<u>Author</u>	<u>Presenter</u>
	Dr Lewis Allan	Ms Doreen Davidson
	Head of Court Services	Convener, KSC

Freedom of Information

12. The paper is open.