

THE UNIVERSITY OF EDINBURGH
BUSINESS FOR MEETING OF THE UNIVERSITY COURT
to be held in the Informatics Forum
on Monday, 16 September 2013 at 2.00 p.m.

A buffet lunch will be available at 12.45 pm in the Mini Forum 2, Informatics Forum

This meeting of Court will be preceded by a presentation on The Edinburgh Festivals delivered by Vice-Principal Professor Dorothy Miell.

A FORMAL BUSINESS

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|----|--|-----------|
| 1. | Minute of the meeting held on 24 June 2013 | A1 |
| 2. | Notes of meetings held in July 2013 | A2 |
| 3. | Vacation Court | A3 |
| 4. | Election of Non-Teaching Staff Assessor | A4 |
| 5. | Senate Assessor | A5 |

B PRINCIPAL'S BUSINESS

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|----|----------------------------|-----------|
| 1. | Principal's Communications | B1 |
| 2. | Naming of new Buildings | B2 |

C SUBSTANTIVE ITEMS

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| 1. | Report of the Finance and General Purposes Committee | |
| | .1 Comments on the Report of the Central Management Group | C1.1 |
| | .2 Report on Other Items | C1.2 |
| 2. | EUSA President's Report | C2 |
| 3. | Widening Participation | C3 |
| 4. | Student Experience | C4 |
| 5. | University's People Strategy | C5 |
| 6. | Staff contracts | C6 |
| 7. | Summary of the University's Equal Pay Audit | C7 |
| 8. | Report from Court Sub-Group | C8 |
| 9. | Report from the Nominations Committee | C9 |
| 10. | Annual Subject Review Statement to the Scottish Funding Council | C10 |

D ITEMS FOR FORMAL APPROVAL OR NOTE

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| 1. | The University of Edinburgh Baseline Statement on Quality Arrangements | D1 |
| 2. | Donations and Legacies | D2 |
| 3. | Use of the Seal | |

If you require this agenda or any of the papers in an alternative format e.g. large print please contact Dr Katherine Novosel on 0131 650 9143 or email Katherine.Novosel@ed.ac.uk

MINUTE OF A MEETING of the University Court of the University of Edinburgh held in the Board Room, Chancellor's Building, Little France on Monday 24 June 2013.

- Present:** Rector (in chair)
The Principal
Mr A Johnston
Professor A M Smyth
Mrs M Tait
Professor J Ansell
Professor D Finnegan
Professor A Harmar
Professor S Monro, Vice-Convener
Mr D Bentley
Dr R Black
Mr L Matheson
Mrs E Noad
Mr H Murdoch, President Students' Representative Council
Ms K Haigh, Vice-President Students' Representative Council
- In attendance:** Ms S Beattie-Smith, Rector's Assessor
Vice-Principal Professor D Miell
Vice-Principal Dr S Rigby
Vice-Principal Professor J Seckl
Vice-Principal Professor L Yellowlees
University Secretary, Ms S Smith
Dr I Conn, Director Communications and Marketing
Ms S Gupta, Director of Human Resources
Mrs T Slaven, Deputy Secretary Strategic Planning
Ms D Davidson, General Council Assessor elect
Ms A Lamb, Non-Teaching Staff Assessor elect
Mr G Bell, Deputy Director of Estates and Buildings
Ms F Boyd, Head of Stakeholder Relations and Senior Executive Officer
Dr K J Novosel, Head of Court Services
- Apologies:** The Rt Hon D Wilson, Lord Provost of the City of Edinburgh
Sheriff Principal E Bowen
Dr M Aliotta
Mr P Budd
Dr C Masters
Ms A Richards
Mr D Brook

Court received a presentation on Strategic Equality Impact Assessment delivered by Vice-Principal Professor Lorraine Waterhouse and Ms Jill Bell, Director Discrimination Law Service.

A FORMAL BUSINESS

1 MINUTE OF THE MEETING HELD ON 13 MAY 2013

Paper A1

The Minute of the meeting held on 13 May 2013 was approved as a correct record.

Court noted that this was the last meeting to be attended by Mrs Margaret Tait, General Council Assessor and would have been the last meeting for Mr David Brook, Non-

Teaching Staff Assessor. Court warmly thanked them for their commitment to the work of Court and the University and welcomed confirmation that members would have the opportunity to thank them formally at a Court dinner being organised in October 2013.

Court welcomed Ms Doreen Davidson, General Council Assessor elect and Ms Angi Lamb, Non-Teaching Staff Assessor elect who were in attendance at this meeting.

B PRINCIPAL'S BUSINESS

1 PRINCIPAL'S COMMUNICATIONS

Paper B1

Court noted the items within the Principal's report and the additional information on: the present position regarding the missing student and the assistance being provided to her parents and friends and to the police; the honorary degree awarded to former US President Bill Clinton in recognition of his charity work with the Clinton Foundation at a private event held on 21 June 2013; the continuing development of MOOCs and the involvement of two new platform providers; the successful alumni weekend including the General Council half-yearly meeting held at the Royal (Dick) Veterinary School East Bush Campus on 22 June 2013 and the family BBQ held in the Old College Quad on the following day; visits and meeting with Scottish Ministers; the University's excellent research performance and the work of ERI; and the much welcomed external recognition and successes of students, staff and alumni particularly the winning of the Outstanding Procurement Team Award at the Times Higher Education Leadership and Management Awards event.

C SUBSTANTIVE ITEMS

1 REPORT OF THE FINANCE AND GENERAL PURPOSES COMMITTEE

Report of the Central Management Group meeting of 22 May 2013

Paper C1.1

Court welcomed the report on mainstreaming the equality duty and noted that the EUSA representative on the Equality Management Group should be the Vice-President Societies and Activities. There was discussion on various equality and diversity matters including: issues around REF; pensions; and salary levels particularly those awarded to new employees on appointment. The roles of the Remuneration Committee and the Staff Committee and the Equality Diversity Monitoring and Research Committee were noted in taking forward consideration of these areas. Court further approved the updated Procurement Strategy and noted the achievements of Edinburgh Global as set out in the recent publication.

Report on Other Items

Paper C1.2

Court approved the Strategic Plan Forecast 2013 and welcomed the greater clarity and transparency to financial reporting information; the proposed changes to the presentation and format of the University's year-end Financial Statements were also welcomed.

Court received the report and general project update of the Finance and General Purposes Committee in respect of the Holyrood development and noted the recommendations of the Committee made at its meeting on 10 June 2013 (from the minutes of that meeting, a copy of which was received by Court). Court approved all of the recommendations as set out in the minute of the Committee meeting including the execution of the Project Documents (as defined in the Committee minute) together with, in addition, the execution of an escrow letter to be entered into among, amongst others, the University Court of the University of Edinburgh and Holyrood Student

Accommodation SPV Limited in terms of which certain of the Project Documents will be held in escrow, in each case, in the manner recommended by the Committee and in accordance with the current approved arrangements for applying the University seal. In relation to the execution of the Financial Supplement Agreement, Court approved the recommendation and authorised one of the following to sign the Financial Supplement Agreement on behalf of the University: Vice-Principal Mr Paul, Director of Corporate Services, the Director of Finance or the Director of Estates and Buildings. It was further agreed that Ms Johnston, Estate Development Manager would witness the signature without the requirement to apply the seal or to have the document signed by a member of Court and either the University Secretary, the Deputy Secretary, the Director of Finance or the Vice-Principal and Director of Corporate Services.

Court further noted the fluctuations in the financial markets and that further consideration may be required in the funding of this project should the University's capital contribution increase.

The other items were noted particularly the Research and Commercialisation Report and the information on subsidiary companies; there was discussion on whether going forward there would be a continuing requirement to have all these companies in place. The on-going work around the resource allocation model was also noted and welcomed and Court was supportive of the NHS opportunity outlined in the paper.

2 EUSA PRESIDENT'S COMMUNICATIONS Paper C2

Court noted the items within the EUSA President's report and the additional information on: the current review of the roles of the EUSA sabbaticals; the on-going process to recruit a new chief Executive; the development of the first Strategic Plan for the Students' Association for a number of years; and EUSA's financial position and the remedial actions being taken. The continuing assistance being provided to EUSA by Officers of the University was noted.

3 STRATEGIC PLAN – REPORTING FRAMEWORK Paper C3

Court approved the arrangements as set out in the paper to report and monitor the University's activities against the Strategic Plan. The approach with two strands via milestones to assess performance against the set targets and the key performance indicators (KPIs) with set tolerance levels was welcomed. There was discussion on various matters including the baseline position and Court indicated that further information on this would be helpful as well as a more robust approach to some of the tolerance levels proposed; there was a strong view that 100% of applicable staff should have an annual review. There were also other suggestions around the proposed KPIs which would be taken into account going forward.

4 WIDENING PARTICIPATION Paper C4

The information in this interim report was noted by Court and that further information on conversion rates and bursary uptakes would be available early next academic year. Court further noted the implications of the references to widening participation in the approved 2013/2014 Outcome Agreement with the Scottish Funding Council and in the Post-16 Education (Scotland) Bill.

5 STUDENT EXPERIENCE Paper C5

The progress in taking forward the agreed action strategy was noted and the planned activities over the summer period were welcomed particularly the communication plans.

Court considered and approved the University's Risk Register 2013/2014 and commended the revised format. It was noted that the Register confirmed the senior officers with responsibilities to mediate the identified risk. It was further noted that the Register was initially prepared by the Risk Management Committee and revised following consideration by the Central Management Group, Audit Committee and Finance and General Purposes Committee prior to being presented to Court for final comment and approval. Court further noted that Registers were held within Colleges, Support Groups, Schools and Departments which were regularly reviewed by the Risk Management Committee and informed and underpinned this overall strategic University Risk Register. A joint meeting between the Audit Committee and the Risk Management Committee was planned for early next academic year and this would provide an opportunity for further discussion on responsibilities across the Committee structure.

7 RISK APPETITE

Paper C7

Court welcomed the review which had been undertaken and in particular commended the methodology adopted. The revised Risk Policy and Appetite Statement including the very clear diagrammatical presentation of risk appetite across the various University activities was approved by Court.

8 REPORT FROM AUDIT COMMITTEE

Paper C8

The draft Minute of the Audit Committee meeting held on 30 May 2013 was noted by Court and it was confirmed that the Central Management Group was addressing the concerns raised in respect of the actions of the agreed recommendations arising from internal audit assignments. Court approved the Internal Audit Plan 2013/2014 which had been prepared in consultation with the Principal and senior officers and approved the revised Internal Audit Service's Reference and Operating framework. The satisfactory performance review of External Audit was noted and the external audit fees for 2012/2013 were approved.

9 REPORT FROM ESTATES COMMITTEE

Paper C9

Court approved all the recommendations as set out in the paper including the very minor revision to the terms of reference of the Estates Committee. The position in taking forward the proposals for creating a performing arts hub at Potterrow was noted and the McEwan Hall project was warmly welcomed and supported by Court.

10 REPORT FROM NOMINATIONS COMMITTEE

Paper C10

On the recommendations of the Nominations Committee the following were approved:

Estates Committee

Amend the terms of reference to delete reference to the appointment of an external advisor at 2.5 and 2.6.

Investment Committee

Mr Richard Davidson to be appointed Convener with effect from 1 September 2013 until 31 July 2016 and his current term of office on the Investment Committee to be extended until 31 July 2016.

Dr Chris Masters to be appointed from 1 September 2013 until 31 July 2014.

Library Committee

Ms Helen Durdell to be appointed with effect from 1 August 2013 until 31 July 2016.

Equality Management Group

Professor Ann Smyth to be appointed with effect from 1 August 2013 until 31 July 2015.

SBS Trustees

The University Secretary, Ms Sarah Smith to be appointed a Trustee with immediate effect for an initial period of four years until 31 July 2017.

To write to the SBS Trustees to seek to increase the number of Trustees in terms of section 5(c) of the Trust Deed which states: The Principal Employer may from time to time appoint such further persons as it may determine as Trustees. In increasing the number of Principal Employer nominated Trustees, the SBS Trustees would require to seek to put in place arrangements to increase the number of Member nominated Trustees such that at least one-third on the total number of SBS Trustees were Member nominated in order to comply with legislation.

To recommend to the SBS Trustees that the SBS Trust Deed be amended to confirm that the Chair of the SBS Trustees shall be appointed by the Principal Employer (University Court).

11 *REPORT FROM COMMITTEE ON UNIVERSITY BENEFACTORS* *Paper C11*

Court approved the recommendations of the Committee on University Benefactors and agreed to bestow the Distinction of University Benefactor on Wolfson Microelectronics, Dr George and Dr Joy Sypert and Mr Derek and Mrs Maureen Moss.

D ITEMS FOR FORMAL APPROVAL OR NOTE

1 *ACADEMIC REPORT* *Paper D1*

Court noted the report from the Senate meeting on 5 June 2013 and on the business conducted by the electronic Senate of 14-22 May 2013.

2 *SENATE COMMITTEES' ANNUAL REPORT* *Paper D2*

Court noted the Annual Reports from the Senate Committees, endorsed the strategic issues proposed for consideration by these Committees in 2013/2014 and would welcome the opportunity of further discussion on this very informative paper.

3 *DRAFT RESOLUTION* *Paper D3*

Court approved the following draft Resolution:

Draft Resolution No. 73/2013: Code of Student Conduct

and requested its transmission to the General Council and Senatus Academicus for observations.

4 *RESOLUTIONS* *Paper D4*

Court approved the following Resolutions:

Resolution No. 21/2013: Alteration of the title of the Personal Chair of
Animal Biotechnology

Resolution No. 22/2013:	Alteration of the title of the Chair of Experimental Haematology
Resolution No. 23/2013:	Foundation of a Personal Chair of Strategic Management
Resolution No. 24/2013:	Foundation of a Personal Chair of Cellular Neurobiology
Resolution No. 25/2013:	Foundation of a Personal Chair of Innovation and Social Informatics
Resolution No. 26/2013:	Institution of new postgraduate Degree: European Masters in Landscape Architecture (EMLA)
Resolution No. 27/2013:	Institution of new postgraduate Degree: Master of Nursing (MN)
Resolution No. 28/2013:	Degree of Master of Surgery (Vascular and Endovascular)
Resolution No. 29/2013:	Foundation of a Chair of Accounting, Governance and Social Innovation
Resolution No. 30/2013:	Foundation of a Chair of Entrepreneurship and Innovation
Resolution No. 31/2013:	Foundation of a Personal Chair of Gaelic
Resolution No. 32/2013:	Foundation of the Crawford Tercentenary Chair of Chemistry
Resolution No. 33/2013:	Undergraduate Degree Programme Regulations
Resolution No. 34/2013:	Postgraduate Degree Programme Regulations
Resolution No 35/2013:	Alteration of the title of the Chair of Fire Safety Engineering
Resolution No. 36/2013:	Foundation of a Personal Chair of Entrepreneurship and Enterprise Development
Resolution No. 37/2013:	Foundation of a Personal Chair of International Strategy
Resolution No. 38/2013:	Foundation of a Chair of Leadership Development
Resolution No. 39/2013:	Foundation of a Chair of Strategy and Change
Resolution No. 40/2013:	Foundation of a Personal Chair of Modern Spanish and Comparative Literature
Resolution No. 41/2013:	Foundation of a Personal Chair of Modern and Contemporary South Asian History
Resolution No. 42/2013:	Foundation of a Personal Chair of Neural Development and Regeneration
Resolution No. 43/2013:	Foundation of a Personal Chair of Electron Microscopy and Image Processing of Biological Assemblies
Resolution No. 44/2013:	Foundation of a Personal Chair of Environment and Philosophy
Resolution No. 45/2013:	Foundation of a Personal Chair of Cancer Therapeutics
Resolution No. 46/2013:	Foundation of a Personal Chair (Undergraduate) Medical Education
Resolution No. 47/2013:	Foundation of a Personal Chair of Economic History
Resolution No. 48/2013:	Foundation of a Personal Chair of Clinical Toxicology
Resolution No. 49/2013:	Foundation of a Personal Chair of Ecological Genetics
Resolution No. 50/2013:	Foundation of a Personal Chair of Observational Astrophysics
Resolution No. 51/2013:	Foundation of a Personal Chair of Nineteenth-Century Literature
Resolution No. 52/2013:	Foundation of a Personal Chair of Early Modern Religion
Resolution No. 53/2013:	Foundation of a Personal Chair of Molecular Genetics
Resolution No. 54/2013:	Foundation of a Personal Chair of The Law of Obligations

Resolution No. 55/2013:	Foundation of a Personal Chair of Molecular Photophysics
Resolution No. 56/2013:	Foundation of a Personal Chair of Mental Philosophy
Resolution No. 57/2013:	Foundation of a Personal Chair of Computational Cognitive Science
Resolution No. 58/2013:	Foundation of a Personal Chair of Science and Public Policy
Resolution No. 59/2013:	Foundation of a Personal Chair of The European Neolithic
Resolution No. 60/2013:	Foundation of a Personal Chair of Social History and Cultural History
Resolution No. 61/2013:	Foundation of a Personal Chair of High Performance Computing
Resolution No. 62/2013:	Foundation of a Personal Chair of Metabolic Medicine
Resolution No. 63/2013:	Foundation of a Personal Chair of Clinical Neurology
Resolution No. 64/2013:	Foundation of a Personal Chair of Surface Geodynamics
Resolution No. 65/2013:	Foundation of a Personal Chair of Atmospheric Chemistry Modelling
Resolution No. 66/2013:	Foundation of a Personal Chair of Neurology and Clinical Epidemiology
Resolution No. 67/2013:	Foundation of a Personal Chair of Drama and Performance Studies
Resolution No. 68/2013:	Foundation of a Personal Chair of Reproductive Biology
Resolution No. 69/2013:	Foundation of a Personal Chair of Hadron and Nuclear Physics
Resolution No. 70/2013:	Foundation of a Personal Chair of Dementia Practice and Partnership
Resolution No. 71/2013:	Foundation of a Personal Chair of Applied Earth Observation
Resolution No. 72/2013:	Foundation of a Chair of Strategy and Organisation

5 UPDATE FROM SBS SUB-GROUP Paper D5

The response from the SBS Trustees was noted and Court was content to close this matter. Court further thanked the SBS Sub-Group for taking this forward and confirmed that its task was now complete.

6 FAIR TRADE - UPDATE Paper D6

Court approved the revised Fair Trade Policy as set out in the paper.

7 DONATIONS AND LEGACIES Paper D7

Court was pleased to note the donations and legacies to be notified, received by the University of Edinburgh Development Trust between 26 April and 14 June 2013.

8 USE OF THE SEAL

A record was made available of all the documents executed on behalf of the Court since its last meeting and sealed with its common seal.

9 VACATION COURT

In accordance with normal practice, if required, a Vacation Court comprising the Rector, failing whom the Vice-Convenor of Court, the Principal or delegated

representative and the University Secretary would deal with any urgent formal business over the summer vacation.

The University of Edinburgh

The University Court

16 September 2013

Note of Electronic Meeting concluded 5 July 2013

Court considered a paper circulated to all members on 1 July 2013 setting out an opportunity which had arisen at short notice for HPCX Ltd to bid to EPSRC to run ARCHER, the replacement service for HECToR (high performance computing services for UK academia). In order to progress with the submission a parent company guarantee of £10M for 5 years starting on 1 November 2013 was requested and approved by Court.

Note of Electronic Meeting concluded 17 July 2013

Following consideration of a paper circulated to all members on 10 July 2013 Court approved contingency arrangements in respect of the Holyrood Development:

- In the case of Scenario 2, a further extension of the longstop date by up to one month to 31 August 2013 in order to conclude transactions within the current Court approved limit of up to £11M.
- In the case of Scenario 3, agreement to activate the alternative implementation plan which would require approval of additional resources of up to £69M and an extension of the longstop date by up to one month to 31 August 2013 to allow this to be implemented.

Delegation arrangements were also approved and expanded from those in the paper to include the Vice-Convener of Court, (in consultation with the Convener of the Audit Committee and Professor Smyth as Court member on the strategy Board for this project).

Court was informed on 30 July 2013 that the Financial Supplement Agreement and the Financial Settlement for this development had been concluded without the requirement to implement these contingency arrangements.

The University of Edinburgh

The University Court

16 September 2013

Vacation Court

The Vacation Court on 30 July 2013 considered and concluded by correspondence the following:

India Bank Account

Court had previously agreed arrangements to open and operate an account with HDFC Bank in connection with the running expenses and salaries of team members of the India Office. This included approving those authorised to access the account and signing limits.

The current Director of the India Office was going on maternity leave and new arrangements required to be put in place to enable the Acting Director to access the account.

The Vacation Court therefore considered and approved the attached two resolutions.

Court is invited to note and homologate the decisions taken by the Vacation Court.

Dr Katherine Novosel
August 2013



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CERTIFIED TRUE COPY OF THE RESOLUTION PASSED BY THE VACATION COURT ON TUESDAY, 30 JULY 2013, AT THE UNIVERSITY EDINBURGH, EDINBURGH.

The Chairman explained the Board the benefits of availing NetBanking Facility provided by HDFC Bank Ltd. In respect of the Current Account of the Company bearing Account no: 05012560004175 with its branch at Industry House. The Board after discussion decided to apply for the NetBanking facility and passed the following resolution:

RESOLVED THAT the consent of the Board be and is hereby given for availing the NetBanking facility in respect of Current Account No: 05012560004175 of the University of Edinburgh - India Liaison Office maintained with HDFC Bank Ltd. at its Industry House Branch.

"Resolve Further That Mr. Pankaj Muthe (Director – India Liaison Office, University of Edinburgh) be and is hereby authorised to apply to HDFC Bank Ltd., for and on behalf of the Company and to operate the aforesaid account through Net Banking."

"Resolve Further that Mr. Pankaj Muthe (Director - India Liaison Office, University of Edinburgh) be and is hereby authorised to furnish a copy of the aforesaid resolution to HDFC Bank Ltd. and to do all such acts, deeds and things as may be necessary give effect to this resolution."

For University of Edinburgh

For University of Edinburgh

Director – India Liaison Office
Pankaj Muthe

Director – International Office
Alan Mackay



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CERTIFIED TRUE COPY OF THE RESOLUTION PASSED BY THE VACATION COURT ON TUESDAY 30 JULY 2013, AT THE UNIVERSITY OF EDINBURGH, EDINBURGH.

"RESOLVED THAT Account in the name of "University of Edinburgh India Liaison Office" would like to have addition of authorised signatory with HDFC Bank Ltd. in the Current Account no. 05012560004175 and following Director & Authorised Signatory be and are hereby **ANY ONE** authorized to sign the documents to open and operate the said Account.

FURTHER RESOLVED THAT the said directors are be and hereby authorised to sign singly up to the amount of Rs 2, 11,000 /- (Rupees Two Lakh Eleven Thousand Only) for and on behalf of the Company.

List of Director & Authorised Signatories along with their designations

1) Mr Pankaj Muthe – Director, India Liaison Office, University of Edinburgh

Post addition of signatory of Mr Pankaj Muthe, Mode of operation :- (Singly up to Rs 2,11,000/-)

RESOLVED FURTHER THAT the said Bank be and is hereby authorised to accept, honour and pass all cheques, hundis, bill exchange promissory notes, indemnities, guarantees, agreement for letter of credit, trust receipt for monies, received and any other commercial documents whatsoever drawn made, accepted endorsed executed by (Any One) of the above Director/Authorised Signatory and to act upon all instructions given by them relating to the account whether the funds in the account are overdrawn or not, all which shall be binding on the company.

For University of Edinburgh

For University of Edinburgh

Director – India Liaison Office
Amrita Sadarangani

Director – International Office
Alan Mackay

The University of Edinburgh

A4

The University Court

16 September 2013

Election of Non-Teaching Staff Assessor

Three candidates stood for the position of Non-Teaching Staff Court Assessor in the 2013 election which was conducted by means of an electronic vote, with a postal vote available for those in special circumstances, from 18 to 20 June 2013 under the guidance of the Electoral Reform Society.

Ms Angi Lamb, IT Consultant, User Services Division received the highest number of votes and has therefore been duly declared elected to serve for a period of 4 years commencing on 1 August 2013.

Dr Katherine Novosel
Head of Court Services
5 September 2013

The University of Edinburgh

The University Court

16 September 2013

Senate Assessor

Court is invited to note that Professor Anthony Harmar has tendered his resignation as a Senate Assessor with effect from 16 September 2013. Senate has commenced the process to identify a successor.

Dr Katherine Novosel
Head of Court Services
September 2013

The University of Edinburgh

The University Court

16 September 2013

Principal's Report

These communications are grouped into international, UK and Scottish developments, followed by details of University news and events:-

International

India

In July, the University hosted a delegation of disabled students from Delhi University, a key partner in India. The 30 students gained an insight into the UK higher education system and a greater cultural understanding of the UK and Edinburgh. During the week-long visit, they were given a tour around the University of Edinburgh and the city, and met with numerous staff and students from across the University. The visit was supported by the British Council, the Indian Ministry for Human Resource Development and India's University Grants Commission.

A group of around 100 Edinburgh students and staff were invited to join the University of Delhi's College on Wheels and are currently travelling by train around northwest India. The journey began in Delhi and will go into the economic heart of Punjab - an area of significant agricultural importance for the country. On board the train the students are being taught about India's history and are undertaking projects, writing book reviews and keeping diaries of the journey.

China

As the office in Beijing approaches its 10th anniversary, a review is underway to evaluate success and assist with the future planning and strategy for all of our international offices.

A modern adaptation of Shakespeare's Coriolanus was performed at the Edinburgh International Festival. It was directed by one of China's most influential theatre directors, Lin Zhaohua, who also spoke at an event hosted by the University's Confucius Institute for Scotland.

North America

I was very pleased to welcome to the University around twenty higher education administrators from the United States as part of a Fulbright Commission initiative. The three-day visit aimed to provide new opportunities for transatlantic collaborations and partnerships.

A delegation of six members of the US Congress, representing both Democratic and Republican parties visited the Scottish Centre for Diaspora Studies in August, accompanied by Scottish Cabinet Secretary for Culture and External Affairs, Fiona Hyslop and senior civil servants from the Scottish Government.

The position of Executive Director of the University of Edinburgh North America office in New York has been advertised. The post will be responsible for coordinating a diverse portfolio of activity including philanthropy; academic collaboration; alumni engagement; regional recruitment; engagement with funders and sponsors of research and supporting the University's licensing and venturing activities.

Kazakhstan

Vice Principal International met with the Chairman of the Republic of Kazakhstan Agency for Civil Service Affairs in London in July 2013. Discussions focused on the career development needs of civil servants in the Republic of Kazakhstan and it was agreed that the Academy of Government's work is highly relevant to the Agency's training needs. Collaboration in the delivery of a public service educational programme could provide a basis for broader partnering activity in the future.

International high level delegations were received from:

- Delhi University
- Princess Noura University for Women, Riyadh
- Federal University of Paraná, Brazil
- Chinese Ministry of Education
- Thai Ambassador to the UK
- Ambassador for the PR of China to the UK
- Tianjin University, PR China

Related meetings

In July I attended the Hanban Cultural exhibition and roundtable meetings for the Confucius Institute in China and also visited Tianjin University where I signed a Memorandum of Understanding with Tianjin.

I recently visited Munich and had an all-day meeting with the President of Technische Universität München before attending the European Association for Research on Learning and Instruction conference. I was also pleased to welcome to the University the League of European Research Universities Doctoral Studies Committee.

UK

International Student Numbers

The Russell Group recently published a report covering the trends in international student numbers at Russell Group Universities focusing on India and China. The picture presented is one of declining numbers from India, a fall of 15% in 2011-12 and a fall of 14% in 2012-13. Chinese student numbers remain relatively buoyant but they are showing a slowing down in growth rate, from 25% to 10% across the same period. These patterns do seem to indicate that measures such as the removal of post study work options are having a negative impact that is possibly being successfully exploited by competitor nations. At Edinburgh we are seeing an impact on Indian postgraduate taught (PGT) students with applications down by 28% for 2013 but only a modest change in International PGT demand overall, with applications sitting at just 1% below last year thanks to 5% growth in demand from China.

Pay Negotiations 2013/14

The dispute resolution procedure which was invoked by four Higher Education trade unions following the employers' final offer of 1% made on 21 May concluded on 1 July 2013 without resolution. The trade unions have now advised that they will continue with plans to consult their members on the final offer with a recommendation to reject.

Witty Review

The initial findings of Sir Andrew Witty's independent review of universities and growth were published in July. Sir Andrew, chief executive of GlaxoSmithKline and Chancellor of the University of Nottingham, set out the themes he will explore when the full report is published later this year. The findings are particularly positive about the role of universities, especially as important sources of economic advantage through research insights, international reach, supply of skills, and support and advice to local businesses.

Scotland

QS World Rankings

I am sure that Court will have been most pleased to hear that the University has risen to 17th position, a rise of four places from 21st, in the most recent QS World University Rankings. The QS World rankings use the broadest set of data of all of the rankings and are the most important ranking in the United States. This is very positive news and is a testament to the quality, hard work and commitment of all of our staff.

Some equally positive news for Court around our annual research grant figures with the University winning a record £300 million in competitive research grants last year. This is an increase of 20% on our very competitive position of £250 million secured in 2011/2012.

Admissions

I am pleased to report that the University is pretty much on track with all of its admissions targets this year. We have exceeded our internal target for SEU intakes and this is largely due to our success in recruiting widening participation students. Our RUK figures are also at about the right levels and, although early days, our overseas figures are also looking as we might expect at this stage.

When our figures are considered against those for 2012 we are about 10% up on our SEU figures with this increase being overwhelmingly due to Scotland domiciled admissions.

Highly Trusted Sponsor Status

I am very pleased to confirm that the University's Highly Trusted Sponsor Status has been successfully renewed by the Home Office and that our Tier 4 Student licence has been approved until 2017.

What is particularly pleasing is that the following statistics strongly reinforce our position as one of the UK's most trusted universities in the immigration system.

Refusal rate	1.28%
Enrolment rate	95.87%
Course completion	98.38%

Staff should be commended for their commitment and professionalism with regard to this issue.

Edinburgh Festivals 2013

A hugely successful Festivals period for the University with many of our venues playing host to first class shows. In total 1,209,947 tickets were sold, or visitors recorded, for performances in University buildings over the summer festival period. The hub of activity centred around the new venue at Paterson's Land worked particularly well with Scottish Opera, the National Theatre of Scotland, Glasgow's Tron Theatre Company and the Royal Conservatoire of Scotland among those staging productions. The BBC complex near Poterrow was again a great success bringing a real buzz and

generating much positive publicity for us. In addition 60 of our students worked as interns in the complex and I was pleased to welcome the new BBC Director General Tony Hall to the University.

ARCHER High Performance Computing Facility

Court will be interested to hear that the University's bid to the Engineering and Physical Sciences Research Council (EPSRC) to run the new ARCHER High Performance Computing (HPC) Facility has been successful. The bid will be worth in the region of £7m to UoE HPCX Ltd over a 5 year period. In addition, we have been awarded an additional £8M over two years, also from EPSRC, to extend the UK Research Data Facility. This means that Edinburgh will become a UK-leading centre for both HPC and "Big Data".

Director of Estates & Buildings

I am sure that Court will be sorry to hear that our Director of Estates & Buildings Mr Angus Currie has decided to retire at the end of March next year. The contribution that Angus has made, and continues to make, to the University of Edinburgh has been immense and although we will wish him well when the time comes, we will also miss him greatly.

This note also serves to reassure Court that we have a detailed recruitment plan already in place with a view to confirming the appointment of a new Director by the end of the calendar year.

Vice Principal Equality and Diversity

As Court is aware Professor Lorraine Waterhouse will retire at the end of the year from her role as Vice Principal Equality and Diversity. An internal recruitment process will be undertaken and Court will have sight of the Job Description at its meeting in November.

Related meetings

I was pleased to welcome Cabinet Secretary for Culture and External Affairs, Fiona Hyslop MSP, to the University for a number of events over the festival period.

The Secretary of State for Scotland Mr Michael Moore MP and Lord Green Minister of State for Trade and Investment both visited the School of Informatics in early September and had a tour of a number of robotics projects that have benefited from more than £6 million of UK Government funding.

I was delighted to welcome the Universities and Science Minister the Rt Hon David Willetts MP to the University's Easter Bush campus to open the National Avian Research Centre at the Roslin Institute.

I attended a very positive Universities Scotland reception at the House of Commons to celebrate the positive contribution that international students make to Scotland and met with Cabinet Secretary Mr Mike Russell MSP to discuss medical student numbers.

I took part in the UUK residential in early September and I was very pleased to join the University of St Andrews for their 600th Anniversary celebrations in mid-September.

University News

A play about Wikileaks soldier Bradley Manning has won the inaugural **James Tait Black Drama Prize**. It was chosen from a very strong field of 180 entries and the award is now an annual feature alongside the existing James Tait Black prizes.

The University has successfully renewed its **Healthy Working Lives** gold award. The Healthy Working Lives award programme is part of a national initiative run by the Scottish Centre for Healthy Working Lives. The award programme supports employers and employees to develop health promotion and safety themes in the workplace.

Two University staff have been named the 2013 winners of the **Principal's Medals** in recognition of exceptional achievements they have made in their fields. Professor Scott Murray, St Columba's Hospice Chair of Primary Palliative Care in the Centre for Population Health Science, was awarded the Principal's Medal for Outstanding Service. The Principal's Medal for Service to the Community has been awarded to Rebecca MacKenzie, Pro Bono Coordinator and Senior Teaching Fellow in the School of Law's Centre for Professional Legal Studies. Mrs MacKenzie leads the School's evolving portfolio of pro bono services, including the Free Legal Advice Centre and the Child Advocacy Centre.

Silicon Valley Internships. Recent School of Informatics graduates Chris Howard, Barney Jackson, Marat Subkhankulov and Chris Atkins-Granville beat stiff competition from around the UK to win 4 of 15 places on the Silicon Valley Internship Programme. They will have the experience of spending a year in the creative heart of Silicon Valley working with sponsoring IT start-ups learning about the business and the industry in general.

Approximately 5000 students registered to attend a very successful **Open Day** on 2 September with another one planned for the 28th of September.

The **new term** has just started and the University is delighted to welcome 5,560 new students to Edinburgh. Freshers' week was a great success where the University Students Union organised over 700 events. These included film showings, ceilidhs, beach parties, trips to the zoo, library tours, club nights, chocolate celebrations and knitting.

Research in the News:

- **Children of overweight mothers die younger.** Researchers found that offspring were 35% more likely to have suffered an early death from any cause by the age of 55 if their mother had been obese (had a body mass index of 30 or over) in pregnancy.
- **Mini 'brain' grown from human stem cells.** Researchers have successfully grown pea-sized organoids which closely resemble the human brain at around nine weeks of development. They were shown to have working neurons, primitive versions of the major brain regions and immature retinas and provide insight into how the human brain forms.
- **Singing helps tune into foreign languages.** A new study has found that singing in a foreign language can significantly improve learning how to speak it. Participants in one test who learned through singing performed twice as well as participants who learned by speaking the phrases, and were also able to recall the phrases with greater accuracy in the longer term.
- **Posting lots of images on facebook may make you unpopular.** Researchers found those who repeatedly post pictures risk alienating themselves from many people who view them, possibly damaging relationships with friends, relatives and colleagues who do not "relate well to those who constantly share photos of themselves."
- **Aerial studies may predict earthquakes.** The study, using data from specialist sensors carried by planes, found that areas of land which may be prone to earthquakes could be identified by changes in shape over time caused by the Earth's plates moving past each other. High hills with steeper slopes were indicative of a fault prone landscape and could help focus monitoring for potential earthquakes.

- **Deer's antlers could be getting larger because of climate changes.** Scotland's red deer are growing bigger antlers and breeding earlier, according to scientists investigating climate change and the effects on animal populations. Researchers believe that a longer growing season in spring and summer is giving deer better grazing which is in turn boosting their antler growth.
- The Scottish Funding Council awarded £10,000,000 for the Innovation Centre '**Digital Health Institute**' based in the School of Informatics and led by Professor Stuart Anderson.
- Significant research grants were awarded to Professor Siddharthan Chandran (£1.87m), Centre for Clinical Brain Sciences, and Professor Nicholas Morton (£1.5m), Medical and Radiological Sciences.

External Recognition:

- Congratulations to Professor Lindsey Patterson and Professor David Fergusson who have both been elected as Fellows of the British Academy.
- Professor James Mitchell and Professor Brad Mackay have been awarded Scottish Senior Fellowships with the Economic Social and Research Council.
- Professor Christopher Hall has been elected as a Fellow of the Royal Academy of Engineering.
- The Edinburgh International Festival exhibition at the University's Talbot Rice Gallery has won a Herald Angel award. The prize was presented to the Gallery's Principal Curator Pat Fisher for Transmitted Live: Nam June Paik Resounds.

The University of Edinburgh

The University Court

16 September 2013

Naming of the two new avian units at Easter Bush

The National Avian Research Facility (NARF) supported by the University of Edinburgh, Roslin Foundation, BBSRC and Wellcome Trust will provide the UK with a national resource for the study of avian biology, genetics, infection and disease. The two new units are currently called Phase2a and Phase2b respectively. However, as Phase2a is nearing completion and work has commenced on Phase2b, approval is sought to name the two units after eminent scientists from the field of avian research.

Phase2a

The Greenwood Building

Dr Alan William Greenwood, CBE, FRSE (1897-1981)

Founder and Director of the Poultry Research Centre, Edinburgh 1947-1962

Alan Greenwood moved to Edinburgh in the early 1920s to work with Dr Francis Albert Eley Crew at the Institute of Animal Genetics. In the late 1920s he started an inbreeding programme (lines A-I) for Brown Leghorn chickens to study a variety of traits. Upon retirement these lines were intercrossed to form the J-Line which continues to be studied today at The Roslin Institute.

Phase2b

The Bumstead Building

Dr Nat Bumstead (1952-2004)

Former Head of Avian Genetics Group, BBSRC Institute for Animal Health

Nat Bumstead both laid the foundations and played a major influential role in establishing worldwide research on the genome of the chicken. He was a leading geneticist and accomplished researcher at the UK Institute for Animal Health and a pioneer who saw the tremendous importance of understanding links between genes, immunity and resistance to infectious diseases. He carried out some of the first research with chickens to derive genetic maps of the genes that strongly influence their resistance to pathogens such as *Salmonella* and Marek's disease virus and resistance to infectious diseases (British Poultry Science, 45:3, 437-438).

Dr Bumstead's family have indicated that they would feel honoured and proud to have the building named after Nat.

Following consultation with relevant staff, these proposals are commended to the Court for approval.

TMMO'Shea
September 2013

The University of Edinburgh

The University Court

16 September 2013

C1.1

**Report of the Finance and General Purposes Committee
(Comments on the Report from the Central Management Group meetings of 19 June and
21 August 2013)**

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

This paper comprises the Report to the Finance and General Purposes Committee at its meeting on 2 September 2013 from the Central Management Group of its meetings of 19 June and 21 August 2013. Comments made by the FGP Committee are incorporated in boxes within the report at relevant points.

Action requested

In respect of the item on socially responsible investment, Court is invited to endorse the proposal to disinvest from this company.

Resource implications

As outlined in the paper.

Risk Assessment

As outlined in the paper.

Equality and Diversity

As outlined where appropriate in the paper.

Freedom of information

Can this paper be included in open business? Yes except for those items marked closed.

Originator of the paper

Dr Katherine Novosel
September 2013

Central Management Group

19 June 2013

1 ECA REVIEW – REPORT ON PROGRESS (Appendix 1)

CMG noted and endorsed the update on the operational recommendations contained within the Court Review of the ECA merger undertaken in the autumn of 2012 at the end of the first year following merger. Overall, the merger had been positive for students and staff and significant progress had been made with a number of the operational recommendations now complete or nearing completion. In particular, it was welcomed that a new dedicated member of staff was taking forward the widening participation agenda and that there was on-going liaison with SRA.

It was further noted that the SFC had indicated that it would require an evaluation report in September 2013 at the end of the first two years following merger. The information required and the format of the report were still to be confirmed and consideration would be required around reporting on estate issues.

The Committee welcomed the monitoring report on the operational recommendations arising from the Court Review of the ECA merger and was content that progress was satisfactory.

2 MIGRATION MANAGEMENT GROUP UPDATE

The renewal of the Tier 4 license was welcomed and the on-going work to assess compliance across the University of Home Office requirements. The actions taken in respect of visiting students were also fully supported and the development of English language courses particularly on-line programmes was noted.

The position with staff was also noted and the opportunities around the exceptional talent category (Tier 1): the Director of HR agreed to circulate information on the criteria of the two elements within this category. The continuing close engagement with the Home Office was commended and colleagues were encouraged to contact the International Office for advice on issues involving students and staff.

3 INTERNAL AUDIT FOLLOW UP REVIEWS

CMG noted that the Audit Committee continued to be concerned by the poor performance in implementing agreed actions in response to recommendations in Internal Audit assignment reports. Members of CMG confirmed their commitment to taking forward agreed actions and that this would be raised across Colleges and Support Groups; once agreed, responses to recommendations should be actioned.

The Committee expressed concern around the poor performance across the University in implementing agreed recommendations arising from internal audit assignments and was reassured by the actions being taken by senior officers to remedy this matter.

4 FEES STRATEGY GROUP REPORT (CLOSED)

5 FEES: CONVENER'S ACTIONS AND ROUTINE FEES (CLOSED)

Central Management Group

21 August 2013

1 REPORT FROM STAFF COMMITTEE (CLOSED) (Appendix 2)

2 VALUE FOR MONEY REPORT

The range of value for money initiatives which had been taken forward in 2012/2013 was commended and CMG approved the report for transmission to the Audit Committee.

3 SOCIALLY RESPONSIBLE INVESTMENT POLICY (CLOSED)

4 STAFF DATA (CLOSED) (Appendix 3)

5 ESCA EDINBURGH STUDENTS' CHARITIES APPEAL (Appendix 4)

CMG noted and welcomed the report.

6 EUSA VOLUNTEERING ANNUAL REPORT (Appendix 5)

CMG noted and welcomed the report.

The excellent information in the Edinburgh Students' Charities Appeal document and in the EUSA Annual Volunteering Report was noted. The Committee commended the excellent work of EUSA and supported the continuing financial support from the University to promote these activities.

7 HEALTH AND SAFETY REPORT (Appendix 6)

CMG noted the 4 reportable incidents to the Enforcing Authorities, endorsed the need to ensure that appropriate refresher training was in place and noted the near misses and the items being taken forward by the Health and Safety Committee.

The reduction in reportable incidents highlighted in the Health and Safety report was noted and the Committee welcomed the helpful information on near misses which provided a wider understanding of the risks.
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8 SEAG REPORT

The report from SEAG was noted. CMG further noted that Mr David Gorman had now taken up the post of Director of Social Responsibility and Sustainability and was providing leadership in taking forward the development of the new Department for Social Responsibility.

9 SPACE MANAGEMENT REPORT

CMG approved the 5% increase in the rates for centrally bookable space with effect from 1 August 2013 for the academic years 2013/2014 and 2014/2015; the increase reflected rising utility and other costs. The other items in the report were noted.

10 PARKING CHARGES

CMG fully endorsed the approach to parking charges as set out in the paper recognising the need to cover maintenance and other costs and approved the proposals and increase in charges with effect from 1 January 2014 subject to revision of the approach at Easter Bush. In respect of Easter Bush it was agreed that there should be a phased approach to the introduction of charging with no immediate change and a move towards the rates being the same as King's Buildings in 2015.

11 FEE PROPOSALS (CLOSED)

12 SCOTTISH ASSOCIATION FOR MARINE SCIENCE – ASSOCIATED INSTITUTE OF THE UNIVERSITY OF EDINBURGH

There was full support and approval for the Scottish Association for Marine Science being formally recognised as an Associate Institute of the University.

13 PROPOSAL TO ALTER THE NAME OF REGIUS CHAIR OF SANSKRIT LANGUAGE, LITERATURE, AND PHILOSOPHY AND COMPARATIVE PHILOLOGY

CMG approved and welcomed the proposed change of name of the Regius Chair of Sanskrit Language, Literature, and Philosophy and Comparative Philology to the Regius Chair of South Asian Language, Culture and Society.

Report on Progress Against Operational Recommendations Arising from Court Review of ECA Merger

June 2013

Summary

At a meeting in November 2011 Court agreed to establish a Review Group to undertake a formal review of progress at the end of the first year following the merger date. The following 19 operational recommendations were made by the Review Group. ECA has primary responsibility for 15 of the 19 recommendations. Recommendation 8 is being worked on jointly by ECA and UHRS. Recommendations 11, 18 and 19 are the primary responsibility of other UoE areas (in consultation with ECA as appropriate). Substantial progress has been made with the majority of the recommendations and while some are now complete or nearing completion, others are necessarily now ongoing, as initial focus of effort on addressing the recommendations has now transferred into ongoing activity having been absorbed into ECA's normal business and planning priorities.

Recommendation	Update on progress	Person(s)/Area responsible	Confirmed or expected completion date
1. Prioritise any outstanding issues regarding access to data in the former ECA student record system by early 2013.	<p>Progress on the three outstanding areas as follows:</p> <p>1.1 ESALA on-programme marks have been sourced from hard copies of the Exam Board minutes, and updated into EUCLID, work complete.</p> <p>1.2 PGR on-programme students details have been checked and required amendments to EUCLID have been made. All outstanding data issues for on-programme students now resolved.</p> <p>1.3 Batch transcript reports have been sourced, run and the .pdf outputs saved to capture the appropriate data held on SITS to support transcript production in future. Final checks with the former ECA Deputy Head of</p>	Deputy Director of Professional Services (DoPS) leading.	1.1 and 1.2 completed May 2013. 1.3 expect to be fully complete by end August 2013 latest.

	<p>Registry have confirmed that this data extract is as complete and comprehensive as possible from the SITS database, and that this should most sensibly now be added to the paper files.</p> <p>Work to ready these for printing is time-consuming, and about half-complete. ECA staff are working on this, and to devise a revised procedure for transcript production from hard-copy records. Guidance notes from former ECA Deputy Head of Registry to be provided.</p>		
<p>2. Make substantial progress by the end of 2012-13 in facilitating the operation of exchange arrangements for ECA programmes within University structures, and also should work toward ensuring the exchanges are financially viable.</p>	<p>In liaison with International Exchange officer (Thomas Ozers), exchange partnerships for former ECA subjects have been edited to ensure quality and also to ensure the partnerships are still live or revive partnerships ECA wish to continue. This work is ongoing. The ECA International Director is also reviewing ECA exchanges as part of developing the ECA International Strategy.</p>	<p>International Director, UG Director, Heads.</p>	<p>Substantial progress has been made, but work ongoing.</p>
<p>3. Agree on a solution for managing the supply of art and design materials to students, and begin to implement it before the end of the 2012-13 academic session.</p>	<p>Substantial changes have been made to the charging system in order to handle a wider range of charges and make it more flexible for the future. Collection and reference to advance payments or deposits has been replaced with clearer schedule of 3 invoices per annum to students and invoice detail supplied to students has been improved. We have suppressed and rolled up very small invoices (£10). We have improved and standardised record keeping for technicians through introduction of standard spreadsheet. Partial progress</p>	<p>Head of Technical Services, DoPs, ECA Finance Officer.</p>	<p>Substantial progress has been made, but work ongoing.</p>

	has been made and still ongoing to improve ECA's ability to track student balances and provide more guidance to support staff on how to handle materials charges. Work oning on improving communications with students about charging levels, timetable and process (new website will help).		
4. In line with the University's Strategic Plan continue to prioritise widening participation to all ECA's programmes.	Review of WP for ECA was undertaken by Working Group and their recommendations approved by ECA Management Group. ECA WP Officer started early June 2013 to work closely with academic colleagues, SRA, CHSS Admissions and existing projects such as ACES to prioritise widening participation activities in ECA.	Heads, UG Director, WP Officer	Progress has been made, and ECA will continue to prioritise WP.
5. Assess if there is a further need for temporary change facilitation support in the ECA.	Ongoing need is being established as part of the current Review of Professional Services. Two Change Facilitators still in post, and will be reviewed to establish if need to be extended. Fixed term (18 months) Teaching Projects Officer started April 2013. Some Blue Arrow temp roles ongoing for another 2-3 months to support merger related records and website work.	DoPs with assistance from support managers	End of June 2013.
6. Review ECA's administrative support structures to ensure the number and organisation of administrative staff is appropriate by March 2013.	Has been ongoing since merger and over last few months in response to need, but ongoing need and priorities is being established through current Review of Professional Services.	DoPS with assistance from support managers	End of June 2013.
7. Monitor the management arrangements for technical staff to ensure that the new arrangements are delivering benefits and providing	Feedback has been gathered through current Review of Professional Services and appropriate adjustments will be made where required (e.g. there	DoPS, Head of Technical Services and Heads.	End of June 2013.

appropriate support.	is a priority need for deputies for the Head of Technical Services)		
8. Work with HR to undertake a training needs analysis with all relevant staff (those in the ECA and those that transferred to the wider University) to establish any outstanding requirements by March 2013.	DoPS working with UHRS (Frances Grebenc) on this. Further training and development requirements for all ECA support services has been gathered through the Review of Professional Services June 2013 and appraisals. Academic staff requirements are being gathered through appraisals, REF monitoring and Heads/line managers.	UHRS, DoPs and academic Heads	End of Summer 2013, but training and development will be ongoing.
9. Work with HR to ensure that all ECA managers are actively engaged with the annual review process.	Skills based appraiser training for some support managers completed on 6th May. Appraisals for all staff categories are ongoing and ECA is on track for all eligible staff to be appraised by end of July 2013 and thereafter annually.	All line managers.	End of July 2013, thereafter annually.
10. As part of taking forward the ECA's academic vision, progress developing proposals to open up opportunities for ECA students to take UG courses elsewhere in the University and for wider University students to take appropriate ECA courses.	The new MA Music that will recruit in 2014 will offer courses developed and delivered across ECA. Further to this Art's recent rationalisation of its degree programmes will allow for 20 credit elective courses that students can take across CHSS. Both Art and Design subjects have made significant structural changes to their UG degree programmes to allow electives at pre-honours. This is the first stage in allowing students from Art and Design the opportunity to take electives within the rest of ECA or CHSS. There is a good degree of scope for offering 'class' electives and these could be fairly simple. The ability to offer 'studio' electives requires a significant change not least to the teaching organization and realistically it will be 2014/15 before ECA are offering electives from ECA elsewhere in the University.	UG Director, Academic Heads	Progress has been made, but ongoing.

<p>11. Monitor the arrangements for the 'arms-length' management of the Wee Red Bar and associated facilities.</p>	<p>Following the integration of the Wee Red Bar and associated facilities including the Wee Red Lounge and Music Room into Accommodation Services operations, over 2011/2012 these were all managed at "arms-length" as per the merger recommendation and Accommodation Services worked over that period with the paid EUSA sabbatical representing ECA. The sabbatical post operated for this one year period after the closure of ECA Students Association which enabled a more full time focus/resource on operations so Accommodation Services were in a more advisory/arm's length role. 2011/12 also saw rationalisation of the associated services in this period with the Wee Red Lounge closed due to lack of use and also the music room was handed over to be managed by the College. In 2012/13 Accommodation Services have had to take a more direct role as ECA is now represented within EUSA by an unpaid School Representative who is a full time student and as EUSA do not wish to operate the Wee Red Bar in order to ensure continuation of delivery of the service this recommendation to be "arms length" in the original Court review of the merger has not be possible to sustain or is now appropriate on the basis proposed.</p>	<p>Ian Macaulay (Edinburgh First).</p>	<p>n/a</p>
<p>12. Continue to work to understand the research support needs and enhancement related activities of the former ECA academic staff and to raise awareness of the wider support</p>	<p>There has been a considerable degree of support and development for colleagues from ECA and ACE during the transition. The REF exercise provided a careful audit of current</p>	<p>Director and Deputy Director of Research, Heads, RKEO.</p>	<p>Substantial progress has been made, but work ongoing.</p>

<p>available.</p>	<p>activity both in terms of breadth and depth, we now have a much clearer position post-merger. ECA have developed a better understanding of the nature of creative practice as research equivalent output, what it constitutes and how is it presented and work in this area continues, we have facilitated the understanding through a series of workshops, advice sessions and mentoring on PURE, research portfolio, grant applications, introductions of new staff etc.</p> <p>ECA will continue to operate an inclusive policy towards research. The REF process has helped to develop and identify specific mentoring needs. A series of events are planned to review and reflect on the REF process in the coming academic session.</p> <p>The RKEO office is working effectively (although can be under pressure occasionally given the breadth of its remit and the major events that it manages). We have worked hard to ensure that research is seen broadly as being managed at the ECA level rather than individual subject area and there is equal representation from all subjects areas in discussions on finance, ref, ethics etc., to ensure that there is mutual respect for each discipline. Key aspects of the RKEO Office are the open door policy, staff are very flexible and will visit academics to advise and the clarity and fairness of the RKE procedures. We are now receiving</p>		
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	<p>and processing increasing numbers of grant applications and our conversion rate is good by CHSS standards. The ECA has been particularly successful in internal EU funding initiatives such as the Challenge Investment Fund.</p> <p>Collaboration and interdisciplinary working is a key aspect of our developing research and we shall continue to develop more links with other schools and colleges.</p> <p>Impact and KE are seen as major opportunities for ECA and work continues to develop more effective means of recognising and capturing data and metrics.</p> <p>Generally the feedback ECA receives on research support is very positive and we have been commended for the increased clarity of expectation in comparison with previous systems but the process is ongoing and the breadth of activity of the ECA is substantial and multi-faceted and we need to continue to respond to various needs of our active research community.</p>		
<p>13. During 2012-13 explore ways to provide improved multi-site delivery for Graduate School services.</p>	<p>The GSO Administrator and team have piloted co-locating the relevant PG Secretary with colleagues in the UGTO offices for at least a day a week where possible. This model has worked well and will be taken forward and established as an outcome of the Review of Professional Services too. This was also a recommendation from the recent PPR.</p>	<p>DoPs and Head of Graduate Office, PG Director.</p>	<p>Progress has been made but Support Review will elicit further options if required. End of June 2013.</p>

<p>14. Consider a two way communications strategy to ensure that staff and students within the ECA understand its structures, procedures and arrangements, and that the ECA's activities are more visible to staff and students elsewhere in the University.</p>	<p>The new website project, the branding roll-out and the wider social media/marketing activities will address this in some form. Further consideration is required.</p>	<p>ECA Management Group, CAM.</p>	<p>Progress made with branding and web, but work ongoing.</p>
<p>15. Develop the ECA's strategy for the future of the ECA Student Portal as part of its broader communications strategy.</p>	<p>The ECA Management Group has discussed next steps in reviewing the best use of the ECA Student Portal. A small working group is scoping ECA's e-learning requirements more widely, and the learning and teaching functions of the Portal will be a major component of this. The focus of discussion and IT development has been on the Portal's learning and teaching functions, with its future as part of an ECA communications strategy under further discussion.</p>	<p>e.Learning/VLE Working Group (Jared Taylor, Geoff Lee, Judith Miller, Olwen Gorie) with final decisions made by ECA Management Group</p>	<p>Ongoing: communications decision and working group reports by summer 2013</p>
<p>16. Continue to develop a brand identity and marketing strategy that articulates the new ECA's academic vision while allowing individual subject areas the flexibility to project their own identities.</p>	<p>Significant progress has been made with CAM and ECA on CAM branding exercise and development of appropriate marketing and publicity materials that meet this recommendation/requirement. ECA Graphics Assistant working with CAM on ECA publicity, signage and other materials, coherent with emerging brand and using new ECA Logo. Completion of the CAM branding exercise and the launch of a new ECA website will ensure that ECA benefits from a coherent external profile and further develops appropriate marketing and publicity materials through 2013/14.</p>	<p>ECA Principal, ECA Deputy Principal, CAM, Management Group, Graphics Assistant.</p>	<p>Progress has been made, but work ongoing.</p>
<p>17. Commit sufficient resources to</p>	<p>ECA Budget established, CHSS has</p>	<p>Deputy ECA Principal, ECA Web</p>	<p>October 2013 website launch.</p>

launch ECA's new website by Spring 2013.	committed resources and time from CHSS Web team. ECA has committed resources to fund a Web Project Coordinator role and ongoing support (subject to CHSS PRAF approval). New website due to launch Oct 2013.	Project Coordinator, Management Group.	
18. Prioritise the provision of outstanding actuarial information from USS and LGPS to enable individuals to reach a decision over transferring their accrued service.	Anne Banks advises this has happened Feb- March 2013, and staff have made decisions.	University Pensions Office, Anne Banks	March 2013.
19. Review whether the level of student representation arrangements that applies from 2012-13 is adequate.	Sarah Purves to update.	Edinburgh University Students' Association, contact is Sarah Purves	TBC



Edinburgh Students' Charities Appeal

Patron: HRH Princess Anne

Vice Patron: Sir Principal Timothy O'Shea, Professor Dame Joan K. Stringer,
Professor Petra Wend

Edinburgh Students' Charities Appeal, also known as ESCA, is a company limited by guarantee and not having a share capital.

Registered in Edinburgh No.SC260224

Recognised as a Scottish Charity No.SC035064.

Registered office at 5/2 Bristo Sq, Edinburgh, EH8 9AL.

Executive Summary

This document will look at what Edinburgh Students' Charities Appeal (ESCA) has achieved over the academic year 2012-2013.

First this report will provide a financial breakdown of how we spent the money from the grant this year followed by an examination of what ESCA's four student teams have achieved this year. Then ESCA will show how many of the targets we achieved from the ESCA Business Plan 2010-2015 agreed in August 2010. Finally, we will talk about our plans for the future.

Finance Report

This year ESCA received a grant of £31,000 from the University of Edinburgh and was spent as follows:

Finance Breakdown	
Staff Costs	£28,000
Management Fee (paid to EUSA)	£1000
Event Costs	£1000
Support Costs	£1000
Total	£31,000

This year the majority of our grant, similar to last year was spent on staff costs. The Event Costs section was used to fund new events such as Race2Amsterdam and the increased costs of Race2Paris. Both Race2 events raised £12,000 for charity which is a brilliant return. The Support Costs was spent on the student volunteers by paying for the End of Year Meal and the AGM. We use both these events to thank all the hard work the students give to ESCA over the last year.

In 2012-2013 ESCA **raised £84,200** for charity. The breakdown of this fundraising is below. The final two entries comes from ESCA's money counting service which is offered to all student fundraisers at the University of Edinburgh.

Fundraising Totals 2011-2012	
ESCA Fundraising Team	£15,200
Meadows Marathon	£16,000
MedRAG	£10,000
Glowsticks	£5050
EUSA Society Fundraising	£31,600
Other Fundraising Groups	£6350
Total	£84,200

ESCA Fundraising Team

ESCA's Fundraising Team has had another great year with the introduction of new events while improving existing ones. Their biggest event was Race2Paris which made **over £9000, an increase of 200%**. A second Race2 event was introduced with the creation of Race2Amsterdam, which for a first time event was highly successful raising **£3000** – the same as Race2Paris had raised last year.

The Fundraising Team also took part in Poppy Scotland's RAG Raid and helped to raise **over £1700** in one day. This was enough to ensure that ESCA won the Raid for the first time since its launch two years ago. The victory could not have happened without the excellent support of EUSA's Evolve: Team Volunteering project who provided volunteers on the day.



ESCA's Fundraising also worked with the University Library Service on their Library Fines for Charity Day on behalf of Book Aid International. Through promotion on social media and a stall on the day, the students helped to raise **£1,500, five times** the amount raised last year.

Finally, next year ESCA's Fundraising Team is changing its name to Edinburgh RAG. The reason for the change is to give the Fundraising Team its own brand identity, similar to MedRAG.

ESCA Development Team

This year the ESCA Development Team has continued its good work on supporting external student groups and developing ESCA itself.

Our glowsticks service again raised more money than last year raising **over £5000** for a wide range of charities and student groups. The service has also become simpler and easier to use.

Also Development researched, developed and tested a social media guide for ESCA. This guide will cover all our social media output including Facebook, Twitter and LinkedIn and will improve our social media output.

They also worked on an improved Honorary Life Members System with clear category and easy to use nomination system. The next stage of this process is to create a working alumni system so we can keep a track of our former members and keep them involved in ESCA.

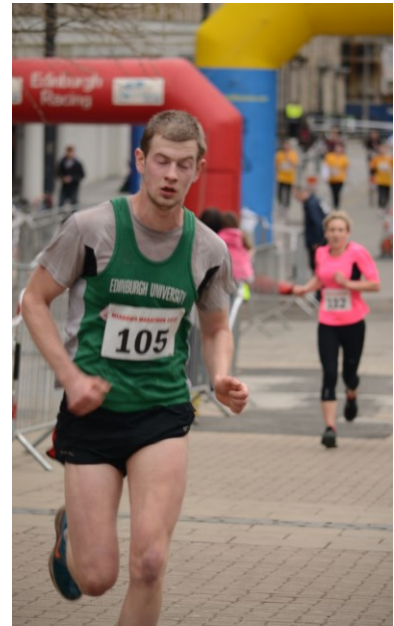
Finally, the social side of ESCA, a very important aspect for the students continues to improve with our most successful End of Year Meal yet. The meal is our thank you to our volunteers for all their hard work during the year and this year almost all members of the four ESCA team execs made it, a fantastic turnout.

Meadows Marathon

Sadly Meadows Marathon did not raise as much money as we hoped it would this year. The main reason for this while the number of runners stayed the same as last year, the number raising for charity reduced. This was especially true amongst the student charities who are often provide a large number of runners for the race. We discussed the situation with the student charities who said they also struggled to get runners for the race.

Meadows Marathon also attracted a large number of 'professional' runners this year who took time for none-fundraising reasons. This increase did have its benefits as it allowed us to give away the profit made from this year's event. Through a poll on the Meadows Marathon Facebook page, which over 500 people voted in and selected Children's Holiday Venture, WaterAid and Save the Children.

They will each receive an **additional £2000** each from the race. This project has been so successful we hope to continue it next year.



The day itself was highlight successful with lots of positive feedback from all those who took part. The majority of the team from last year are staying on and so will allow the students to work towards fixing the issues discussed above to ensure the event raises **more than the £16,000** it did this year.

MedRAG

MedRAG has increased their fundraising total again this year to **over £10,000 – an increase of 20%**.

This is due to MedRAG's hugely successful Shark Dive which has again had an increase in participants and in money raised. This year sixteen student raised just **under £8000**, almost double what it raised the previous year. Considering only two years ago Shark Diving was two students raising £800 this is an amazing improvement.

As well as the Shark Dive, the second GB48, MedRAG's hitch-hike took place again and was a great success with eight teams taking part **raising £1500** for charity.

They also a fundraising weekend in Manchester which involved two collections taking place over the two days for a local hospice and Leukaemia & Lymphona Research **raising £500** for the two charities. For a first time, experimental event this is a great return and something MedRAG will be looking to improve upon next year.

MedRAG have also organised many traditional fundraisers such as carol singing, bucket collections and ceilidhs, often with other fundraising groups at the University of Edinburgh such as Project Mongolia and Edinburgh Marrow.

The Objectives of the ESCA Business Plan 2010-2015

The following section will focus on the objectives of the ESCA Business Plan 2010-2015 and how ESCA has worked to achieve them this year. However the Business Plan is a five year project therefore many of the objectives discussed below have not been completed. However, even in the second year of this business plan, ESCA has achieved many of the objectives set out below.

Fundraising

- ESCA aims to become the biggest student charity fundraising organisation in Scotland by 2015.
- ESCA will increase the amount it raises per annum by £20,000.

This year the total amount of money raised by ESCA for charity this year was **£84,200**, an **increased by £10,000** and **11% more than last year**. This increase is in line with what we predicted and is due to dramatic increases in the ESCA Fundraising Team, MedRAG and Glowsticks.

This increase is only half of what we said we would deliver, however, considering the present economic climate which is putting increased pressure on the money people donate and the spare time students have to volunteer.

ESCA predicts that a similar sized increase should take place next year if planned improvements to Meadows Marathon take place as planned.



Volunteering

- ESCA will increase its membership to over 500 students by 2015.
- ESCA will increase the number of students volunteering with ESCA to over 100 by 2015.

ESCA has already reached its membership target of 500 students by 2015. This year our membership reached **750 students, an increase of almost 20%** from last year.

The number of student decreased slightly this year to 100 people. This was down few students standing for executive roles within the student teams. The reason for this was that a large group of experienced volunteers graduated in the previous year and they haven't been replaced in similar numbers. However, already next year's the executive teams have increased in size, with a large percentage of this year's volunteers staying involved.

- ESCA will increase the diversity of its student volunteers to ensure that ESCA is fully representative of the student population.

Like previous years the majority of volunteers with ESCA are female undergraduates, with again the same number of post graduates involved as last year.

However, one area where we have improved is the ethnic diversity of our volunteers with students from Lithuania, Pakistan and the United States of America now involved with ESCA, something we hope to continue to improve upon next year.

We will keep working with the relevant departments in EUSA and the University to improve the diversity in ESCA so it is representative of the University of Edinburgh's student population.

Student Development

- Improve the training already given to ESCA student volunteers.
- Increase the availability of training for ESCA student volunteers.

ESCA's training programmes built on last year's success as we moved towards a discussion focused model of training. This allows the students to take ownership of the training and therefore get more out of it. Also, this allows ESCA to focus the training much more on what each team needs rather than a one size fits all approach.

For next year, the ESCA student teams will be working with the Appeal Co-ordinator to organise continuous training for the student members.

- Develop recognition systems for ESCA student volunteers.
- Develop a skills identification programme.

The development of a recognition system for ESCA continues. The planned system of ESCA points, discussed in last year's annual report, was trialled but was not successful as it could not be rolled out across the organisation due to the different tasks each team carries out therefore we are no closer to this target. However, a recognition system and a skills identification programme for ESCA is a priority for the ESCA Development Team for the next year.

- Create an annual evaluation process of volunteering within ESCA.

The annual Volunteer survey was sent out to all our student members. Over 50% of students responded with positive feedback over all. ESCA will work on improving all the negative feedback we received.

On top of this, ESCA ran a pilot scheme of one-to-one volunteer meetings with members of the Development and MedRAG team. These meetings took place towards the end of January and helped focus the teams towards what they wanted to achieve by the end of the academic year. The pilot scheme was successful and will be rolled out to all four ESCA teams next year.

Student Societies

- Increase the awareness of ESCA among EUSA student societies.

This year ESCA worked with **over 20 different societies** this year including many none-charitable societies who wished to take part in fundraising activity such as Sign Soc and Nursing Society.

Our awareness amongst the EUSA societies is increasing due to the hard work of the ESCA volunteers and the close that have been forged with the EUSA Connect office that houses ourselves, EUSA Volunteering and EUSA Societies.

ESCA also saw an increase in the number of none-society student groups we work with. These groups range from Volunteer Groups, Overseas Fundraising Trips and individual charity fundraisers and find the support provided by ESCA

- Streamline and improve present services offered to student societies.
- Ensure that the services ESCA offers are simple to use.

This year, ESCA introduced our Support Agreement which details all the services ESCA offers to any fundraising group who wish to work with us, along with stating the conditions of our services. In its first year, the Agreement has been sign by half of the societies we worked with. Next year, we are going to make any group who wishes to work with us.

We have also been continuing our work on our website with a focus on our Ask ESCA service – a one stop shop of all the services we offer. Examples of this are online forms for ordering glowsticks and buckets and help guides for applying for bucket collections. Over the next year we plan to increase the amount of information on our website.

- Develop specific training sessions relevant to EUSA student societies.

The success of our training programme continues with, not only more groups trained, but a wider spread as well. This year we trained everyone from Queen Margaret University's RAG to the University of Edinburgh Resident Assistants.

Much of this success has been done to having a member of the Development Team who focused on training. He created more diverse training sessions as well as creating a training bank so session can be written faster.

Local Community and Charity Sector

- Develop working relationships with other higher and further education institutions in Edinburgh.

Our relationships with the other higher and further education institutions in Edinburgh continued to improve. Like previous years, ESCA continues to provide training, advice and other services from Queen Margaret University, as mentioned above, to Edinburgh College and the student groups based there. Also last year we worked with Edinburgh Napier University RAG for the first time

ESCA has also increased the links between us and other institutions through our trustee board with the recruitment of the Student President of the Queen Margaret University Student Union. We are presently contacting the other unions in the city to ask other sabbatical offices to become trustees of ESCA.

- Increase awareness of ESCA in local charity sector.
- Continue taking an active role in local charity sector.

ESCA continues to have a big presence in the local charity sector as we continue to work with our charity partners and is often called upon by these partners to provide feedback on their student based campaigns.

Our staff member continues to attend meetings in the community such as the Edinburgh Volunteer Centre's Evolve and OSCR workshops.

Next Year

Over the next year, ESCA will be focusing on increasing the amount of money we raise for charity with a particular focus on Meadows Marathon. With the right improvements, the event could see a dramatic increase in the amount of money raised.

Our second focus will be continuing to develop the ESCA Support Agreement so it includes all our fundraising events and can be used as a quick introduction to all the services ESCA can offer. Part of this development will be to ensure that our website reflects the Support Agreement.

Conclusion

This year has been another successful year for ESCA with an increase of £10,000 on our fundraising total of the year. Despite this increase, there are still fundraising events that underperformed and need to be improved.

As with last year, ESCA has already achieved a number of the targets set out in the ESCA Business Plan 2010-2015. The targets we have yet to reach, we are working towards and should be achieved by the 2015 deadline.

ESCA continues to have a positive impact on all the student fundraising community at the University of Edinburgh as well as other higher and further education institutions and the city as a whole.

For more information about anything in this report please contact Stephen Shirres, the Appeal Co-ordinator of ESCA on 0131 650 9517 or email Stephen@escaonline.org.

EUSA Volunteering Annual Report: 2012/13



Our mission is to link University of Edinburgh students with the wider community through the promotion and sourcing of volunteering opportunities and creation of new projects.

Key achievements: 2012/13

Foreword from Hilary Wardle: Volunteer Development Manager:

It seems like only yesterday that we launched our volunteering service in 2010, now we are reporting on our third academic year. And what a year it has been! As well as continuing to run the **Edinburgh Award (Volunteering)**, we also held a nomination based, Oscars style ceremony called the **Volunteer Star Awards** in April.

The overall winner was a student called Joseph Henry who is a befriender for an MS charity, a role he sourced through our service. His coordinator stated that: *“Joe’s befriender uses an “alphabet chart” to spell out words, which requires a great deal of patience and understanding to translate. Thankfully, Joe has a great deal of both and so has built up a strong communicative relationship with him”*.

We also ran a successful series of events as part of **Student Volunteering Week 2013** and piloted a peer support scheme that saw students trained up to offer volunteering advice, boosting the amount of practical, hands on help we can offer to potential volunteers. We also began our involvement with the exciting **Lloyds Scholars** scheme, ‘adopting’ 15 students who are receiving a scholarship from Lloyds Bank with mentoring and volunteering elements. They have to complete 100 hours of volunteering every academic year, and we support them fully by sourcing placements and providing hands on support.

We also **placed over 1500** students into local volunteering positions, and saw our eVOLve team volunteering project go from strength to strength. We simply can’t wait to see what 2013/14 will bring!

Our Charitable Partners

As before, the service continues to centre around brokerage. Our innovative interactive volunteering app (that is now being sold to other Universities in the UK under the name Stripe XVS) allows charities to register and post volunteering adverts themselves, which we then market to students on their behalf. We also provide advice and support to charities about how best to recruit student volunteers.

This support includes training sessions titled Working With Student Volunteers that we host in EUSA buildings, one to one support, phone advice, shared resources and regular meetings.

We also host a biannual Student Volunteering Forum that sees charities, University departments, EUSA staff and students come together to discuss how better we can support existing student volunteers and encourage more students to volunteer their time.

This year, we registered our 300th charitable partner, Rowan Alba. They are currently recruiting for befrienders to support people with alcohol addiction.



Fig 1: The Association for International Cancer Research chat to students at our Volunteering Fair, part of Student Volunteering Week 2013.

Student Volunteering Week

Since launching the volunteering service in 2010, we have always wanted to run a series of events to mark National Student Volunteering Week in February, but due to the time of year and staffing constraints this proved tricky. This year, we have benefitted from increased student involvement and now have a team of volunteers of our very own. These advisors will be discussed more later in the report, but they proved invaluable at assisting us to put on our Student Volunteering Week events.

The week launched with a bus tour of various Edinburgh charities, which we have tried in the past and found to be a very effective way of opening students' eyes to the wider community and the range of volunteering options that are available to them.

We also held a Valentine's themed volunteering fair on the 14th February in Teviot's Dining Room and the hallway outside. 33 charities and student-led volunteering groups set up stalls and over 200 students attended the event. Next year, we would like to extend this to three more rooms within Teviot.

The careers service was also involved in the week and ran a workshop ('How to sell your volunteering experience') that focussed on how to make the most of student volunteering experience on a CV.

This year, we achieved our long held goal of putting on a series of events as part of National Student Volunteering Week.



Fig 2: Our group of potential student volunteers visiting Sikh Sanjog community cafe. 31 students came along on the tour, which visited the Children's Hospice Association Scotland, Sikh Sanjog, North Edinburgh Dementia Care, Mindroom and the Serenity Cafe, a social enterprise run by community charity Comas to support people recovering from drug addiction back into work.

"We loved the atmosphere at the Valentine's Volunteering Fair. It was a great way to connect with potential volunteers and promote our charity to younger people. The heart shaped balloons were a nice touch too! Thanks very much to EUSA for providing us with this opportunity." - AICR

Statistics

This year (Aug 2012- Aug 2013), **1502** students signed up to use our service. These students went on to apply for over **1800** volunteering opportunities. As volunteering roles take up on average just 3 hours per week, many students take on more than one position, greatly boosting their impact and having a huge effect on the local community.

This year, we gave a special award to the Edinburgh Award (Volunteering) student who had taken on the most roles. This award went to Dashiell Oatman-Stanford, who volunteers in **8** different capacities!

This year we finally reached our goal of supporting 2000 students into volunteering in a single academic year.

At the same time, **208** students took part in our eVOLve: Team Volunteering project on a flexible/part time basis, and our 12 student-led volunteering groups registered over **400** members.

This means that our total number of students supported into volunteering in 2012/13 stands at **2110**, which is over 100 students more than we had offered to support per year when we bid for the funding.

eVOLve

eVOLve is our team volunteering project that allows students to sample a range of different volunteering activities throughout the academic year. It's a commitment free, flexible scheme that works well for students who don't have a fixed timetable or who have limited spare time. Around 15-20 members meet at 1pm in the Connect Centre (our student volunteering and societies hub in Potterrow) every Wednesday afternoon and travel together to do a different team volunteering challenge.

This year, the project went from strength to strength. Our first activity (a playground clean up in Muirhouse), was attended by 35 student volunteers! The team went on to carry out beach clean ups, built a (huge) polytunnel for Autism Initiatives, a charity that provide gardening and horticultural activities for people with autism. They also painted Streetwork's crisis centre, an emergency hostel for homeless people and also the Craggs Sports Centre, and carried out a range of work at educational charity Gorgie City Farm.

They also ran a second annual Christmas party for isolated elderly people in the University Chaplaincy, and threw an Easter party for local toddlers.

Partnership Projects

This year, we continued to support and work alongside the City of Edinburgh Council's Open Innovation Unit to run the Citrus Saturday volunteering project, that sees 12 students support delivering young enterprise workshops in local high schools, culminating in a city-wide sales competition. You can watch a video of the event: <https://www.youtube.com/watch?v=rvC19Wlllrs>.

The schools were Forrester High, Gorgie Mills, Gracemount High, Leith Academy and Woodlands. The student volunteers and pupil participants were honoured with a certificate presentation ceremony on Wednesday 8th May at Old College.

This year, we also successfully paired with the council's International Office to match 12 number of Spanish student volunteers with local high schools to act as language and cultural assistants.

eVOLve is a flexible team volunteering project that acts as a volunteering induction for students new to the city.



Fig 3: Our children's party.

Next year, activities will be run by a committee of students as eVOLve transitions to a society model to free up staff time. Overseen by coordinator Tim Pemberton, the committee are currently planning a series of exciting events for the next academic year, which includes taking children affected by arthritis on a day trip and a big launch event that will see up to 60 students travel to clean up a local beach in a vintage bus! We are hoping this will be filmed by the University Marketing team.

In a recent EUSA survey, students were asked which type of volunteering they'd like to see more of. Schools volunteering was the top result.



Fig 4: Our Citrus Saturday volunteers

We're very pleased to announce that we recently agreed to partner the city council's schools team in sourcing 12 Mandarin speaking student volunteers to provide classroom support and language workshops in local primary schools from Spring 2014.⁴

Fig 5: Our team of eVOLve student volunteers visit local educational charity Gorgie City Farm regularly to try their hand at animal care and carry out vital maintenance work at the farm.



Lloyds Scholars

One of the most exciting developments of the 2012/2013 academic year was our involvement in the Lloyds Scholars project, which saw 15 scholarships given to University of Edinburgh first year undergraduates by Lloyds Bank. Part of the terms of the scholarship involve the students carrying out 100 hours of voluntary work each academic year, which is where we come in! We ran an induction for the scholars that saw our close charitable partners the Scouts and Health in Mind come and 'pitch' for their volunteering services. Two volunteers went on to help the Scouts, and proved to be invaluable to their respective troupes. Other scholars chose to volunteer for disability befriending charity Leonard Cheshire and Health in Mind. We will continue our involvement in this scheme next year and have already sourced volunteering placements and created a handbook for the 15 scholars who'll be joining us in September.

Our 15 Lloyds Scholars are a huge asset to our department, Edinburgh University and the wider community.



Fig 6: Lloyds Scholar Tim Pemberton will be coordinating our eVOLve scheme next year

"(Lloyds Scholar) Gregor has been a huge asset to our group in the past year. His enthusiasm and contribution to the leadership team are a lesson to many more experienced leaders!"

- Graeme Burton, Troupe Leader, Comely Bank Scouts

Volunteering Advice Scheme

Demand for our service has increased a great deal this academic year. In Freshers' Week 2012 alone, we dealt with over 300 volunteering enquiries, a 100% increase on the same period the year before. In an attempt to ensure that all students can access face to face, bespoke volunteering advice, in semester 2 we piloted a peer advice scheme. 5 volunteer advisors were trained in the wide ranging opportunities available, and taught how to match students to opportunities based on career goals, current motivations and course content. They could also help students fill in volunteer application forms, and phone charities on their behalf.

Appointments were managed via email booking system. The pilot worked well with over 50 students receiving volunteering advice. Advisors also helped us to run Student Volunteering Week, outreach stalls and Introduction to Volunteering Workshops. We plan to run the scheme throughout 2013/14.

Many international students are not familiar with UK charities and need additional advice and hands on support to find a volunteering placement.



Fig 7: Advisors Fiona Das and Zaid Asif role play matching students to volunteer roles during our advisor training in January.

Volunteering Awards

In January 2012 we piloted a version of the new Edinburgh Award to accredit and reward community volunteering.

In semester two last year we ran a pilot of the Edinburgh Award, which we had adapted to use to accredit community volunteering. This went so well that we decided to run it again, but for 80 students rather than the 30 who took part in the pilot. These 80 students were required to log 80 hours of volunteering in six months (October 2012- March 2013). Out of the 80 who signed up initially, 56 students completed the award. The successful students were honoured with an award ceremony in Playfair library alongside other Edinburgh Award recipients from across the University.

“As a volunteer in a charity shop, the main impact I have had on the shop is hard-working. Furthermore, I also bring joy to customers as well as other volunteers. For customer, I used smiles and kind greetings to provide them delightful shopping experiences. For instance, I was praised by several customers about my smile and services. I will increase these impacts by continuing work.”

– An example of a final reflection

At the beginning of the Edinburgh Award process, students have to attend an initial induction where they learn about reflection for personal development, work together to generate a list of what they feel are the attributes of an ‘excellent’ volunteer, then rate themselves against this list (also drawn from the graduate attributes), choosing three areas for development. They then work towards improving these areas through their volunteering. They then log their volunteering hours and reflect on their progress via Pebblepad, an e-learning tool provided by the University.

In total, the 56 student volunteers who completed the process contributed a staggering **5225 hours** of volunteering to the local community in six months, helping over 100 different charities and causes ranging from national organisations like Red Cross, RSPB, Save the Children, Oxfam, Barnados, and Age Scotland to on campus and local community projects such as the Hearty Squirrel Food Cooperative and St Catherine’s Mercy Project.

As well as the Edinburgh Award (Volunteering), we also launched our Volunteer Star Awards this academic year. These were held in April and saw awards handed out in four categories at a glitzy ceremony! The categories were:

Community Volunteer Star: honouring students who volunteer off campus and assist local charities.

University Volunteer Star: showcasing the huge contribution that student volunteers make on campus, helping the Student Union and various University departments.

Student Led Volunteer Star: celebrating the many inspirational, student led volunteering projects run by Edinburgh University Students.

Schools Volunteer Star: highlighting the contribution student volunteers make to local schools and Widening Participation activities.

It was a great way to celebrate student volunteering and we’re planning to hold the awards again next year.



Fig 8: The winner of the University Volunteer Star Award, Francesco Benvenuti.

Quotes from Students

My favourite thing about volunteering is I can make many friends by doing so, and I can learn from their experience as well.

- Fangshi Liu, MSc Education

I have found myself volunteering during my free time and being more productive and efficient at managing my time. It doesn't seem like work, it is fun, and I've learned quite a lot of medical terminology and ideas from listening to the content of the interviews -- this corresponds to my career goals perfectly.

- Christina Sun, 3rd Year Medic

I can't think of anything that needs to be improved about the volunteering service!! I found the website was really useful and once I had found the role I was interested in all the details were laid out there which made it really easy to get in touch with the right people.

- Audra Roberta Brown, 2nd Year English Literature

As a Chinese volunteer in cub scout school, I can tell cubs about Chinese culture when I have volunteered for them. For example, one time when I helped them about their drawing by computer and I taught them how to write their name in Chinese characters by computer brush and they feel interested.

- Rongrong Xia, MSc Education

Future Plans: 2013/14

In **the 2013/14** academic year we want to allow the developments we have made so far to bed in and strengthen our existing programmes and schemes.

We intend to expand our eVOLve: Team Volunteering scheme to weekends, so even more students can benefit from organised, flexible volunteering opportunities that allow them to meet new friends and try a range of volunteering activities.

We are planning to expand the **Edinburgh Award** (Volunteering) and accept up to 150 students onto the program, almost a 100% increase on this year's numbers. We will also expand our advice scheme, recruiting 10 student advisors rather than 5, and use their help to expand the number of outreach stalls and advice workshops we can run on campus.

In partnership with the Careers department, we will expand our on campus Student Volunteering Week and run it as Student Volunteering and Employability Week. We will also move our Volunteer Star Awards night to February, hold this at the end of that week and hope to add four additional categories: two additional community/charity volunteering awards, a student fundraising category and an 'International Student Volunteer of the Year' award.

Finally, we'd like to thank **Hazel Marzetti**, our Vice President Societies and Activities for the academic year 2012/13 for all her hard work and assistance, our two Volunteer Development Assistants Katie McDonald and Hannah Clapham-Clark, our team of advice volunteers (Zaid, Yvonne, Fiona, Christina and Wong) the wider **Student Activities Team** (Anne Elder, Lizzie Brough and Stephen Shirres), and our outgoing eVOLve leaders Bethan Smith and Chrissie Brown.

Appendix: Summary of Accounts

INCOME

Volunteering Fair stall sales	£396
University funding (p/a)	£52,000
Total income: volunteering	£52,396

OVERHEADS

Contribution to EUSA costs including HR, IT Support, maintenance, office materials, utilities	£11,000
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EXPENDITURE

Equipment Hire and Purchase- (includes paint and other materials for eVOLve group)	£900
Promotion of Volunteering events (includes venue hire, overheads, table hire, event promotion and food)	£3000
Promotional materials (includes handbooks, leaflets and posters)	£1500
Travel (includes transporting eVOLve group) -	£800
Prizes and promotional giveaways (logo and promo gifts, prizes for events including Awards)-	£1500

STAFFING

Volunteer Development Manager salary	£24,000
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STAFFING-STUDENT CONTRACTS

(£7,500)

STAFFING-EMPLOYERS NI

(£2,142)

Total WAGES & NI:

(£33,642)

Total expenditure: volunteering

£ 52,342



Fig 9: International student Megumi teaches Health in Mind service user Ailidh how to write her name in Japanese at the eVOLve Christmas party 2012.

Health and Safety Quarterly Report 2012/2013

Quarterly reporting period: 1st April 2013 – 30th June 2013

Accidents and Incidents

Type of Accident/Incident	Quarter 3 Apr-June 2013	Quarter 3 Apr-June 2012	Year to Date 1 Oct 2011 – 30 June 2013	Year to Date 1 Oct 2011 – 30 June 2012
Fatality	0	0	0	0
Specified Major Injury	1	0	4	3
> 3 day/ >7 day Absence	1	4	4	9
Public to Hospital	2	10	12	20
Reportable Dangerous Occurrences	0	0	0	0
Disease	0	0	0	0
Total Reportable Accidents / Incidents	4	14	20	32
Total Non-Reportable Accidents / Incidents	87	102	289	315
Total Accidents / Incidents	91	116	309	347

Further information by College/Support Group is shown in Appendix One

Incidents reported to the Enforcing Authorities during the quarter:

- IP attended hospital after injuring herself whilst using a steam iron. The iron was held too close to her stomach causing a steam burn. She received treatment for blistered skin. The IP had training approximately 1.5 years ago in using all the equipment in the Design workroom. Supervisor was in the room at the time. The Supervisor has reviewed the equipment and activity and believes the accident was due to a momentary lapse in concentration. (*Public to Hospital*).
- IP attended hospital after cutting her finger with a scalpel during a model making workshop. It was a very small wound but continued to bleed for 30 minutes, therefore student attended hospital as precaution. The bleeding stopped before she was seen and consequently she received no treatment. The IP had received training in using a scalpel at the beginning of her studies and the task was being undertaken in a class of c 30 students in the workshop with a Technician present. (*Public to Hospital*).
- IP was trying to retrieve a small piece of turkey left in the slicing machine. The guard was in place but the IP neglected to turn the machine off as per instructions. A large area of skin was removed from his finger by the machine. His wound was dressed at Accident and Emergency. IP has been absent from 06/05/2013 until at least 20/05/2013. The IP had previously had training on how to use the machine safely but will also receive refresher training when he returns. All other chefs have since also had refresher training. The Safe Operating Procedures are also prominently displayed next to the machine at all times. (*> 7 day injury*).

- IP was responding to an emergency repair situation involving a burst pipe above a false ceiling. He was using a step ladder and overstretched, losing his balance. In an attempt to regain balance, he fell against a pipe, resulting in fractures to two of his ribs. (*Specified Major Injury*).
- *Please note that the requirement to report “over 3 Day” absence accidents under RIDDOR was changed to “over 7 Day” on 6th April 2012, bringing it into line with NHS Certification procedures*

Accidents/ Incidents of significance which did NOT require to be reported to the Enforcing Authorities during the quarter:

- The IP was holding a bottle of corrosive chemicals when the bottle split, spraying the contents over the IP’s face and upper body. The IP was taken to hospital (A&E) and also attended the Eye Pavilion. The IP sustained an abrasion on the cornea, which is expected to heal with no long term damage. Storage of chemicals is to be audited regularly, and any materials disposed of as soon as they are past their useful lifespan to avoid pressure build up or the containers becoming brittle over time.
- A small fire occurred within a laboratory when the cotton wool stopper of a large conical flask containing a reagent, ignited. A visiting Postgraduate student conducting the experiment removed the cotton wool bung onto the floor and stamped on it to extinguish the flames, and then put the cotton wool into the lab bin. The cotton wool re-ignited and the bin contents caught fire. A member of staff placed a fire blanket over the bin to extinguish the flames. Once extinguished, the bin was taken outside and an extinguisher used on the bin to ensure there was no further re-ignition. The risk assessment for this activity has been reviewed.
- A Postgraduate student was working with highly reactive potassium fragments within a fume cupboard. The potassium caught fire and the student went to obtain a fire extinguisher. On her return the potassium had burned itself out. The student was not following normal practice for using this material and refresher training has been provided.

Report from Health and Safety Committee (April 2013)

Please see Appendix One.

APPENDIX ONE

REPORT TO CMG FROM THE MEETING OF THE UNIVERSITY HEALTH AND SAFETY COMMITTEE, HELD IN THE CULLIN ROOM, CHARLES STEWART HOUSE ON TUESDAY 28TH MAY 2013

1. UNIVERSITY EMERGENCY TELEPHONE NUMBERS

A review of the University's arrangements for summoning emergency assistance has recommended that the emergency procedures remain as they currently are, except where there is a medical emergency. In medical emergencies staff and students should dial 999, to ensure that the casualty and the person(s) treating the casualty receive the required on-going support and assistance from the emergency telephone operator. This call should be followed by a call to University Security to ensure that the University is aware of emergency incidents involving staff, students or visitors on our premises, and can offer assistance as appropriate.

The emergency telephone numbers in use, and the arrangements which apply, differ across various University sites and these have developed for valid geographical and technical reasons. The review identified that it is impractical to streamline these arrangements to implement a single University wide emergency procedure for all types of emergency situation.

Documentation and first aid signage will be updated, and the new procedures will be communicated to staff and students. The emergency procedures will be made readily accessible via relevant University websites.

2. FUME CUPBOARDS AND FUME CUPBOARD PERFORMANCE TESTING

The University's fume cupboard design and testing programme is being reviewed. The current scheme will be adapted to take account of new designs of laboratory fume cupboards, which operate optimally at very low front face velocities. One of the intentions of the review will be to preserve a quick and efficient standard containment test for the University's (approx.) 900 fume cupboards.

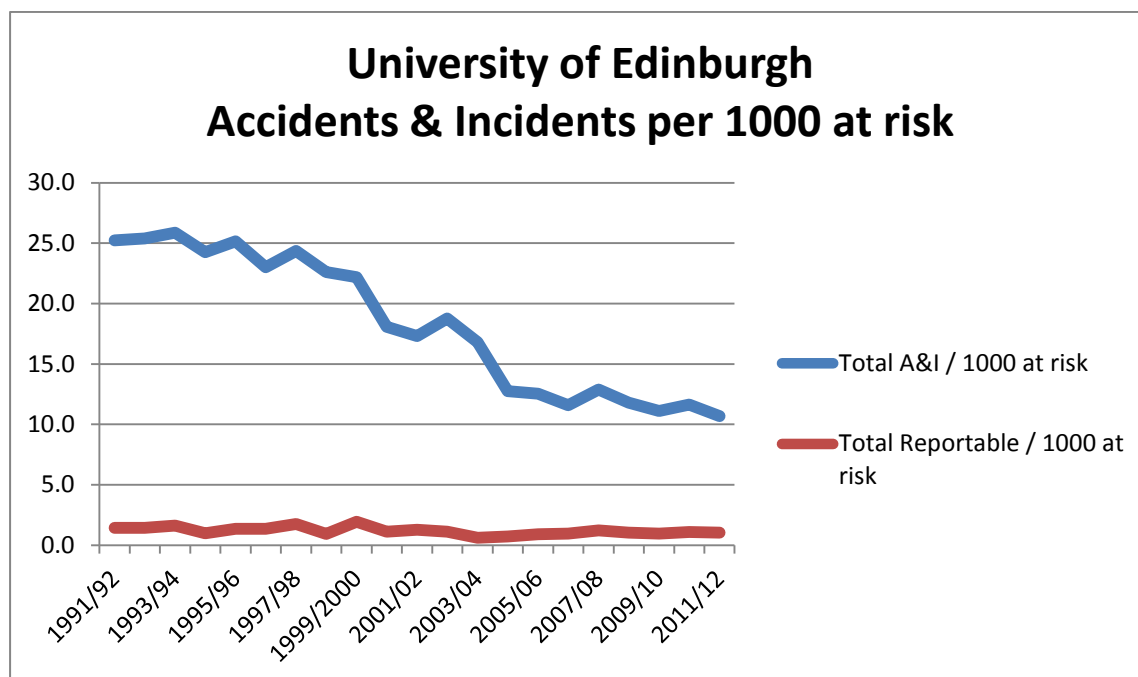
3. ACCIDENT, INCIDENT AND DISEASE SURVEY REPORT 2011/12

The Accident, Incident and Disease Survey Annual Report for 2011/12 notes that the total number of injuries, incidents and cases of occupationally related ill health reporting during this period was 466, and the number of events Reportable to the Health and Safety Executive (HSE) was 45. These included 5 specified 'Major Injury' accidents Reportable to the enforcing authorities due to the severity of the injury involved, 27 incidents Reportable to the HSE because a member of the public attended hospital as a result of their accident, 12 accidents Reportable to the HSE as a result of an employee being absent from their normal duties for more than three / seven working days following an accident, and 1 Reported Dangerous Occurrence. There was one Reportable fire which resulted in significant burn injuries to a student.

Two of these events resulted in a follow up visit by the HSE, one in response to the incident being reported, the other as a result of the University requesting HSE input.

ACCIDENT, INCIDENT AND DISEASE SURVEY REPORT 2011/12 (Cont.)

The total number of accidents and incidents shown per 1000 at risk, has more than halved over the last 20 years (25.2/1000 to 10.7/1000), while the number of incidents Reportable to the HSE per 1000 at risk remains relatively consistent, but very low.



This decrease takes into account the increase in the number of staff within the organisation with recent mergers. This reduction in accidents and incidents highlights the significant progress and improvements in the health and safety performance of the University over the last 20 years, as demonstrated in the long running health and safety auditing programme run in partnership with Aon.

4. OCCUPATIONAL HEALTH UNIT ANNUAL REPORT 2011/2012

Health surveillance, referrals and immunisations remain the main activities within the Occupational Health Unit (OHU). Training on the management of sickness absence has provided managers with information on how to manage issues more proactively. Managers are also encouraged to involve early intervention by the OHU in order to achieve a more positive outcome in managing absence and mental health issues. Much work has been done in conjunction with Human Resources into support for mental health issues, including mental health awareness training for managers.

The OHU continues to provide the full range of immunisations for those working with specific potential hazard exposures and/or for work related travel and is now a registered Yellow Fever centre.

The OHU is currently engaged in the planning process for seeking Safe Effective Quality Occupational Health Service (SEQOHS) accreditation.

5. LIQUEFIED GASES AUDIT

An audit visit programme examining the University's significant liquid nitrogen installations in the Colleges of Medicine and Veterinary Medicine and Science and Engineering is to be carried out. Whilst these facilities are subject to local risk assessments and safe operating procedures, and are visited during compliance audit visits, a further comprehensive audit specifically targeting this type of installation carried out by a specialist engineer is now timely.

Following a tender exercise the audits are likely to begin in academic year 2012/13, and will continue into 2013/14, examining not only liquid nitrogen safety, but taking a holistic view of each installation, and including any other relevant liquefied gases.

6. IOSH TRAINING COURSES

The University of Edinburgh is accredited by the Institution of Occupational Safety and Health to teach their Managing Safely (four day) and Working Safely (one day) courses. These courses are assessed and lead to nationally recognised qualifications. The Health and Safety Department is now in a position to offer both Managing Safely and Working Safely free of charge to University employees. Particular emphasis has been placed on the potential for these courses being of interest to Trade Union Safety Representatives, appointed under the Safety Representatives and Safety Committees Regulations to supplement health and safety training offered by their own union bodies.

7. FIRST AID COURSE ACCREDITATION

As from 1st October 2013, the Health and Safety Executive (HSE) will no longer act as an accreditation body for first aid training providers. The University has been an HSE approved first aid training provider for over 30 years, and provides high quality training to staff, as well as others from external organisations. After October, training organisations may choose to either offer regulated qualifications through an accredited awarding organisation, or operate independently. The Health and Safety Department are considering the options post October 2013 and the favoured approach is to seek self-accreditation utilising the reputation of the University, rather than seek approval from another organisation.

8. REPORT FROM ESTATES AND BUILDINGS

The annual seminar for all University contractors was held recently with a variety of speakers providing advice and information on aspects of construction safety management. External duty holders, consultants, contractors, designers and suppliers were invited to the event, in addition to E&B staff.

There are also on-going consultations on the new Royal Hospital for Sick Children to be built at Little France, and consultation on traffic management issues at Charles Street Lane.

E&B are preparing for the 2013 Festivals period. The Festivals activities have a significant resource involvement for E&B staff and therefore this year E&B have

REPORT FROM ESTATES AND BUILDINGS (Cont.)

appointed a dedicated Festivals Co-ordinator to liaise with the Festivals Office, and local contacts within Schools on estates issues in the lead up to and during the Fringe / Festival. Sigma Safety Ltd., will continue their appointment to provide expert support and advice in events safety management to the University during the Festivals period.

9. BS OHSAS 18001 OCCUPATIONAL HEALTH AND SAFETY MANAGEMENT

Work is continuing on the process of seeking accreditation to the British Standard (BS) in occupational health and safety, BS OHSAS 18001 for the University's corporate health and safety structure and arrangements. A gap analysis of our corporate health and safety management systems against the BS OHSAS 18001 standard has been completed, which indicates that the University's current systems go a long way towards meeting the relevant criteria for accreditation. It is anticipated that we shall go forward for accreditation in the autumn of 2013. If successful, we would be the first Scottish University to achieve this BS and such accreditation would have advantages to both corporate Health and Safety and to the wider University.

10. REVIEW OF OCCUPATIONAL HEALTH SERVICES

The University is keen to ensure it is providing exemplary occupational health services, that model best practice for the Higher Education sector. In order to achieve and fulfil our aspirations to be sector-leading, a full independent external review of all aspects of the provision of occupational health services across the University is to be carried out.

This review will act as a benchmark of current practice and to identify areas of development over the next few years. Effective occupational health provision involves a partnership between occupational health professionals, human resources professionals and line management interaction with individuals.

The review is not a review of the operation of the Occupational Health Unit, but will focus on ensuring effective occupational health provision in a holistic sense, at the interface between the three main partners noted.

11. HEALTHY WORKING LIVES GOLD AWARD

The University obtained the Gold level Healthy Working Lives (HWL) award in May 2010, acknowledging the wide range of health and wellbeing initiatives available across the University. This award was valid for three years, and a re-assessment visit took place in May 2013 with an NHS Health Promotion Adviser.

The re-assessment visit provided NHS Scotland, the awarding body, with reassurance that the University is maintaining the standards set out by the award, and an opportunity to discuss how we continue to promote the University as a healthy workplace. The visit was very positive, and we are confident we will maintain the Gold level HWL award for another three years.

C1.2

The University of Edinburgh

The University Court

16 September 2013

Report of the Finance and General Purposes Committee (Report on Other Items)

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

This paper reports on the meeting of the Finance and General Purposes Committee held on 2 September 2013 covering items other than the CMG report. Detailed papers not included in the appendices are available at:

<https://www.wiki.ed.ac.uk/display/UCC/Finance+and+General+Purposes+Committee>

Action requested

The Court is invited to approve the proposals at item 3 and to note the remaining items with comments as it considers appropriate.

Resource implications

If applicable, as noted in the report.

Risk Assessment

Where applicable, risk is covered in the report.

Equality and Diversity

No implications.

Freedom of Information

Can this paper be included in open business? Yes

Except for items 3-7

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

Originator of the paper

Dr Katherine Novosel
September 2013

University Court, Meeting on 16 September 2013

**Report of the Finance and General Purposes Committee
2 September 2013
(Report on Other Items)**

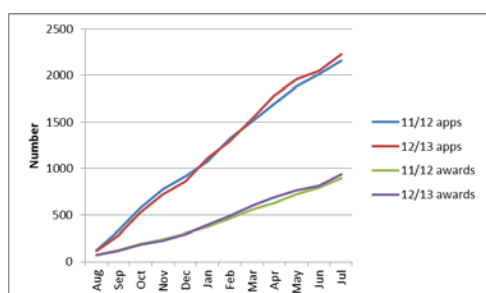
1 SUBSIDIARY COMPANY BOARDS - MEMBERSHIP CHANGES

The Finance and General Purposes Committee approved the appointments of Vice-Principal Breward and Mr Hugh Edmiston as Directors of Edinburgh Research and Innovation Ltd and the appointment of Vice-Principal Professor Hillier as Director of Research into Results Ltd.

2 SUMMARY RESEARCH AND COMMERCIALISATION REPORT

Appendix 1

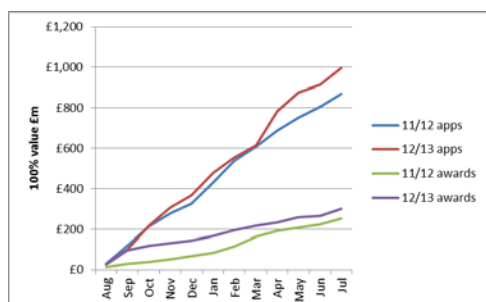
The Finance and General Purposes Committee congratulated all those involved in the excellent results achieved for the year to 31 July 2013; noting that the final research income figures were yet to be confirmed. There continued to be a heavy emphasis on grant applications to Research Councils and ERI had recently taken steps to source funding from the EU, the commercial sector and the USA by increasing support for application processing in these areas. It was noted that the University intended to make a formal announcement in mid-September on its significant results.



Applications and awards - volume

The number of applications to date is 3% higher than at the same time last year at **2,222**.

The number of award letters received is 4% higher than at the same time last year at **934**.



Applications and awards - value

The value of applications to date is 15% higher than at the same time last year at **£998m**.

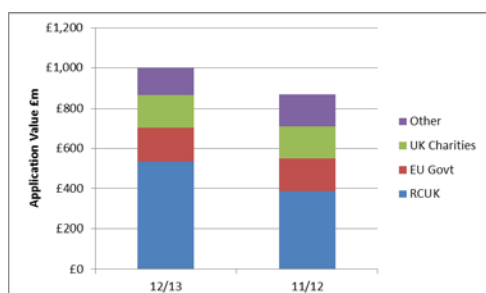
The 100% value of awards received is 20% higher than at the same time last year at **£301m**.

Both values set new records for the University, placing Edinburgh in a good position not only in the run-up to the REF, but also proving an indication of strong award performance during 2013/14.

TBA

University research income

Final research income figures for 2012/13 are not yet available from Finance at date of writing.

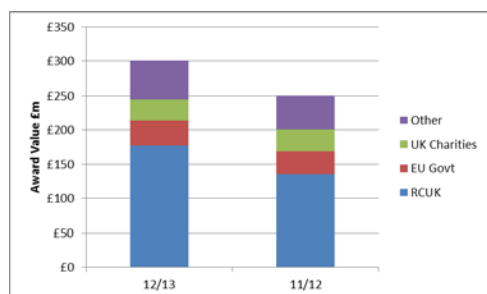


Sponsor mix - applications

Applications to the Research Councils are up by 37% compared to last year and represent 53% of total applications

Applications to EU Government and UK Charities show a 5% and 1% rise respectively

While the EU figure may appear disappointing, there have been fewer calls from the Commission this year as FP7 comes to a close. ERI has now started its awareness campaign for the new Horizon 2020 programme, the first calls for which are expected in the early New Year. Special priority will also be given to encouraging engagement with the larger research charities during autumn 2013.



Sponsor mix - awards

Awards from Research Councils, UK charities and other sources are up by **31%**, **8%** and **12%** respectively, compared to last year.

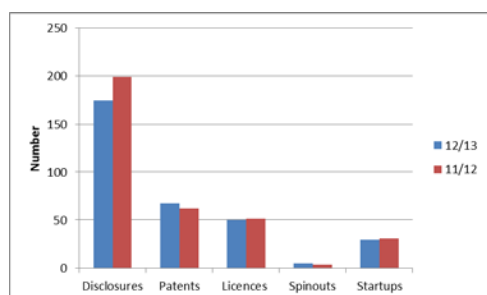
Research Council awards represent **59%** of total award value for the year. While we received some comfort from the CSR announced during the summer that RCUK budgets would remain broadly similar to their current levels, this was only assured until early 2015.

ERI will then continue to focus its research development activity on other sources of funding, including large charities, EU, industry and US. It is pleasing to note that UK charities have resumed their former place as second largest source of funds, just ahead of EU, whose award value is down by **3%**, largely due to drying up of FP7 funds.

	Jul 12	Jul 11	Jul 10
UOE	41%	38%	32%
CHSS	34%	30%	30%
CMVM	43%	39%	28%
CSE	43%	40%	36%

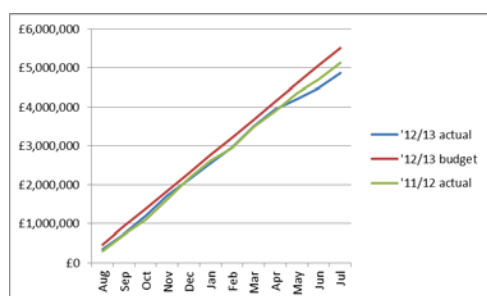
Application success rates

The rolling success rate of applications made over a twelve month period to 31 July 2012 for the University as a whole was **41%**; the equivalent figure for the previous 12 month period was **38%**, showing a steady increase for all three Colleges in their application to award conversion rates.



Commercialisation activity

Disclosure interviews (**175**) and patents filed (**67**) show an increase compared to last year. Revenue bearing licences (**50**) were around the same level as last year. Total number of companies formed (**35**) were the same as compared to last year.



Consultancy (processed through ERI)

Consultancy processed through ERI is down by **5%** compared to this time last year at **£4.9m**.

Edinburgh Research and Innovation Limited
Research and Commercialisation Report
For the 12 months to 31 July 2013

Table 1
Research applications, awards and income by College

	Year to			Month of			Full Year 31 Jul 12
	31 Jul 13	31 Jul 12	Variance	Jul 13	Jul 12	Variance	
All Research Applications - number							
CHSS	629	576	9%	24	19	26%	576
CMVM	818	814	0%	78	73	7%	814
CS&E	765	754	1%	71	57	25%	754
Support Services (ISG etc)	10	8	25%	1	-	-	8
Total - number	2,222	2,152	3%	174	149	17%	2,152
All Research Applications - value - 100% project value							
CHSS	136,156	121,121	12%	3,006	6,671	(55%)	121,121
CMVM	412,607	358,222	15%	58,321	33,038	77%	358,222
CS&E	446,287	387,337	15%	22,180	24,912	(11%)	387,337
Support Services (ISG etc)	2,796	2,356	19%	831	-	-	2,356
Total - value £'000	997,846	869,036	15%	84,338	64,621	31%	869,036
All Research Awards - number							
(a) Number of awards/contracts received (Note 1)							
CHSS	242	204	19%	39	20	95%	204
CMVM	367	339	8%	36	36	0%	339
CS&E	314	349	(10%)	45	49	(8%)	349
Support Services (ISG etc)	11	5	120%	2	1	100%	5
Total - number	934	897	4%	122	106	15%	897
(b) Awarded to Constituent parties (Note 2)							
CHSS	284	240	18%	44	23	91%	240
CMVM	432	494	(13%)	45	49	(8%)	494
CS&E	405	426	(5%)	54	61	(11%)	426
Support Services (ISG etc)	13	6	117%	3	1	200%	6
Total - number	1,134	1,166	(3%)	146	134	9%	1,166
All Research Awards - value - 100% project value							
CHSS	25,136	22,818	10%	3,129	1,421	120%	22,818
CMVM	172,873	93,249	85%	14,844	9,477	57%	93,249
CS&E	98,497	134,096	(27%)	17,302	17,432	(1%)	134,096
Support Services (ISG etc)	4,146	341	1116%	918	59	1456%	341
Total - value £'000	300,652	250,504	20%	36,193	28,389	27%	250,504
All Research Awards - value - Sponsor contribution							
CHSS	21,426	20,848	3%	2,636	1,403	88%	20,848
CMVM	161,235	82,663	95%	13,381	8,368	60%	82,663
CS&E	85,283	117,957	(28%)	16,472	15,837	4%	117,957
Support Services (ISG etc)	3,644	339	975%	918	59	1456%	339
Total - value £'000	271,588	221,807	22%	33,407	25,667	30%	221,807
Research Income £'000							
CHSS	TBA	16,031	(100%)	TBA	1,137	(100%)	16,031
CMVM		90,823	#VALUE!		10,518	#VALUE!	90,823
CS&E		85,268	(100%)		7,079	(100%)	85,268
Support Services (ISG etc)		997	(100%)		273	(100%)	997
Total - value £'000	0	193,119	(100%)	0	19,007	(100%)	193,119

Note 1: denotes the number of research award letters/contracts received, where there is a one-to-one mapping of that award letter/contract to the original application submitted

Note 2: denotes the number of constituent parts of research awards/contracts received, where a constituent comprises a School or Research Centre share of the award budget. Some large projects, for example, may have a number of investigators, each with a share of the budget, in which case this dataset recognises, and therefore counts, each of these constituents as a separate item.

All data is presented with reference to the University Financial Year starting on 1 August.

Edinburgh Research and Innovation Limited
Research and Commercialisation Report
For the 12 months to 31 July 2013

Table 2
Research applications and awards by funding source (100% project value)

Applications	Values £'000							Numbers						
	Year to			Month of			Full Year	Year to			Month of			Full Year
	31 Jul 13	31 Jul 12	Variance	Jul 13	Jul 12	Variance		31 Jul 13	31 Jul 12	Variance	Jul 13	Jul 12	Variance	
UK - Research Council	533,147	387,996	37%	52,206	26,367	98%	387,996	657	619	6%	65	31	110%	619
EU - Government	172,012	163,669	5%	920	592	55%	163,669	258	206	25%	4	2	100%	206
UK - Charity	161,178	160,229	1%	18,150	18,337	(1%)	160,229	682	614	11%	66	39	69%	614
UK - Government	45,081	65,538	(31%)	500	11,208	(96%)	65,538	172	290	(41%)	5	29	(83%)	290
UK - Universities etc.	42,105	32,142	31%	9,208	4,761	93%	32,142	198	184	8%	15	30	(50%)	184
UK - Health Authorities	16,459	34,265	(52%)	225	2,850	(92%)	34,265	28	35	(20%)	1	2	(50%)	35
UK - Industry	7,680	7,607	1%	122	318	(62%)	7,607	89	84	6%	3	11	(73%)	84
Overseas - Charities	5,812	4,328	34%	470	25	1780%	4,328	33	27	22%	2	1	100%	27
Overseas - Government	4,198	2,558	64%	126	-	-	2,558	24	22	9%	3	-	-	22
Overseas - Industry	3,731	441	746%	2,083	-	-	441	21	13	62%	3	-	-	13
Overseas - Other	1,702	3,952	(57%)	-	136	(100%)	3,952	12	11	9%	-	2	(100%)	11
EU - Other	2,762	4,319	(36%)	132	-	-	4,319	25	28	(11%)	3	-	-	28
Overseas - Universities etc.	1,029	712	45%	168	27	522%	712	11	11	0%	3	2	50%	11
EU - Industry	950	1,280	(26%)	28	-	-	1,280	12	8	50%	1	-	-	8
	<u>997,846</u>	<u>869,036</u>	15%	<u>84,338</u>	<u>64,621</u>	31%	<u>869,036</u>	<u>2,222</u>	<u>2,152</u>	3%	<u>174</u>	<u>149</u>	17%	<u>2,152</u>
	-	-		-	-		-	-	-		-	-		-

Awards	Values £'000							Numbers						
	Year to			Month of			Full Year	Year to			Month of			Full Year
	31 Jul 13	31 Jul 12	Variance	Jul 13	Jul 12	Variance		31 Jul 13	31 Jul 12	Variance	Jul 13	Jul 12	Variance	
UK - Research Council	177,431	135,045	31%	13,923	12,545	11%	135,045	234	215	9%	31	25	24%	215
UK - Charity	36,633	33,773	8%	6,376	5,042	26%	33,773	303	257	18%	60	33	82%	257
EU - Government	30,792	31,726	(3%)	652	4,092	(84%)	31,726	71	74	(4%)	5	9	(44%)	74
UK - Government	21,746	16,127	35%	11,512	569	1923%	16,127	79	95	(17%)	8	7	14%	95
UK - Universities etc.	16,059	15,354	5%	718	2,939	(76%)	15,354	91	101	(10%)	5	12	(58%)	101
UK - Industry	6,044	6,437	(6%)	306	385	(21%)	6,437	81	77	5%	6	12	(50%)	77
Overseas - Industry	3,173	612	418%	1,925	42	4483%	612	12	12	0%	3	-	-	12
UK - Health Authorities	2,631	5,993	(56%)	-	2,339	(100%)	5,993	7	13	(46%)	-	2	(100%)	13
Overseas - Charities	1,815	1,068	70%	482	52	827%	1,068	13	10	30%	1	1	0%	10
Overseas - Government	1,478	1,504	(2%)	-	-	-	1,504	12	13	(8%)	-	-	-	13
EU - Industry	1,090	874	25%	228	-	-	874	9	7	29%	2	-	-	7
Overseas - Universities etc.	802	496	62%	-	27	(100%)	496	8	9	(11%)	-	2	(100%)	9
Overseas - Other	306	1,046	(71%)	27	181	(85%)	1,046	2	10	(80%)	1	2	(50%)	10
EU - Other	652	449	45%	44	176	(75%)	449	12	4	200%	-	1	(100%)	4
	<u>300,652</u>	<u>250,504</u>	20%	<u>36,193</u>	<u>28,389</u>	27%	<u>250,504</u>	<u>934</u>	<u>897</u>	4%	<u>122</u>	<u>106</u>	15%	<u>897</u>
	-	-		-	-		-	-	-		-	-		-

Note: The award numbers in this table now reflect our new dataset, the Number of Awards/contracts received (see Table 1, footnote 1).

**Edinburgh Research and Innovation Limited
Research and Commercialisation Report
For the 12 months to 31 July 2013**

**Table 3A
Research applications by School**

Applications	Values £'000							Numbers						
	Year to			Month of			Full Year	Year to			Month of			Full Year
	31 Jul 13	31 Jul 12	Variance	Jul 13	Jul 12	Variance		31 Jul 13	31 Jul 12	Variance	Jul 13	Jul 12	Variance	
Social and Political Science	32,186	27,363	18%	119	292	(59%)	27,363	99	120	(18%)	2	3	(33%)	120
Philosophy, Psychology and Language Sciences	27,219	23,500	16%	484	619	(22%)	23,500	75	90	(17%)	2	6	(67%)	90
Literatures, Languages and Cultures	13,288	7,951	67%	574	100	474%	7,951	66	57	16%	3	1	200%	57
Edinburgh College of Art	11,386	10,727	6%	27	253	(89%)	10,727	88	86	2%	1	2	(50%)	86
Health in Social Science	9,555	6,257	53%	159	135	18%	6,257	45	32	41%	1	2	(50%)	32
Moray House School of Education	8,923	11,239	(21%)	450	132	241%	11,239	76	46	65%	5	2	150%	46
Economics	8,663	21	41152%	-	-	-	21	13	1	1200%	-	-	-	1
Divinity	7,535	4,229	78%	21	5	320%	4,229	29	24	21%	4	1	300%	24
Law	7,094	16,809	(58%)	17	-	-	16,809	32	42	(24%)	1	-	-	42
History, Classics And Archaeology	6,814	6,203	10%	256	25	924%	6,203	75	57	32%	2	1	100%	57
Business School	3,493	6,816	(49%)	899	5,110	(82%)	6,816	31	20	55%	3	1	200%	20
College General	-	6	(100%)	-	-	-	6	-	1	(100%)	-	-	-	1
Total CHSS	136,156	121,121	12%	3,006	6,671	(55%)	121,121	629	576	9%	24	19	26%	576
Clinical Sciences	205,842	174,778	18%	39,618	12,871	208%	174,778	355	381	(7%)	43	42	2%	381
Molecular, Genetic and Population Health Sciences	92,907	117,433	(21%)	13,014	17,457	(25%)	117,433	189	211	(10%)	16	18	(11%)	211
Royal (Dick) School of Veterinary Studies	73,440	39,886	84%	966	428	126%	39,886	161	131	23%	2	4	(50%)	131
Biomedical Sciences	40,387	26,125	55%	4,693	2,282	106%	26,125	111	91	22%	16	9	78%	91
College General	31	-	-	30	-	-	-	2	-	-	1	-	-	-
Total CMVM	412,607	358,222	15%	58,321	33,038	77%	358,222	818	814	0%	78	73	7%	814
Biological Sciences	117,537	89,641	31%	7,929	1,766	349%	89,641	184	165	12%	20	10	100%	165
Informatics	86,313	56,286	53%	396	8,142	(95%)	56,286	118	111	6%	3	6	(50%)	111
Chemistry	64,008	31,426	104%	1,040	660	58%	31,426	93	67	39%	4	4	0%	67
Engineering	63,481	77,091	(18%)	5,115	3,169	61%	77,091	126	137	(8%)	14	10	40%	137
Physics	49,584	72,609	(32%)	1,660	4,980	(67%)	72,609	107	102	5%	7	9	(22%)	102
Geosciences	34,888	44,696	(22%)	4,969	3,603	38%	44,696	114	138	(17%)	20	17	18%	138
College General	17,970	4,066	342%	-	2,592	(100%)	4,066	2	5	(60%)	-	1	(100%)	5
Mathematics	12,506	11,522	9%	1,071	-	-	11,522	21	29	(28%)	3	-	-	29
Total CSE	446,287	387,337	15%	22,180	24,912	(11%)	387,337	765	754	1%	71	57	25%	754
Support Services	2,796	2,356	19%	831	-	-	2,356	10	8	25%	1	-	-	8
Total UOE	997,846	869,036	15%	84,338	64,621	31%	869,036	2,222	2,152	3%	174	149	17%	2,152

**Edinburgh Research and Innovation Limited
Research and Commercialisation Report
For the 12 months to 31 July 2013**

**Table 3B
Research awards by School**

Awards	Values £'000							Numbers						
	Year to			Month of			Full Year	Year to			Month of			Full Year
	31 Jul 13	31 Jul 12	Variance	Jul 13	Jul 12	Variance		31 Jul 13	31 Jul 12	Variance	Jul 13	Jul 12	Variance	
Social and Political Science	8,832	7,219	22%	547	1,114	(51%)	7,219	61	59	3%	7	8	(13%)	59
Law	3,675	577	537%	1	4	(75%)	577	16	18	(11%)	1	2	(50%)	18
Edinburgh College of Art	2,459	5,336	(54%)	1,431	74	1834%	5,336	42	45	(7%)	9	2	350%	45
Philosophy, Psychology and Language Sciences	2,420	1,285	88%	364	16	2175%	1,285	33	24	38%	4	2	100%	24
Moray House School of Education	2,353	2,441	(4%)	150	10	1400%	2,441	33	24	38%	4	1	300%	24
History, Classics And Archaeology	1,639	2,643	(38%)	76	100	(24%)	2,643	32	24	33%	7	3	133%	24
Divinity	930	402	131%	11	32	(66%)	402	12	6	100%	4	2	100%	6
Economics	885	70	1164%	-	-	-	70	3	1	200%	-	-	-	1
Literatures, Languages and Cultures	881	1,732	(49%)	340	71	379%	1,732	29	21	38%	5	3	67%	21
Business School	593	65	812%	155	-	-	65	11	8	38%	2	-	-	8
Health in Social Science	469	1,048	(55%)	54	-	-	1,048	12	10	20%	1	-	-	10
College General	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total CHSS	25,136	22,818	10%	3,129	1,421	120%	22,818	284	240	18%	44	23	91%	240
Molecular, Genetic and Population Health Sciences	83,950	40,859	105%	2,318	5,896	(61%)	40,858	108	204	(47%)	14	13	8%	204
Clinical Sciences	57,021	37,075	54%	11,164	1,503	643%	37,075	186	171	9%	22	19	16%	171
Royal (Dick) School of Veterinary Studies	21,908	8,577	155%	413	960	(57%)	8,578	86	77	12%	4	7	(43%)	77
Biomedical Sciences	9,994	6,738	48%	949	1,118	(15%)	6,738	52	42	24%	5	10	(50%)	42
College General	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total CMVM	172,873	93,249	85%	14,844	9,477	57%	93,249	432	494	(13%)	45	49	(8%)	494
Biological Sciences	20,325	27,958	(27%)	2,910	3,051	(5%)	27,958	77	97	(21%)	16	12	33%	97
Physics	16,226	39,786	(59%)	624	1,280	(51%)	39,786	66	51	29%	4	6	(33%)	51
Informatics	15,422	15,777	(2%)	394	4,463	(91%)	15,777	51	68	(25%)	5	10	(50%)	68
Geosciences	13,779	14,056	(2%)	1,997	3,016	(34%)	14,056	93	95	(2%)	15	23	(35%)	95
Engineering	13,473	28,006	(52%)	361	1,918	(81%)	28,006	63	72	(13%)	6	4	50%	72
College General	10,000	4,064	146%	10,000	2,592	286%	4,064	1	5	(80%)	1	1	0%	5
Chemistry	6,357	3,057	108%	890	746	19%	3,057	41	29	41%	6	4	50%	29
Mathematics	2,915	1,392	109%	126	366	(66%)	1,392	13	9	44%	1	1	0%	9
Total CSE	98,497	134,096	(27%)	17,302	17,432	(1%)	134,096	405	426	(5%)	54	61	(11%)	426
Support Services	4,146	341	1116%	918	59	1456%	341	13	6	117%	3	1	200%	6
Total UOE	300,652	250,504	20%	36,193	28,389	27%	250,504	1,134	1,166	(3%)	146	134	9%	1,166

Note: The award numbers in this table detail those awarded to constituent parties (see Table 1, footnote 2).

Edinburgh Research and Innovation Limited
Research and Commercialisation Report
For the 12 months to 31 July 2013

Table 4
Commercialisation activity

	Year to			Month of			Full Year 31 Jul 12
	31 Jul 13	31 Jul 12	Variance	Jul 13	Jul 12	Variance	
Disclosure Interviews							
CHSS	7	3	133%	2	-	-	3
CMVM	86	129	(33%)	7	30	(77%)	129
CS&E	82	67	22%	6	3	100%	67
Total - number	175	199	(12%)	15	33	(55%)	199
Patents filed on Technologies - by College							
CHSS	-	-	-	-	-	-	-
CMVM	28	26	8%	1	-	-	26
CS&E	39	36	8%	1	3	(67%)	36
Total - number	67	62	8%	2	3	(33%)	62
Patents filed on Technologies - by Type of filing							
Priority Filings	28	19	47%	2	1	100%	19
PCT Filings	16	15	7%	-	1	(100%)	15
Other/National Filings	23	28	(18%)	-	1	(100%)	28
Total - number	67	62	8%	2	3	(33%)	62
Licences signed (excluding non revenue bearing licences)							
CHSS	7	5	40%	3	-	-	5
CMVM	16	20	(20%)	1	3	(67%)	20
CS&E	27	26	4%	2	4	(50%)	26
Total - number	50	51	(2%)	6	7	(14%)	51
Spin-out companies created							
- Number	5	4	25%	-	-	-	4
Start-up companies created							
- Number	30	31	(3%)	1	6	(83%)	31

Table 5
Consultancy processed through ERI

	Year to			Month of			Full Year 31 Jul 12
	31 Jul 13	31 Jul 12	Variance	Jul 13	Jul 12	Variance	
By Business Type - Invoiced value £'000							
Scotland - Commerce	985	914	8%	53	107	(50%)	914
Scotland - Government	747	532	40%	73	35	109%	532
Rest of UK - Commerce	1,277	1,329	(4%)	99	80	24%	1,329
Rest of UK - Government	387	330	17%	38	119	(68%)	330
International - Commerce	1,295	1,794	(28%)	89	89	0%	1,794
International - Government	173	232	(25%)	24	4	500%	232
Total - value £'000	4,864	5,131	(5%)	376	434	(13%)	5,131
By College - Invoiced value £'000							
CHSS	980	536	83%	98	48	104%	536
CMVM	1,917	2,080	(8%)	92	197	(53%)	2,080
CS&E	1,959	2,455	(20%)	184	206	(11%)	2,455
Support Services (CSG, ISG etc)	8	60	(87%)	2	(17)	-	60
Total - value £'000	4,864	5,131	(5%)	376	434	(13%)	5,131
	-	-		-	-		-

Note:
SFC Outcome agreement 2012/13
Outcome 1 Targets

- (1) Sign at least 65 licences in 2012/13
- (2) Achieve at least 120 new companies over the period of the Strategic Plan 2012-2016
- (3) Grow our consultancy income by 5% per annum

Edinburgh Research and Innovation Limited
Research and Commercialisation Report
For the 12 months to 31 July 2013

Table 6
Consultancy Income by School £

	Year to			Month of			Full Year 31 Jul 12
	31 Jul 13	31 Jul 12	Variance	Jul 13	Jul 12	Variance	
Social and Political Science	291,049	90,780	221%	22,150	17,327	28%	90,780
Business School	255,648	114,108	124%	16,500	3,075	437%	114,108
Moray House School of Education	207,596	192,714	8%	23,497	19,950	18%	192,714
Health in Social Science	50,329	44,412	13%	928	-	-	44,412
Edinburgh College of Art	43,365	32,590	33%	-	251	(100%)	32,590
Law	48,254	19,113	152%	15,419	-	-	19,113
College General	32,870	6,390	414%	7,500	6,390	17%	6,390
Philosophy, Psychology and Language Sciences	30,732	21,710	42%	9,000	764	1078%	21,710
Divinity	15,351	4,050	279%	2,900	-	-	4,050
Literatures, Languages and Cultures	5,043	3,061	65%	-	-	-	3,061
Economics	-	7,250	(100%)	-	-	-	7,250
History, Classics And Archaeology	-	300	(100%)	-	-	-	300
Total CHSS	980,239	536,479	83%	97,893	47,756	105%	536,479
Molecular, Genetic and Population Health Sciences	771,115	1,094,643	(30%)	25,000	107,947	(77%)	1,094,643
Clinical Sciences	522,252	422,796	24%	37,491	18,041	108%	422,796
Biomedical Sciences	399,809	455,670	(12%)	7,604	47,311	(84%)	455,670
College Central	71,786	19,900	261%	17,632	5,500	221%	19,900
Royal (Dick) School of Veterinary Studies	152,413	86,550	76%	3,887	18,529	(79%)	86,550
Total CMVM	1,917,374	2,079,559	(8%)	91,613	197,328	(54%)	2,079,559
Geosciences	785,190	762,562	3%	72,180	133,992	(46%)	762,562
Engineering	278,775	315,594	(12%)	22,053	-	-	315,594
Chemistry	263,883	207,639	27%	23,063	(34,876)	-	207,639
Informatics	215,795	530,225	(59%)	3,666	(7,500)	-	530,225
Physics	160,473	214,804	(25%)	300	750	(60%)	214,804
Biological Sciences	154,289	372,841	(59%)	35,627	73,936	(52%)	372,841
College Central	93,919	39,969	135%	27,500	39,969	(31%)	39,969
Mathematics	5,644	11,461	(51%)	-	-	-	11,461
Total CSE	1,957,968	2,455,094	(20%)	184,389	206,271	(11%)	2,455,094
Support Services	8,285	60,321	(86%)	1,920	(16,930)	-	60,321
Total UOE	4,863,865	5,131,453	(5%)	375,815	434,426	(13%)	5,131,453
	-	-		-	-		-

Edinburgh Research and Innovation Limited
Research and Commercialisation Report
For the 12 months to 31 July 2013

Table 7
Disclosure Interviews by School

	Year to			Month of			Full Year 31 Jul 12
	31 Jul 13	31 Jul 12	Variance	Jul 13	Jul 12	Variance	
Business School	1	-	-	1	-	0%	-
College General	-	-	-	-	-	-	-
Divinity	-	-	-	-	-	-	-
Economics	-	-	-	-	-	-	-
Edinburgh College of Art	1	-	-	-	-	(100%)	-
Health in Social Science	-	1	(100%)	-	-	-	1
History, Classics And Archaeology	-	-	-	-	-	-	-
Law	-	-	-	-	-	-	-
Literatures, Languages and Cultures	-	-	-	-	-	-	-
Moray House School of Education	5	1	(100%)	1	-	(80%)	1
Philosophy, Psychology and Language Sciences	-	1	(100%)	-	-	-	1
Social and Political Science	-	-	-	-	-	-	-
Total CHSS	7	3	(100%)	2	-	(71%)	3
Biomedical Sciences	3	10	(100%)	1	-	(67%)	10
Clinical Sciences	46	87	(68%)	2	28	(96%)	87
Molecular, Genetic and Population Health Sciences	17	5	(80%)	4	1	(76%)	5
Royal (Dick) School of Veterinary Studies	20	27	(96%)	-	1	(100%)	27
College Central	-	-	-	-	-	-	-
Total CMVM	86	129	(77%)	7	30	(92%)	129
Biological Sciences	14	15	(87%)	2	2	(86%)	15
Chemistry	31	7	(100%)	3	-	(90%)	7
Engineering	22	29	(100%)	1	-	(95%)	29
Geosciences	12	7	(86%)	-	1	(100%)	7
Informatics	2	8	(100%)	-	-	(100%)	8
Mathematics	-	-	-	-	-	-	-
Physics	1	1	(100%)	-	-	(100%)	1
College Central	-	-	-	-	-	-	-
Total CSE	82	67	(96%)	6	3	(93%)	67
Support Services	-	-	-	-	-	-	-
Total UOE	175	199	(83%)	15	33	(91%)	199

**Edinburgh Research and Innovation Limited
Research and Commercialisation Report
For the 12 months to 31 July 2013**

**Table 8
Patent filings by School**

	Year to								Month of								Full Year			
	31 Jul 13				31 Jul 12				Jul 13				Jul 12				31 Jul 12			
	Priority	PCT	Other	Total	Priority	PCT	Other	Total	Priority	PCT	Other	Total	Priority	PCT	Other	Total	Priority	PCT	Other	Total
Business School	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Divinity	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economics	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Edinburgh College of Art	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Health in Social Science	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
History, Classics And Archaeology	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Law	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Literatures, Languages and Cultures	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Moray House School of Education	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Philosophy, Psychology and Language Sciences	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Social and Political Science	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total CHSS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Biomedical Sciences	1	-	1	2	1	1	4	6	-	-	-	-	-	-	-	-	1	1	4	6
Clinical Sciences	7	4	5	16	1	1	5	7	1	1	-	-	-	-	-	-	1	1	5	7
Molecular, Genetic and Population Health Sciences	-	-	2	2	-	-	2	2	-	-	-	-	-	-	-	-	-	-	2	2
Royal (Dick) School of Veterinary Studies	5	1	2	8	4	4	3	11	-	-	-	-	-	-	-	-	4	4	3	11
Total CMVM	13	5	10	28	6	6	14	26	1	-	-	1	-	-	-	-	6	6	14	26
Biological Sciences	-	2	1	3	3	3	3	9	-	-	-	-	-	-	-	-	3	3	3	9
Chemistry	2	5	2	9	6	3	5	14	-	-	-	-	1	1	-	2	6	3	5	14
Engineering	11	3	8	22	4	3	4	11	1	1	-	-	-	-	1	1	4	3	4	11
Geosciences	-	-	1	1	-	-	1	1	-	-	-	-	-	-	-	-	-	-	1	1
Informatics	2	1	1	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Physics	-	-	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-	-	1	1
Total CSE	15	11	13	39	13	9	14	36	1	-	-	1	1	1	1	3	13	9	14	36
Support Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total UOE	28	16	23	67	19	15	28	62	2	-	-	2	1	1	1	3	19	15	28	62

Edinburgh Research and Innovation Limited
Research and Commercialisation Report
For the 12 months to 31 July 2013

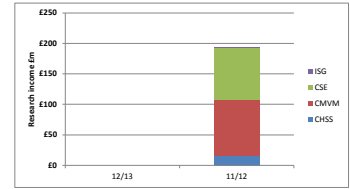
Table 9
Licences signed by School (excluding non-revenue bearing licences)

	Year to			Month of			Full Year 31 Jul 12
	31 Jul 13	31 Jul 12	Variance	Jul 13	Jul 12	Variance	
Business School			-			-	-
Divinity			-			-	-
Economics			-			-	-
Edinburgh College of Art			-			-	-
Health in Social Science		1	(100%)			-	1
History, Classics And Archaeology			-			-	-
Law			-			-	-
Literatures, Languages and Cultures		1	(100%)			-	1
Moray House School of Education	7	3	133%	3		-	3
Philosophy, Psychology and Language Sciences			-			-	-
Social and Political Science			-			-	-
Total CHSS	7	5	40%	3	-	-	5
	-	-		-	-		-
Biomedical Sciences		1					1
Clinical Sciences	3	2	50%		1	(100%)	2
Molecular, Genetic and Population Health Sciences	5	12	(58%)		1	(100%)	12
Royal (Dick) School of Veterinary Studies	8	5	60%	1	1	0%	5
							-
Total CMVM	16	20	(20%)	1	3	(67%)	20
	-	-		-	-		-
Biological Sciences	9	8	13%	1	-	-	8
Chemistry	6	7	(14%)		2	(100%)	7
Engineering	4	6	(33%)		1	(100%)	6
Geosciences	2	1	100%	1	1	0%	1
Informatics	5	4	25%			-	4
Mathematics			-			-	-
Physics	1		-			-	-
Total CSE	27	26	4%	2	4	(50%)	26
	-	-		-	-		-
Support Services			-			-	-
Total UOE	50	51	(2%)	6	7	(14%)	51
	-	-		-	-		-

	2023	2022	2021	2020
Assets				
Current assets	1,234,567	1,123,456	1,012,345	901,234
Cash and cash equivalents	500,000	450,000	400,000	350,000
Accounts receivable	300,000	280,000	260,000	240,000
Inventory	150,000	140,000	130,000	120,000
Prepaid expenses	80,000	75,000	70,000	65,000
Other current assets	104,567	128,456	152,345	166,234
Non-current assets	1,098,765	1,234,567	1,345,678	1,456,789
Property, plant, and equipment	800,000	850,000	900,000	950,000
Intangible assets	200,000	220,000	240,000	260,000
Investments	90,000	160,000	200,000	240,000
Other non-current assets	8,765	4,567	5,678	6,789
Liabilities				
Current liabilities	567,890	678,901	789,012	890,123
Accounts payable	200,000	220,000	240,000	260,000
Short-term debt	150,000	160,000	170,000	180,000
Accrued expenses	100,000	110,000	120,000	130,000
Other current liabilities	117,890	188,901	259,012	330,123
Non-current liabilities	530,901	560,000	560,000	560,000
Long-term debt	400,000	420,000	440,000	460,000
Other non-current liabilities	130,901	140,000	120,000	100,000
Equity				
Current equity	666,677	444,555	223,333	111,111
Common stock	500,000	500,000	500,000	500,000
Retained earnings	166,677	(55,445)	(276,667)	(388,889)
Other equity	0	0	0	0
Non-current equity	432,088	789,999	1,122,345	1,345,678
Preferred stock	0	0	0	0
Other non-current equity	432,088	789,999	1,122,345	1,345,678
Total	2,333,355	2,357,963	2,357,963	2,357,963

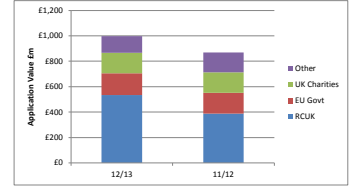
Research income

	12/13	11/12	
CHSS	£0.00	£16.03	
CMVM	#VALUE!	£90.82	
CSE	£0.00	£85.27	
ISG	£0.00	£1.00	
	#VALUE!	£153.12	ok



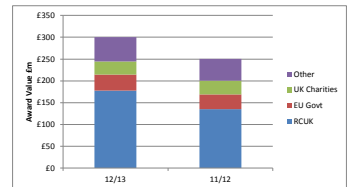
Apps by Sponsor Type

	12/13	11/12		
RCLUK	£533.15	£388.00	37%	0.534297878
EU Govt	£172.01	£163.87	5%	
UK Charities	£161.18	£160.23	1%	
Other	£131.51	£157.14	-16%	
	£997.85	£869.04		



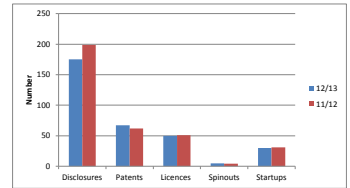
Awards by Sponsor Type

	12/13	11/12		
RCLUK	£177.43	£135.05	31%	0.590154065
UK Charities	£36.63	£33.77	8%	
EU Govt	£30.79	£31.73	-3%	
Other	£55.80	£49.98	12%	
	£300.65	£250.50		



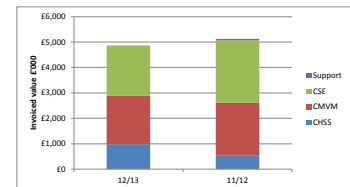
Disclosures

	12/13	11/12
Disclosures	175	199
Patents	67	62
Licences	50	51
Spinouts	5	4
Startups	30	31

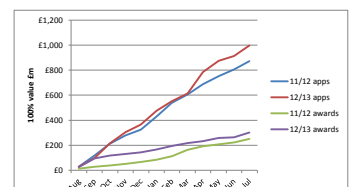
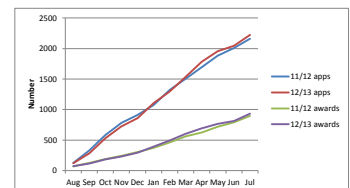


Consultancy by College

	12/13	11/12
CHSS	980	536
CMVM	1917	2080
CSE	1959	2455
Support	8	60
	4864	5131



Apps				Awards				Budget Packs				Award Letters			
	Apps	Cum Apps	Apps	Cum Apps		Awards	Cum Awards	Awards	Cum Awards		Awards	Cum Awards	Awards	Cum Awards	
August 2011	£28,171,569	£28,171,569	127	127	August 2011	£14,083,613	£14,083,613	76	76	68	68	68	68	Aug	
September 2011	£88,492,532	£116,664,101	206	333	September 2011	£14,472,213	£28,555,826	79	155	57	125	125	125	Sep	
October 2011	£96,154,406	£212,818,507	248	581	October 2011	£9,101,659	£37,657,485	69	224	65	190	190	190	Oct	
November 2011	£65,526,273	£278,344,780	201	782	November 2011	£12,609,671	£50,267,156	69	293	52	242	242	242	Nov	
December 2011	£45,086,750	£323,431,530	131	913	December 2011	£16,476,557	£66,743,713	78	371	64	306	306	306	Dec	
January 2012	£104,726,632	£428,158,162	163	1076	January 2012	£17,495,300	£84,239,013	80	451	67	373	373	373	Jan	
February 2012	£109,434,549	£537,592,711	247	1323	February 2012	£29,732,208	£113,971,221	102	553	90	463	463	463	Feb	
March 2012	£68,522,259	£606,114,970	185	1508	March 2012	£49,119,806	£163,091,027	162	715	96	559	559	559	Mar	
April 2012	£81,214,514	£687,329,484	187	1695	April 2012	£28,378,638	£191,469,665	125	840	66	625	625	625	Apr	
May 2012	£63,692,409	£751,021,893	189	1884	May 2012	£14,929,665	£206,399,330	116	956	96	721	721	721	May	
June 2012	£54,089,020	£805,110,913	126	2010	June 2012	£15,719,513	£222,118,843	77	1033	70	791	791	791	Jun	
July 2012	£64,621,015	£869,731,928	149	2159	July 2012	£28,389,400	£250,508,243	134	1167	106	897	897	897	Jul	
August 2012	£28,413,611.00	£898,145,539	119	119	August 2012	£28,319,472	£278,827,715	86	1253	86	983	983	983	Aug	
September 2012	£70,062,880.00	£968,208,419	166	285	September 2012	£94,336,181	£373,163,896	52	1305	41	1024	1024	1024	Sep	
October 2012	£89,258,344.00	£1,057,466,763	243	528	October 2012	£116,965,538	£490,129,434	83	221	68	1092	1092	1092	Oct	
November 2012	£80,406,775.00	£1,137,873,538	194	722	November 2012	£100,473,747	£590,603,181	63	284	47	1139	1139	1139	Nov	
December 2012	£80,406,775.00	£1,218,280,313	141	863	December 2012	£144,207,280	£734,810,461	77	361	65	1204	1204	1204	Dec	
January 2013	£78,411,705.00	£1,296,692,018	244	1107	January 2013	£165,654,250	£899,464,711	114	475	100	1304	1304	1304	Jan	
February 2013	£51,077,854.00	£1,347,769,872	190	1297	February 2013	£194,556,759	£1,094,021,470	118	593	96	1400	1400	1400	Feb	
March 2013	£39,244,521.00	£1,387,014,393	91	1388	March 2013	£217,910,024	£1,311,931,494	133	726	111	1511	1511	1511	Mar	
April 2013	£39,244,521.00	£1,426,258,914	172	1560	April 2013	£233,133,647	£1,545,065,141	108	834	89	1600	1600	1600	Apr	
May 2013	£39,244,521.00	£1,465,503,435	91	1651	May 2013	£258,316,910	£1,803,382,051	98	932	76	1676	1676	1676	May	
June 2013	£39,244,521.00	£1,504,747,956	174	1825	June 2013	£6,141,693.00	£1,809,523,744	58	990	45	1721	1721	1721	Jun	
July 2013	£84,337,942.00	£1,589,085,898	174	2000	July 2013	£300,651,991	£2,110,175,735	58	1048	122	1843	1843	1843	Jul	



EUSA President's Report

As we welcome thousands of new students to the University this September, we've got a lot to look forward to over the coming year. Our summer was successful: with the new sabbatical team getting into our jobs, we're starting to see tangible successes; we've also had a very successful festival and are now looking forwards with a process of strategic planning and CEO recruitment happening over the next months.

Festival

Our festival was a great success: takings were up 7% on last year and our partners were impressed with the smoothness of the operation. We employed over 200 student staff over the month working on our bars and in our catering and retail operations.

Impact Report

This week we launch our Impact Report -- the first stage in our Strategic Review. As we are now taking the time to look forward and imagine what the future might look like for EUSA and its place in this University, we wanted to reflect on what we do well and where we can grow in the future. We're presenting the Impact Report to this Court meeting so that you're aware of the work we do and the progress we're planning over the coming years.

School Councils

Having finalised funding with Sue Rigby, our pilot School Councils will be starting up in the coming weeks. This project will provide accessible and innovative representation at a School level: providing an impetus for changes on feedback and assessment as well as working to other strands of the University's NSS remediation work, in particular on building academic community. We have recruited a School Councils Co-ordinator who will be working on the project over the coming year to start these projects in 6 schools in the University.

Teaching innovation

I've been working with colleagues in the University to begin a conversation about the innovation in teaching and learning in the University that brings academics and students together to discuss and take action. We'll be working with the Chaplaincy to expand their "What's the University For?" discussion series and encouraging societies, student-led journals and academic societies and other student groups to consider what this discussion might mean for them.

Outreach Courses

A core part of this work is the promotion of existing innovation: I've been working with colleagues in Geosciences to build the case for the expansion of Outreach Courses into other schools in the University. I'll be working across the University in coming months to encourage their uptake by other academics and students.

Community Organisers

We're the first students' union in the UK to recruit the UK's volunteer community organisers who will be working in the communities we live to build campaigns of shared interest with local residents. This promises to be an exciting project that will lead conversations around our civic responsibilities as students and as a University.

CEO recruitment update

Our search for a new Chief Executive Officer is entering its final stages: we will be interviewing in early October and hope to have the successful candidate in post by January.

National recognition

EUSA's work was showcased in "Richer for it" – a Universities Scotland report on cultural impact of international students in Scotland. They highlighted the fantastic work that EUSA Global does with the IAD and international students, in particular focusing on our Tandem Project.

Other updates

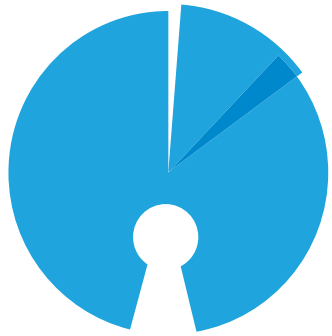
Nadia, our VPSA has been working with NUS to increase the numbers of those from historically underrepresented groups to run in our elections. Our by-election nominations have opened for this semester and results will be announced on 10th October.

We have an exciting Freshers' Week with over 700 events planned from us and our 240 societies.

I interviewed Dr Subramanian Ramamoorthy of the Informatics Department during the festival. This was a part of the University's Beltane Public Engagement Network "Cabaret of Dangerous Ideas" at a well-attended event at the Assembly Spiegel tent.

EUSA
IMPACT
REPORT
2013

WELCOME



Welcome to this year's EUSA Impact Report. It's great to take the opportunity to reflect on last year's successes now that our new sabbatical team has taken office and are setting out our stall for the coming year.

We've seen some great work over the past year with our Volunteering Service placing more students into positions in the local community – continuing to build on our award-winning community work. The Advice Place has gone from

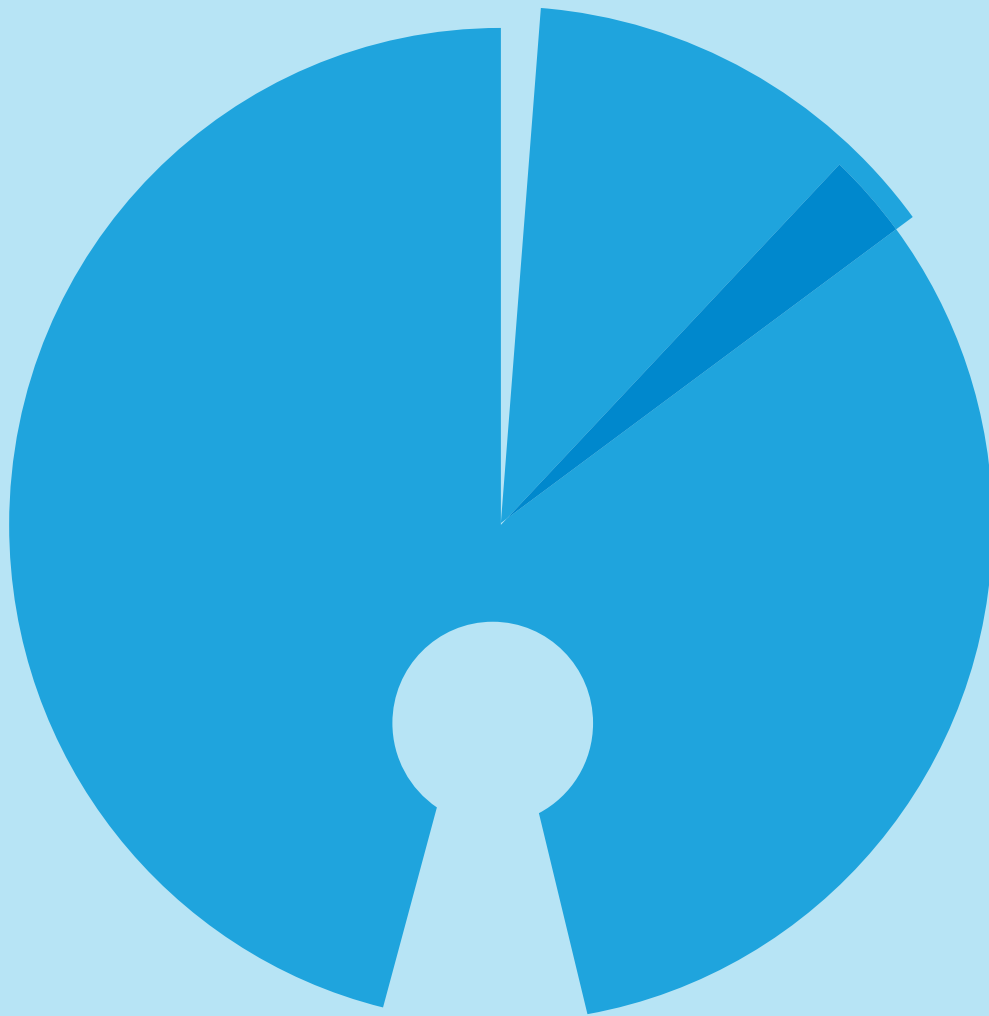
strength to strength in its new office in Potterrow, seeing more students engaging with it and recognising and valuing its work. Through the work we do in supporting student clubs and societies, the jobs we offer to hundreds of students every year, and the experience we give students involved in elections and our democratic structures, we continue to develop leaders and students of whom the University of Edinburgh is rightly proud.

This report showcases our commitment to student welfare, representation and experience over the past year.

This report also gives us an opportunity to look forward. Over the coming year, EUSA will seek out new directions and opportunities: with a new CEO due to be recruited in a few weeks' time we will begin a process of extensive consultation and review, leading to an ambitious strategic plan that will take us into the next three years. Building

on our strong relationship with the University of Edinburgh, our engaged and innovative student membership, our proximity to the Scottish Parliament and our unique position as a major partner in Edinburgh's Fringe Festival we look forward to a bright future that sees us recognised as a leading UK students' union.

Hugh Murdoch
- EUSA President



CREATING **SAFE SPACES**

Whether students are seeking advice, guidance through complex university procedures or a secure space to study and socialise, EUSA has succeeded in offering a support structure for thousands of students.

THE ADVICE PLACE

The Advice Place has a team of professional, trained staff who support students and university staff with free and impartial advice.

Thanks to an impressive refurbishment of its Potterrow space, a comprehensive campus outreach programme and targeted welfare and wellbeing campaigns, the Advice Place has gone from strength to strength and has benefitted from increased awareness of the service, hugely positive feedback and increasing numbers of referrals from university staff.

Thanks to the perspective that our Advisers have on policy and procedures across the Colleges and Schools, they have been uniquely positioned to provide students with assistance on communicating with the University. Our Advisers are also able to directly inform policy-making and tackle endemic issues facing students thanks to their access to, and collaboration with, Senate-level University Committees and task groups.

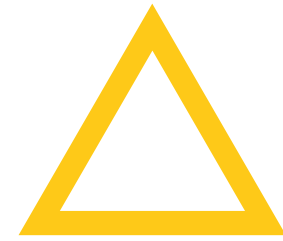


**SECURED A 4* RATING IN
HEALTHY BODY, HEALTHY MIND**
(TAP EUSA & VPSA in collaboration with EUSU and CSE)

“
**THE ADVICE PLACE IS A
WONDERFUL THING**
(ENHANCING STUDENT EXPERIENCE SURVEY, 2013)”



OF
20,683
ENQUIRIES ARE ABOUT THE
UNIVERSITY PROCESSES

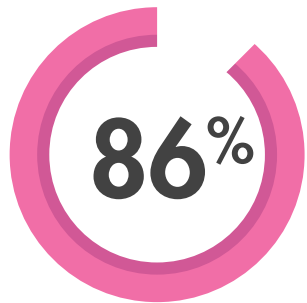


370
EMERGENCY LOANS



1,900
DISCRETIONARY
FUND ENQUIRIES

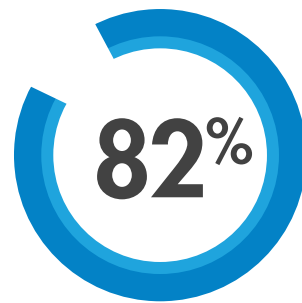
SERVICE FEEDBACK



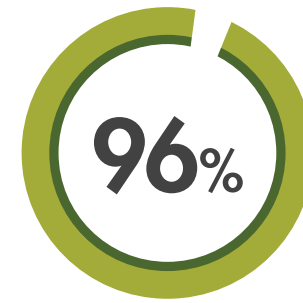
OF STUDENTS ARE AWARE OF
THE SERVICE. 10% INCREASE ON
THE PREVIOUS YEAR. (TAP SURVEY,
2013)



OF STUDENTS AT EASTER BUSH
AND LITTLE FRANCE ARE AWARE
OF THE SERVICE THANKS TO
OUR OUTREACH PROGRAMME
(TAP SURVEY, 2013)



OF UNIVERSITY STAFF ARE
AWARE OF TAP AND OVER **50%**
HAVE REFERRED A STUDENT
TO US (TAP SURVEY, 2013)



OF STUDENTS WOULD
RECOMMEND US TO A FRIEND
(TAP SURVEY, 2013)



OF STUDENTS RATED US
AS GOOD OR VERY GOOD.
HIGHER THAN ANY OTHER
SUPPORT SERVICE (ENHANCING
STUDENT EXPERIENCE SURVEY, 2013)

“

GOOD LOCATION, GOOD ATMOSPHERE,
I FELT SAFE AND WELCOMED

(THE ADVICE PLACE SURVEY, 2013) ”



WHAT'S NEXT ?

Goal: Maintain the positive satisfaction ratings and increase awareness of the service with a particular focus on the services available at King's Buildings.

Continue to work with the University to ensure that Student Support Officers are aware of and recommend The Advice Place services.

EUSA VENUES

EUSA's four venues continue to be viewed by students as a crucial foundation to our work. This has been demonstrated by survey responses emphasising the importance of physical spaces for the student community to gather together and the popularity of Potterrow's refurbishment into a peaceful botanic garden themed study space.



OF SOCIETY MEMBERS CHOSE VENUE SPACE AS A PRIORITY FOR GROWTH (EUSA SURVEY, 2013)

STUDENTS' TOP 4 PRIORITY SERVICES FROM ACROSS EUSA

(EUSA SURVEY, 2013)



SOMEWHERE TO EAT



SOMEWHERE TO STUDY



BARS



SOMEWHERE TO MEET FRIENDS

SERVICE STANDARDS

EUSA's service provision within its buildings has secured praise in both the EUSA survey and the University's Enhancing the Student Experience survey. EUSA's bars have received industry recognition as well as securing NUS Zero Tolerance accreditation and an award for sustainability.

EUSA's retail operations have been reviewed in detail resulting in changes in aesthetics, product range, layouts and deeper analysis of customer demographics.



AWARDED
**BRONZE
STANDARD**
FOR BEST BAR NONE

FINALIST AT THE LATE
NIGHT OPERATOR OF THE
YEAR AWARDS



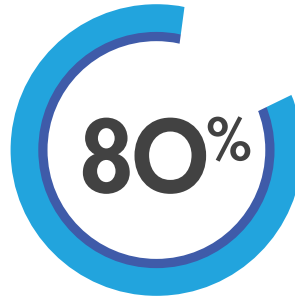
AT BRITISH INSTITUTE
OF INNKEEPING



EUSA BARS RECOGNISED
WITH EDINBURGH
SUSTAINABILITY
SILVER AWARD



SATISFACTION RATING FOR EUSA
VENUES (ENHANCING STUDENT
EXPERIENCE SURVEY, 2013)



GAVE POSITIVE SATISFACTION
RATINGS FOR EUSA BUILDINGS
(EUSA SURVEY, 2013)



OF STUDENTS GAVE A POSITIVE
RATING FOR THE STUDENT FRIENDLY
ATMOSPHERE (EUSA SURVEY, 2013)

POTTER SHOP IS PERFORMING **40%** AHEAD OF LAST
YEAR (SINCE MAY) FOLLOWING THE RETAIL REVIEW.

**50 TONNES OF COMPOSTABLE WASTE WERE
DIVERTED FROM POLLUTING THE ENVIRONMENT**
THANKS TO OUR 2012 FESTIVAL FOOD WASTE COLLECTION SYSTEM.

“
EUSA FACILITIES ARE BRILLIANT
AND FAIRLY PRICED, **LOVE** THE EVENTS TOO
(ENHANCING STUDENT EXPERIENCE SURVEY, 2013) ”



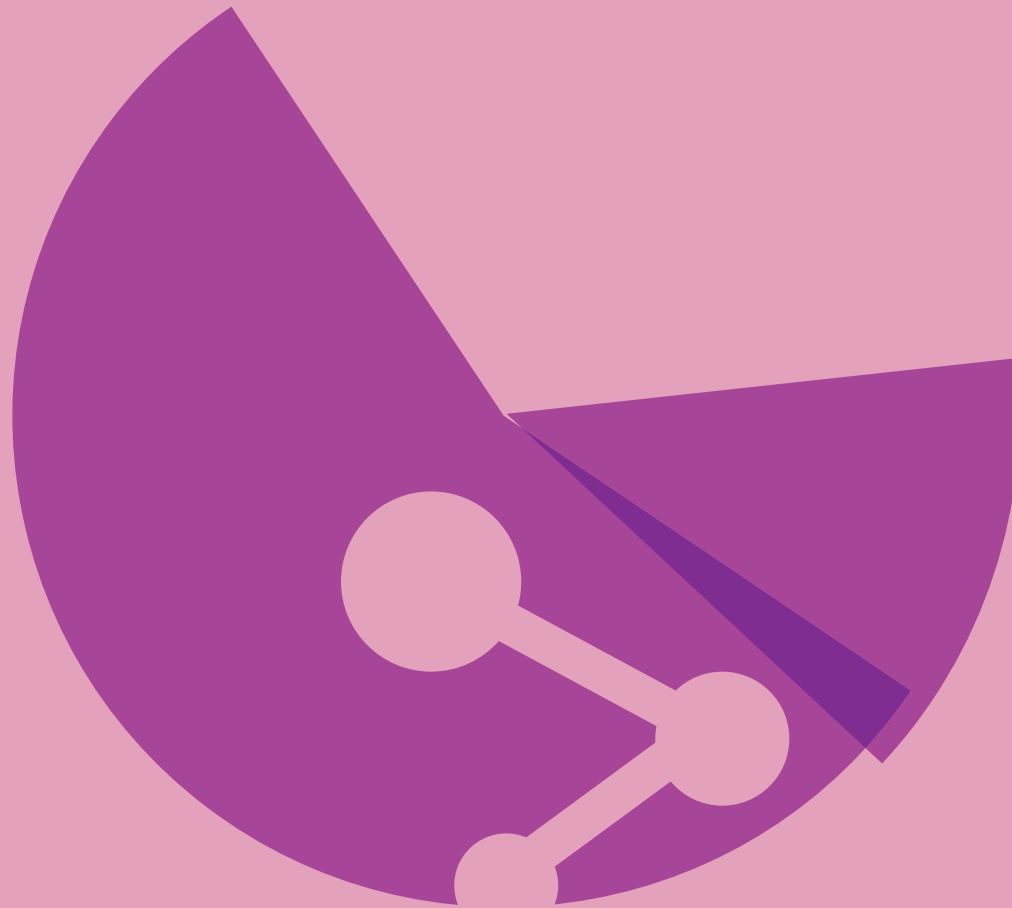
WHAT'S NEXT ?

Goal: Secure Gold Standard for Best Bar None.

Roll out of the retail review across Pollock Shop and other retail outlets.

Launch of a new retail outlet at KB Centre and develop an improved presence at outlying campuses in collaboration with the University.

Collaborate with the University on redevelopment of Pleasance to maximise usage throughout the day and allow full day service provision from commercial services.



CREATING (LOCAL + GLOBAL) COMMUNITY CONNECTIONS

As part of EUSA's ongoing commitment to Edinburgh and wider Scottish society, as well as offering opportunities for self-development and employability, we have developed several projects to forge stronger bonds with the local community via our Volunteering Service and Students in The Community project.

Through EUSA Global's award-winning projects we also encourage students to support international students and develop a global perspective through language classes, exchanges and events.

VOLUNTEERING IN THE COMMUNITY

EUSA's Volunteering Service, founded in 2010, has continued to grow at a pace by facilitating more volunteering opportunities than ever before, by continuing to develop the eVOLve casual volunteering programme as well as participating in national Student Volunteering Week.

“
STUDENT VOLUNTEERS HAVE
NOW BECOME AN **INTEGRAL**
PART OF OUR ORGANISATION

DIRECTOR, TRANSFORM SCOTLAND

”



1505

STUDENTS PLACED INTO
VOLUNTEERING ROLES IN THE
LOCAL COMMUNITY IN 2012/2013
ACADEMIC YEAR

OVER
200
STUDENTS
JOINED
eVOLve



4265

VOLUNTEERING POSITIONS FILLED
SINCE THE VOLUNTEERING SERVICE
WAS FOUNDED

EXCEEDED OUR GOAL
OF REGISTERING
300 
CHARITABLE PARTNERS

STUDENTS IN THE COMMUNITY

'Students in The Community' is an annual event organised by EUSA in collaboration with the South Central Neighbourhood Partnership to celebrate students' contribution to community and progress new local initiatives.



WON NUS
SCOTLAND
COMMUNITY
RELATIONS
AWARD in 2012

WHAT'S NEXT ?

Goal: Place 2000 students in volunteering roles next year.

Recruit 15 volunteer students to be community organisers with the aim of developing campaigns around common issues in the community.

£6000

WAS SECURED PER YEAR BY THE NEIGHBOURHOOD PARTNERSHIP TO PROGRESS PROJECTS GENERATED BY 'STUDENTS IN THE COMMUNITY'



EUSA GLOBAL

EUSA Global's award-winning projects strive to encourage students to actively participate in the global community, whether they are helping international students settle into the Edinburgh community, learning languages for free, sharing ideas from around the world at high profile events or participating in exchanges to universities abroad.

Our Tandem language exchange project and our International Buddies scheme to welcome international students have continued to thrive. EUSA Global has also introduced new forums to encourage engagement with and from the international community, including the launch of Understanding International Conference, a universally acclaimed Tedx University of Edinburgh conference and a Global Citizenship Workshop that has helped to set the agenda for future EUSA Global projects.

In partnership with the University's International Office and Widening Participation Office and Edinburgh University North American Society EUSA arranged for students to participate in a cultural exchange to University of Virginia called Study America.



54 DELEGATES FROM ACROSS THE UNIVERSITY ATTENDED EUSA'S GLOBAL CITIZENSHIP WORKSHOP

1000

STUDENTS ENGAGING WITH TANDEM



10 UNIVERSITY OF EDINBURGH STUDENTS PARTICIPATED IN STUDY AMERICA

3000

INTERNATIONAL STUDENTS WELCOMED THROUGH INTERNATIONAL DAY ACTIVITIES

900

STUDENTS INVOLVED IN
EDINBURGH BUDDIES

“

I LOVE MY EDINBURGH BUDDY.

SHE HAS BEEN AN **EXCELLENT** PERSON TO GO TO FOR **ADVICE**. SHE HAS ALSO BEEN REALLY GREAT ABOUT INVITING ME TO DIFFERENT EVENTS SO I GOT TO MEET PEOPLE.

”

“

TEDX IS **EXCITING** BECAUSE IT
ALLOWS US TO **LOOK** AT ALL
THE **CUTTING** EDGE RESEARCH
GOING ON IN ALL THE DIFFERENT
SCHOOLS IN EDINBURGH IN AN
INCREDIBLE ACCESSIBLE WAY.

TOMMER, TEDX STUDENT COORDINATOR

”



200 TICKETS SOLD
OUT IN 12 MINUTES
FOR TEDX UNIVERSITY
OF EDINBURGH



“

I CAN LOOK AT THINGS WITH A FRESH NEW PERSPECTIVE. I FOUND A GREAT DEAL OF INSPIRATION IN VIRGINIA AND I CAN SEE, ALREADY, THAT THE TRIP HAS AFFECTED ME IN SO MANY DIFFERENT WAYS

STUDY AMERICA PARTICIPANT ”



UKCISA/NUS AWARD FOR
INTERNATIONALISATION
AND INNOVATION 2013



NUS INTERNATIONALISED
STUDENT UNION OF
THE YEAR 2011

WHAT'S NEXT ?

Support the University with student mobility projects.

Support Global Citizenship with new initiatives such as a brand new Edinburgh Award on the theme.

Expand the TEDx programme to include greater sponsorship support, TEDx Salon events and more student volunteers.



CREATING A VIBRANT CAMPUS

EUSA aims to ensure that every student gets the best experience out of being a student. Whether we're supporting societies with the development of the skills required for them to collaboratively and successfully run events, or providing our own varied events programme that encourages students to engage with culture and entertainment, we aim to provide as many opportunities to get involved as possible.

SUPPORTING SOCIETIES

In 2012/2013 EUSA supported nearly 300 societies with running their activities ranging from membership management and marketing, to sponsorship and funding advice.

We invested in the development of societies through financial support from the Society Development Fund and by providing training at Super Society Sunday for new Society Office Bearers. Training included workshops covering everything from banking to booking rooms.

EUSA also celebrated our societies by holding the ever popular Society Oscars which recognise successes and improvements such as campaigns, events, competitions and regular society meetings. It's an opportunity for societies to shine and share with us what they've been doing during the year.



57 SOCIETIES APPLIED TO BE PART OF THE SOCIETY OSCARS ACROSS 6 DIFFERENT CATEGORIES

281

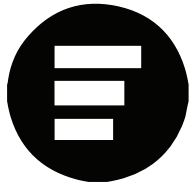
SOCIETIES WERE SUPPORTED BY EUSA (THE MOST IN THE UK!)

£51,561.37

WAS RAISED FOR CHARITY BY EDINBURGH GLOBAL PARTNERSHIPS



NUS WOMEN'S GROUP OF THE YEAR – WON BY EUSA FEMINIST SOCIETY



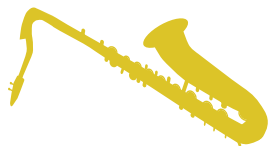
FRESH AIR GOT
INVESTMENT TO
IMPROVE THEIR
STUDIO

OVER **£6500**

HAS BEEN AWARDED TO SOCIETIES
FROM THE SOCIETIES DEVELOPMENT
FUND AND SOCIETY GLOBAL FUND



BHANGRA CREW
BOUGHT NEW
INSTRUMENTS AND
COSTUMES

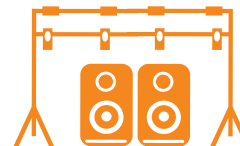


WIND BAND BOUGHT
A BASS CLARINET



SAVOY OPERA
GROUP BOUGHT
NEW LIGHTING FOR
THEIR MUSIC STANDS

FOLK CLUB BOUGHT A NEW
PA SYSTEM SO THEY COULD
PLAY AT SOCIETY CEILIDHS



MALAYSIAN SOCIETY
RECEIVED FUNDING
FOR THEIR COLOURS
OF MALAYSIA EVENT

“
STUDENT SOCIETIES ARE A
GREAT PART OF THE STUDENT
EXPERIENCE, PROBABLY THE
BEST NON-ACADEMIC
PART OF UNIVERSITY
(ENHANCING STUDENT EXPERIENCE SURVEY, 2013) ”



WHAT'S NEXT ?

Goal: Create a more representative Society Council with representatives from society sub committees.

Introduction of society Welfare Officers in conjunction with the Peer Support team.

FRESHERS' WEEK & ENTERTAINMENT PROGRAMME

EUSA's events programme offers an impressive and industry recognised live music provision, hugely popular club nights, a sell out Graduation Ball and a range of student-programmed weekly free events.

Our Freshers' Week programme of events deftly balances University induction and orientation events with society-led activities and opportunities for students to connect with new friends at our evening events.



OVER **400 EVENTS** HELD IN FRESHERS' WEEK TO WELCOME NEW STUDENTS

“

MAKING SO MANY NEW FRIENDS AND MEETING **SO MANY NEW PEOPLE FROM ALL OVER THE WORLD WAS GREAT.** ALL THE EVENTS WERE SO WELL ORGANISED AND ALWAYS ENJOYABLE
(FRESHERS' SURVEY, 2012) ”



“

IT WAS A GREAT WEEK WHERE THERE WAS ALWAYS SOMETHING GOING ON, THE ATMOSPHERE WAS FANTASTIC AND IT REALLY HELPED ME TO SETTLE INTO UNIVERSITY LIFE. EUSA DID **A GREAT JOB**
(FRESHERS' SURVEY, 2012) ”

ENTERTAINMENT PROGRAMME

This year has seen the successful introduction of Grassroots Comedy and Wordy Thursdays, our student-run comedy and spoken word events, which have consistently attracted praise and regular attendance from our student membership.

In addition to our perennial sell-out Teviot Takeovers (Halloween, Burns Night, St Andrew's Day, Teviot Garden Party) were supplemented with the introduction of a Winter Feast to wrap up Semester One.



PLEASANCE THEATRE
SHORTLISTED FOR **'BEST LIVE
MUSIC PROVISION'**.



1114 STUDENTS ATTEND THE
BIG CHEESE CLUB NIGHT
EVERY WEEK (ON AVERAGE).



“

(GRASSROOTS COMEDY) HAS BEEN RECOGNISED IN THE EDINBURGH COMEDY SCENE OUTSIDE OF THE STUDENT CIRCUIT WHICH IS AMAZING AND NEARLY IMPOSSIBLE TO DO OUTSIDE OF THE FRINGE. I GET GIVEN TONNES OF CREATIVE FREEDOM, TEAMED WITH SUPPORT AND ENCOURAGEMENT, WHICH IS AN AMAZING COMBO I'VE NOT EXPERIENCED IN OTHER JOBS

(CAT WADE, GRASSROOTS COMEDY STUDENT PROGRAMMER)

”

WHAT'S NEXT ?

Introduce Pleasance Sessions, our very own music festival in October in order to more than double the live music provision at Pleasance Theatre and offer considerable student discounts.

Launch of win a club night initiative, allowing students to pitch for the opportunity to run their own event in one of our venues.





CREATING PARTNERSHIPS

EUSA works closely in partnership with the University on a variety of key strategic areas such as the Enhancing Student Support and Enhancing Student Experience projects. We also collaborate with commercial Festival partners to ensure that we can invest in the best possible network of support and highest quality services for our student membership.

WORKING WITH THE UNIVERSITY OF EDINBURGH

EUSA's representation team work with the University of Edinburgh on a variety of projects to support students' autonomous learning, as well as their experience of academic procedures and teaching.

In addition to the annual Teaching Awards, EUSA have launched Peer Support as a

joint project with the University. Forming part of the Enhancing Student Support initiative Peer Support provides a safe, confidential and informal space for students to get academic advice from more experienced students. This interaction can take the form of facilitated group study sessions, befriending meetings and House System fundraising.

EUSA has also worked with the University to review Staff Student Liaison Committees following the ELIR report. EUSA has also collaborated with HSS to pilot Student Quality Innovation Forum (SQUIF) through which students gave direct feedback to the Dean of Quality.



HIGHLIGHTED BY THE HIGHER EDUCATION ACADEMY - AS AN EXCELLENT EXAMPLE OF PARTNERSHIP BETWEEN A STUDENTS ASSOCIATION AND A UNIVERSITY.

“

MY EXPERIENCE IS WITH AUTONOMOUS LEARNING GROUPS AND
I ABSOLUTELY LOVE THEM!
WE GET A LOT DONE IN A FUN PRESSURE-FREE ATMOSPHERE

(PEER SUPPORT SURVEY)

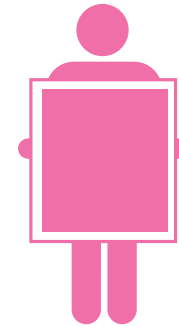
”

“

I WAS IN A POSITION LAST YEAR WHERE A PEER SUPPORTER WOULD HAVE BEEN HELPFUL, **SO MY EXPERIENCE LAST YEAR HAS FUELLED MY DESIRE TO BE THERE FOR OTHERS.**

(PEER SUPPORT SURVEY, 2013)

”



PEER SUPPORT
PRESENTED THEIR WORK
AT THE INTERNATIONAL
ENHANCEMENT THEMES
CONFERENCE.

40

PEER SUPPORT PROJECTS NOW
RUNNING ACROSS **22 SCHOOLS**

52

VOLUNTEERS PEER PROOFREAD
344 ASSIGNMENTS



2400

NOMINATIONS FOR TEACHING AWARDS

WHAT'S NEXT ?

Introduce 6 pilot School Councils to create a forum for unelected students to voice concerns and share feedback.

Expand the Peer Support team with the recruitment of a Project Co-ordinator thanks to funding from the Student Experience Project.

Conduct joint research between Peer Support and the Global Partnership Project at the University of Wollongong.

Goal: Increase nomination and engagement with The Teaching Awards with a new targeted marketing campaign and increased rep involvement.

WORKING WITH OUR EDINBURGH FESTIVAL FRINGE PARTNERS

Every August EUSA participates in the world's largest arts festival by working in partnership with Edinburgh Festival Fringe producers Gilded Balloon and Pleasance London. By sharing our venues with these programmers we create a multitude of performance spaces for up and coming and established artists, as well as generating profits from our bars and catering provision that get channelled directly back into EUSA to support our services to students throughout the year.



EUSA'S BARS, CATERING AND RETAIL OUTLETS CARRIED OUT OVER **1 MILLION** TRANSACTIONS DURING THE FESTIVAL FRINGE 2013

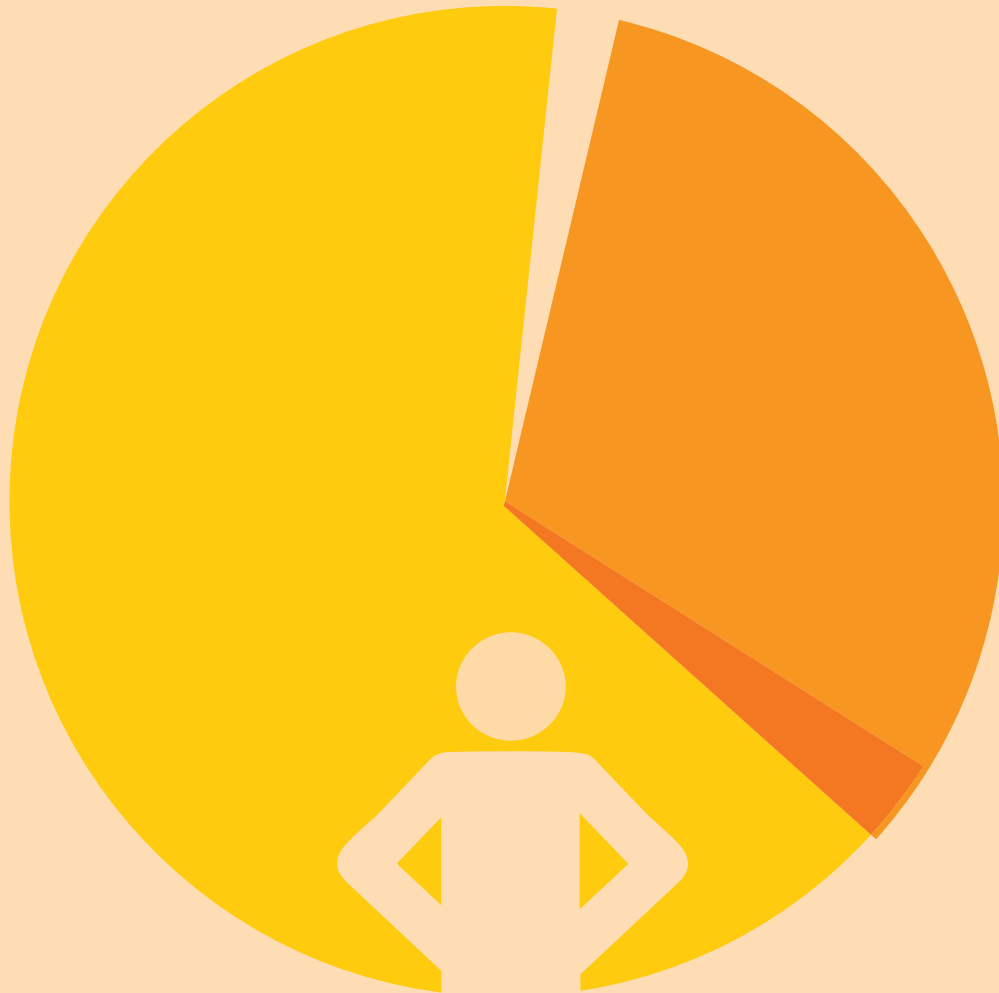


OVER 1 MILLION PEOPLE VISIT THE PLEASANCE & POTTERROW DURING AUGUST ATTENDING **6,400 PERFORMANCES**

WHAT'S NEXT ?

Deepening of partnerships through longer term agreements that provide increased security for EUSA and our Festival partners.





CREATING LEADERS

EUSA prides itself in creating multiple opportunities for students to develop personal effectiveness and leadership skills that will leave them well equipped to participate in the workplace and community after graduation.

Our investment in leadership is most clearly seen in our student leadership with 4 sabbatical officers heading up the organisation and democratic structures, but is also represented in our commitment to training our Society Office Bearers and Class Reps and helping our student staff members to flourish.

ELECTIONS AND CAMPAIGNS

Last year saw successful campaigns which secured increased library opening hours during the summer for postgraduate students and transported hundreds of students to London to march for the future of education.

We successfully worked with Accommodation Services to ensure that students were aware of their tenancy rights and had a rental checklist to protect themselves against illegal administration fees.

Thanks to a newly revamped election campaign, this year's elections saw an increase in the number of candidates standing for sabbatical roles from across the membership.

“IT WAS GOOD TO KNOW THAT EUSA WOULD
SUPPORT
ME IF I HAD ANY ISSUES,
AND THAT GAVE ME THE **CONFIDENCE**
TO CARRY OUT THE ROLE FOR THE COURSE
(EUSA CLASS REP SURVEY, 2013)”



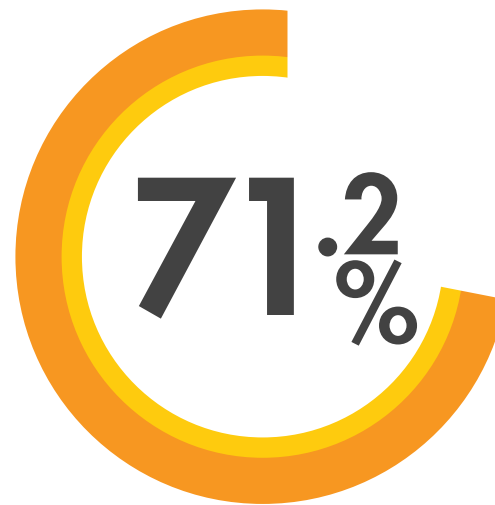
CLASS REP TRAINING

EUSA's support Class Reps with regular lunches and training to offer on-going training and development, ensuring they are well-equipped to effectively represent the interest of their classmates to the University.



OF STUDENTS CHOSE A POSITIVE RATING FOR SATISFACTION WITH THEIR CLASS AND SCHOOL REPS (EUSA SURVEY, 2013)

“
MY HIGHLIGHT
WAS GETTING
FUNDING FOR A FELLOW STUDENT
AFTER HEARING ABOUT A FUNDING
SCHEME AT A LEARNING LUNCH
(EUSA CLASS REP SURVEY, 2013) ”



OF CLASS REPS ALWAYS FELT COMFORTABLE COMMUNICATING WITH ACADEMIC STAFF (EUSA CLASS REP SURVEY)

WHAT'S NEXT ?

Create a EUSA-wide election planning group to ensure association-wide engagement and increased nominations/voting – to be run in collaboration with VPSA as part of NUS Increasing Participation Project.

Develop the Fair Housing Campaign further, helping hundreds of students to secure the return of letting fees.

STUDENT STAFF

EUSA is a major employer of student staff and we have offered our staff significant support in terms of flexible working hours and training and have received hugely positive feedback from our employees.

387
STUDENT STAFF
EMPLOYED DURING
TERM TIME.

97%
OF FRINGE FESTIVAL BAR
STAFF ARE STUDENTS

“  **THE BEST COMMUNITY I'VE EVER BEEN PART OF.**
(BAR STAFF MEMBER) ”

“ **I'VE HAD THE PLEASURE OF WORKING ALONGSIDE SOME OF THE SMARTEST AND MOST ENTERTAINING PEOPLE I KNOW. MY EMPLOYABILITY HAS ALSO INCREASED SIGNIFICANTLY VIA THE TRAINING OPPORTUNITIES PROVIDED BY EUSA**
(CATERING STAFF MEMBER) ”



EDINBURGH AWARD + HEAR

EUSA has encouraged multiple students across the organisation to participate in the Edinburgh Award, which recognises students for involvement in activities outside of their university work on their Higher Education Achievement Report.

Whether a student is a Class Rep, a Society Office Bearer, a volunteer or a member of our bar staff, they have been supported through the Edinburgh Award or HEAR recognition process by EUSA.

“

THE **EDINBURGH AWARD (BARS)** HELPED ME TO REVIEW MY **ACHIEVEMENTS** OVER THE PAST ACADEMIC YEAR AND SET **NEW OBJECTIVES TO ACHIEVE** EVEN AFTER THE AWARD WAS **COMPLETED**

(LAUREN, BARS) ”



843
SOCIETY OFFICE
BEARERS



30
VOLUNTEERS



25
CLASS REPS



9
BAR STAFF

“

THE EDINBURGH AWARD (VOLUNTEERING) WAS AN **EXTREMELY REWARDING** EXPERIENCE IN TERMS OF PUSHING YOURSELF TO VOLUNTEER, AS WELL AS TEACHING YOU A LOT ABOUT YOURSELF, YOUR PERSONAL QUALITIES AND **HOW TO IMPROVE YOURSELF**

”

WHAT'S NEXT ?

Expand Edinburgh Award to more EUSA departments.

Increase accessibility of training opportunities across EUSA departments.





THE MONEY BIT

It is no secret that EUSA has its financial challenges. While total income levels have remained relatively steady over the past five years, expenditure has risen and reserves eroded, putting pressure on the organisation. 2012/13 has been a particularly challenging year, however we are confident that given time and the continued support of the University, EUSA can overcome these difficulties.

Many challenges remain and it will not be an easy task to turn EUSA around, however we believe that EUSA can and will have a future that represents students well and is financially strong.

HIGHLIGHTS

SOME OF THE HIGHLIGHTS FOR THE YEAR ENDED 31 JULY 2013.

WE COMPLETED THE INVESTMENT IN OUR POTTERROW FACILITIES.

£340,000

RAISED BY EUSA'S BARS AND CAFES AT THE 2012 FESTIVAL FRINGE

£440,000

TRADING SURPLUS FROM EUSA'S BARS

£800,000

TOTAL GENERATED BY EUSA'S COMMERCIAL ACTIVITIES TO BE REINVESTED INTO EUSA SERVICES

£600,000

SPENT DIRECTLY ON STUDENT SUPPORT ACTIVITIES

£175K

ON VOLUNTEERING SERVICE AND THE ADVICE PLACE

£130K

ON SUPPORTING SOCIETIES

£200K

ON EUSA GLOBAL AND STUDENT REPRESENTATION

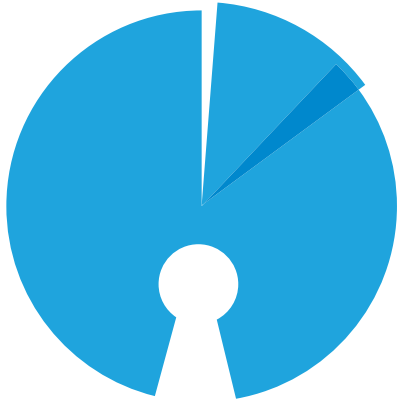
WHAT'S NEXT ?

We have developed a five year financial recovery plan and will begin to implement this and monitor progress against it in financial year 2013/14.

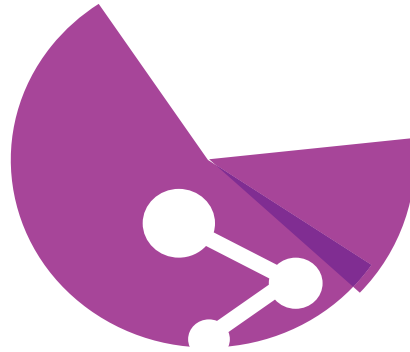
We will streamline and simplify EUSA's processes and financial reporting.

We will continue to work with the University of Edinburgh to identify new ways of working together and provide a better service to students

EUSA CREATES



SAFE SPACES



COMMUNITY CONNECTIONS



VIBRANT CAMPUS



PARTNERSHIPS



LEADERS

The University of Edinburgh

The University Court

16 September 2013

Widening Participation - Update

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

Widening Participation is a high priority in the Strategic Plan and part of the Outcome Agreements.

- A. Summary of Bursaries in 2012/13
- B. Current status on Bursaries 2013/14
- C. A summary of current position on Widening Participation number and targets 2013/14
- D. Update on LEAPS

Action requested

To note.

Resource implications

Does the paper have resource implications? *Yes* - Staff time and bursary costs.

Risk assessment

Does the paper include a risk assessment? No – but this does happen when the strategic choices are made – this is an update.

Equality and diversity

Has due consideration been given to the equality impact of this paper? *Yes* – We can't disadvantage people from low income families in terms of accessing education when they have the potential to do well.

Freedom of information

Can this paper be included in open business? *No*

Originator of the paper

Professor Mary Bownes, Senior Vice Principal

Robert Lawrie, Scholarships & Bursaries

Rebecca Gaukroger, Kathleen Hood & Jim Galbraith
Admissions, Widening Participation & GASP

The University of Edinburgh

The University Court

16 September 2013

Enhancing the Student Experience at the University of Edinburgh

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

This paper gives an update on actions to enhance the student experience and improve our NSS scores at the University of Edinburgh. It presents NSS results from 2013 for information.

Action requested

Discussion and approval.

Resource implications

Does the paper have resource implications? Yes
All resources are now in place

Risk assessment

Does the paper include a risk assessment? No

Equality and diversity

Has due consideration been given to the equality impact of this paper? Yes
It applies equally to all students and meets equality impact criteria.

Freedom of information

Can this paper be included in open business? No

Originator of the paper

Dr S Rigby, Vice Principal Learning and Teaching
Mrs T Slaven, Deputy Secretary, Strategic Planning
Mr Andrew Quickfall, Senior Strategic Planner

28 August 2013

The University of Edinburgh

The University Court

16 September 2013

University People Strategy

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

The University People Strategy was first presented to Staff Committee at its meeting on 24 October 2012 at which approval was given to progress its design, development and content through a programme of University-wide consultation. The People Strategy was presented for final consideration to Staff Committee on 3 June 2013 and it was subsequently considered by CMG on 21 August 2013, where it was also approved with minor changes. This paper gives the up-to-date position.

Action requested

Court is asked to provide any further comment or advice on the content, and subject to any comments made, approve the People Strategy.

Resource implications

Does the paper have resource implications? Delivery of the People Strategy has financial and people resource implications, which will be addressed separately as part of each area of work in the People Plan.

Risk assessment

Does the paper include a risk analysis? No

Equality and diversity

Has due consideration been given to the equality impact of this paper? Yes, equality and diversity are important aspects of the People Strategy.

Equality and diversity impact assessments will be carried out as part of each separate initiative where relevant.

Freedom of information

Can this paper be included in open business? Yes

Originator of the paper

Sheila Gupta, Director of Human Resources
2 September 2013

University People Strategy

Introduction and background

The proposal to develop a University People Strategy, aligned to the University's Strategic Plan, was first presented to Staff Committee at its meeting of 24th October 2012, at which approval was given to progress with its design, development and content through a programme of University-wide consultation. The People Strategy was presented for final consideration by Staff Committee at its meeting on 3rd June 2013 and then by CMG for final comment and approval on 21 August 2013.

Purpose and benefit

The purpose of the University People Strategy is to shape, develop and contribute to the realisation of the University's overall vision, mission and goals through our people agenda. It is derived from the University's Strategic Plan 2012-2016 and sets out the University's strategic priorities in relation to our key people issues, taking as its starting point, the external context and main drivers for change that inform all aspects of our business.

The People Strategy translates the University's Strategic Plan into practice and will be supported by a detailed implementation plan, the 'People Plan', setting out who will lead and be involved in implementing each identifiable activity. Hitherto, we have had no way of capturing all the actions that we need to take across the University to deliver the people dimensions of the Strategic Plan in a clearly planned, managed and co-ordinated way, and it therefore seeks to achieve those connections through the detailed People Plan. The People Plan will set out clear priorities, actions and milestones for each year of the Strategy so that it will be possible to establish whether the University is fulfilling the delivery of its people priorities successfully. Staff Committee will exercise governance oversight to monitor progress against the Plan. The People Plan will be aligned with equivalent College and Support Group strategies to ensure that activities are complementary.

The role of HR; working with academic and professional communities

The role of HR is to lead, shape and inform policy and practice across the University and support its implementation through working in collaboration with colleagues across the piece. HR will provide the professional and technical expertise that underpins much of the work to be undertaken, and other key people services such as IAD, H&S and ERI have a vital role. However, it should be recognised that a significant proportion of the initiatives will be led and implemented by colleagues beyond HR and the other professional functions. Two areas of activity which exemplify the success of this collaborative approach, are all the work that is taking place in pursuit of Athena SWAN awards in academic areas, and Investors in People awards in our professional services. The People Strategy emphasises the value of our collaborative approach and will continue to contribute to how we model and embed good practice to achieve important institutional success, thereby enhancing our reputation further as a good employer.

Ambitious and aspirational

The People Strategy is intended to reflect the ambition and aspiration of the Strategic Plan presented under five key People Themes, which in turn, are supported by a range of related 'Key People Strategies'. The five Key People Themes are summarised below with an explanation of their main purpose:

- **Attract, reward and retain the best talent from around the world:** if we are to maintain international excellence, we need to have tailored approaches to recruit, reward and retain talented staff so that they feel highly motivated and valued by the University.
- **Promote, champion and support transformational leadership and management:** defines how we will foster a culture of high aspiration and performance through exemplary leadership at every level, which is vital for our success as a truly global player.
- **Developing people:** our People Strategy focuses on how the University will invest in nurturing, growing and developing our talent to place Edinburgh in the strongest possible place to fulfil our ambitions.
- **Achieve global impact:** describes how our people strategies will enhance our continued success in embedding our Internationalisation Strategy across the breadth of our activities.
- **Foster a culture of inclusivity, health and well-being:** identifies how we will create the environment, culture and values that will meet the needs and expectations of a diverse, international community of staff and students.

Planning and prioritization

It is very important to state that the People Strategy contains objectives that we are already planning to do as set out in our Strategic Plan, it is not intended to add a whole new set of commitments for busy colleagues across the University community. Whilst there may be some new developments over the period of the Strategic Plan, in the main, the key work strands have already been identified and are clearly set out. If anything, the People Strategy should contain, rather than generate more work and provide direction and focus for the deployment of both our effort and our resources.

Consultation process

The Strategy has been the subject of University-wide consultation and was approved by Staff Committee at its meeting on 3 June 2013. This section sets out the detailed consultation and communication process that was followed in formulating its contents.

The Draft University People Strategy was presented to Staff Committee for consideration at its meeting on 24 October 2012, at which approval was given to conduct a University-wide consultation exercise to ensure its relevance and establish that it adequately reflected the multi-faceted needs of different parts of the enterprise in relation to our people goals and ambitions. A detailed programme of presentations to College and Support Group Strategy Committees and Senior Management Teams followed, as well as meetings with other relevant key University Committees, such as, Research Policy Group, Researcher Experience Committee, the Institute for Academic Development Advisory Board and the Combined Joint Consultation and Negotiation Committee, as well as the Human Resources

community, who will play a key role in collaborating with colleagues across the University in its delivery.

The aim of the consultation process was to explain the purpose of the strategy; engage the wider university community in shaping and framing its goals, themes and ambitions; and invite feedback from these committees and boards on its content.

The Strategy was warmly welcomed across the University as a useful and practical document and the feedback received throughout the consultation process was immensely positive. Of particular note, was that colleagues were extremely pleased with its ambitious and aspirational aims.

The feedback from the consultation process has been incorporated into the final version of the Strategy which is before Court for consideration and approval today.

Action Required

Court is asked to:

- (a) Provide any further comment or advice on the content of the People Strategy
- (b) Approve the People Strategy subject to any comments made under (a) above.

Sheila Gupta
Director of Human Resources
2 September 2013

The University of Edinburgh
Draft People Strategy 2012 to 2016

Contents

Part 1: Purpose, vision and mission

The Purpose of the People Strategy
The Strategic Plan
Vision
Mission
Strategic goals
Enablers
Strategic themes
Translating strategy into practice

Part 2: The strategic context

The challenges facing the HE sector
Research funding
Knowledge exchange and public engagement
The student experience
Graduate employability
A global outlook
Competition from other higher education sectors
Digital technologies
The people implications for the University of Edinburgh
Values, Culture and Ethos
Leadership
Management
Talent Management and Career Development
Talent Management in Practice

Part 3: Key people themes

(i) Attract, (ii) Reward and (iii) Retain the best talent from across the world

Promote, champion and support transformational leadership and management:

- (i) Leadership, succession planning and diversity
- (ii) Research leadership

Developing people:

- (i) Enhancing the quality of the student experience
- (ii) Research
- (iii) Innovation
- (iv) Improving graduate employability
- (v) Professional and career development

Achieve global impact
Foster a culture of inclusivity, health and well-being

Part 4: Human Resources

HR vision
HR mission
Aim
Guiding principles
How we work

Part 5: People Plan

To be developed through consultation with Colleges, Support Groups, trade unions and other stakeholders

The University of Edinburgh
Draft People Strategy 2012 to 2016

Part 1: Purpose, vision and mission

The Purpose of the People Strategy

1. The University's People Strategy has been derived from the University's Strategic Plan covering the period 2012 to 2016. It has been informed by the many challenges facing the Higher Education (HE) sector and sets out a forward looking, ambitious people agenda designed to strengthen the University's global standing, in particular, to address these complex and pressing issues from a position of strength and confidence. The Strategy recognises that the effective governance, leadership and management of people issues takes place across the University's Colleges, Schools and Support Groups at all levels of activity.

The Strategic Plan

2. Our Strategic Plan sets out our vision and mission.

Vision

3. To recruit and develop the world's most promising students and most outstanding staff and be a truly global University benefitting society as a whole.

Mission

4. The mission of our University is the creation, dissemination and curation of knowledge. As a world-leading centre of academic excellence we aim to:

- enhance our position as one of the world's leading research and teaching universities and to measure our performance against the highest international standards
- provide the highest quality learning and teaching environment for the greater wellbeing of our students and deliver an outstanding educational portfolio
- produce graduates fully equipped to achieve the highest personal and professional standards
- make a significant, sustainable and socially responsible contribution to Scotland, the UK and the world, promoting health, economic growth and cultural wellbeing.

Strategic goals

5. We will realise our vision through our three strategic goals of excellence in education, research and innovation. These strategic goals represent our core business areas.

Enablers

6. Our three enablers of People, Infrastructure and Finance amplify how we will achieve our goals through clearly defined strategies over the period of the Plan.

Strategic Themes

7. Our six strategic themes will inform and guide our approach to achieving our goals.

Translating strategy into practice

8. Our People Strategy translates the University's Strategic Plan into practice by providing both the direction and the detail of how the people aspects of our overall institutional strategy will be achieved. These are presented in the form of five 'Key People Themes' and supported by a series of related 'Key People Strategies'. The Strategy will itself be underpinned by a detailed implementation plan, The People Plan, that sets out clear actions, timescales and measures for success. The successful implementation of the People Strategy will be monitored by Staff Committee.

Part 2: The strategic context

The challenges facing the HE sector

9. The HE sector in the UK is undergoing a period of transformational change which requires Universities to respond effectively to a range of national and international developments that represent the most significant challenges that have faced higher education in recent decades. Some of the key factors driving this change are:

- (i) an uncertain funding context allied to the need for greater income diversification to enhance our financial sustainability;
- (ii) the global economic downturn compounded by the growing financial crisis in European economies;
- (iii) the need for universities to engage with international partners to address issues of global significance;
- (iv) a political environment in which the contribution of Universities to society and the economy must be clearly evidenced through successful knowledge exchange and public engagement;
- (v) ever higher expectations from students and their parents for an outstanding student experience;
- (vi) a growing demand from employers and students for graduates to have excellent skills fit for the 21st century workplace;
- (vii) increasing competition from other growing HE sectors such as Brazil, Russia, China and India; and
- (viii) the revolutionary impact of digital technologies in education, research and society more widely.

10. From the perspective of the people agenda, these drivers require Universities to embed effective models of governance, leadership, management and organisational development that provide the foundations for operating successfully in a highly volatile and competitive global context.

Research funding

11. In the increasingly competitive environment for research funding, the imperative is to meet the new priorities of the Research Councils, major charities and the European Union in order to grow further our research grant income. In particular, to respond to the policy environment with a focus on larger grants for major multidisciplinary projects on issues of global significance. These developments require the University to enhance further the capacity of our research leaders to think and act strategically to align institutional bids to the

priority areas of the major research funding bodies. The quality of our research leadership will be vital in both securing long term financial sustainability and enhancing our world standing.

12. The Research Excellence Framework will be a major focus for the University to further consolidate its standing as a world leading university and will require a multitude of approaches for attracting highly talented research staff at all levels. There is also an imperative to ensure that our current staff have support to produce the highest quality outputs for submission to maximise our success in this exercise and build capacity for any future evaluation process.

13. The introduction of demand management policies by some Research Councils carries implications for enhancing further our skills for writing outstanding grant proposals in order to secure an even greater rate of success in securing major strategic bids. The benefits lie in strengthening the reputation of both individuals and the institution, as well as optimising our income from research grant funding. The shift to a model of demand management also means developing robust internal peer review mechanisms.

Knowledge exchange and public engagement

14. UK and Scottish Governments require co-investment from industry on many new state funded projects. Thus, faced with the importance of the impact agenda and the need to optimise income generation, it is vital to foster a culture and design supporting policies that promote positive engagement with industry. The University has already developed key strategies to transform the way in which we engage with business, industry, public and third sector organisations to ensure that the research we undertake makes a significant and positive contribution to benefit both society and the economy and we will wish to embed this approach further across our disciplines. ¹ Edinburgh has enjoyed considerable success in enhancing its work on impact through the RCUK 'Beacons for Public Engagement' initiative, which has helped to support, recognise, reward and build capacity for public engagement across the UK, through the creation of university-based collaborative centres. At Edinburgh, our 'Beltane' project, encourage citizen participation and understanding of areas of research relevant to public policy, such as health, life sciences, energy and environment. We will continue to build on the strong foundations of this project. ² A notable feature of our strengths derives from the fact that we develop highly skilled people for the global economy and this is another aspect of our educational provision that we can enhance through developing our skills and expertise in embedding knowledge exchange principles in our curriculum.

15. Equally relevant to the impact agenda, is the ability to demonstrate the relevance of our work to society by engaging positively with the public to share knowledge, expertise and skills for the wider benefit of civil society. The University has well established policies and development programmes that support effective public engagement strategies, which will be co-ordinated under the auspices of the Researcher Experience Committee, to achieve a step change in our activity by adopting a strategic approach that facilitates the sharing of good practice and identifies the multiple ways in which successful public engagement occurs. The

¹ **Research Councils UK – 'Excellence with Impact'**

² **Research Councils UK – Public Engagement – Beacons for Public Engagement**

active involvement of our students in these two areas of priority will also help to build our capacity and understanding of public engagement and enhance the quality of our practice for now and the future. We see our success in this work as a defining feature of being a major civic University.

16. In this extremely competitive and demanding funding climate, universities will be seeking to identify and capitalise on opportunities for income diversification to raise necessary funds to invest in the student experience, campus enhancements, the quality of the learning, working and living environment; and sustaining a workforce with the right skills, attributes and leadership qualities to deliver our institutional mission and goals.

The student experience

17. The University's commitment to providing an outstanding education defined by an exceptional student experience can be achieved by providing on-going professional development for staff to maintain the highest standards of delivery of learning and teaching; ensuring a highly relevant, research-informed and flexible curriculum to prepare our students to make the strongest possible contribution to society; promoting excellence in assessment and feedback; equipping colleagues to design innovative programmes, including developing more e-learning and distance learning programmes to expand student choice and flexible ways of learning; shaping a more interdisciplinary curriculum which has greater resonance for our students; and embedding international themes into the curriculum to engender wider international appeal.

Graduate employability

18. UK and European education and skills agendas aim to ensure a highly skilled workforce, with Universities playing a central role in preparing people for the modern working environment with skills and attributes that reflect prevailing economic and industry needs.³ Graduate employability is taken equally seriously by employers and students, placing significant emphasis on the importance of universities providing an educational experience which enhances disciplinary expertise as well as developing the skills and attributes that will contribute fully to all sectors of society. A capacity for team working, creativity, innovation and entrepreneurialism are just some of the newer skills sought and which need to be incorporated across our curricula.⁴

A global outlook

19. The University's global outlook will be shaped by building further our role as a leading international player in our education, research, innovation and knowledge exchange activities. In support of our ambitions across all these spheres, the University will invest in ensuring that we offer a welcoming environment to international staff and students: we must exhibit outstanding leadership skills in leading international staff teams; be attuned to embedding international themes into our curriculum to ensure that it has resonance with our student body; have the capacity to build strategic alliances with global partners: academic, commercial and governmental; and prepare our graduates to contribute fully as global

³ Universities UK 'Futures for Higher Education Analysing Trends' page 5

⁴National Centre for Graduate Entrepreneurship 'Leading the Entrepreneurial University', October 2009 page 7

citizens.⁵ In order to enhance our international presence further, we need to increase our influence on international policy-makers in shaping developments as they affect higher education. We need to build our skills for operating effectively in the global environment, through greater international secondment and work opportunities for both academic and professional services staff; draw on international models of good practice, as well as share and showcase our own expertise abroad; and promote greater cultural awareness and proficiency in multilingualism across our staff and our students bodies.

Competition from other HE sectors

20. The growth of emergent world class HE sectors, particularly Brazil, Russia, India and China and others, such as, Germany and Singapore, signal a period of growing international competition for staff and students that will impact on our own opportunities for growth and success. To this end, it will be vital to offer a highly distinctive educational and work experience to be able to recruit the very best talent from around the world to maintain our own global standing. Tailored approaches to recruitment, development and retention will be necessary, with a strong emphasis on excellent leadership which creates an environment where staff feel highly motivated and valued.

Digital technologies

21. The rapid technological developments in the modern world demonstrate the need to be able to review our approaches to teaching and research on an on-going basis. Students have different expectations of how technology should be used to facilitate their education. The challenge is not only to be able to invest in the on-going costs and development of our technological base, but to be aware of the potential of new and emergent technologies so that we can exploit them effectively. Ensuring that staff know as much about these technologies and their capabilities as our students will be key. We will also need to have the skills to use these technologies in new and differing ways in order to maximise their benefits across our different areas of work, significantly enhancing our efficiency. To this end, we need to embed digital literacy and digital wisdom across our workforce to cover the breadth of our activities and functions. The development of 'Massive open on-line courses', or MOOCs, is an example of the revolution that is taking place in distance education, designed to enable large scale participation via the web. The University of Edinburgh is already one of a very few partners outside the United States which has joined the Coursera consortium offering world class education to anyone irrespective of their geographical location or financial standing. The role of technology in undertaking research and delivering teaching will change further and may transform the manner in which teaching will be delivered in the future. There is potential to look at further developments in on-line and distance learning in anticipation of the next generation of students seeing these as commonplace in the field of educational delivery. In up-skilling our workforce in the use of digital technologies, we will also embed good practice in ensuring that staff health and welfare is an essential consideration in moving to new ways of working and learning.

⁵ **Universities HR 'Changing times in UK universities, what difference can HR make?' page 7**

The people implications for the University of Edinburgh

22. The purpose of the University's People Strategy is to shape, develop and contribute to organisational effectiveness through the identification of strategies, actions and plans that position Edinburgh in the strongest possible place to address the multiple and complex challenges described above. The People Strategy and the work that will support its delivery will be predicated on the University's approach to risk management; its commitment to ensure efficiency, effectiveness and value for money in the management of the business; and the recognition that growth and success will derive from the collaborative pursuit of our goals as a whole University community. These challenges can be considered in more detail under key strategic themes that relate to the goals, objectives and strategies in the University's Strategic Plan. These key themes are by their very nature integrated, for example, recruitment, reward and retention are linked to excellent leadership fostering a culture which supports a diverse University community. These strategies should therefore be seen as part of an holistic approach to realising our strategic ambitions.

23. The People Enabler in the University's Strategic Plan sets out the main aim of our People Strategy, which is to value, support, develop and utilise the full potential of our staff, working with each other across the community of the University to make our university a stimulating and successful place to work.

Values, Culture and Ethos

24. Our values, culture and ethos foster an environment which embodies our commitment to equality and diversity and promotes a positive culture for working and studying which all members of the community treat each other with dignity and respect; and where we encourage and enforce appropriate behaviour towards colleagues. These are essential features for us to be recognised as a good international employer, setting the highest professional standards and fostering a truly inclusive culture that is welcoming to all. We also recognise the importance of ensuring that all staff are seen to be making a valuable contribution to the success of the University working in highly effective and collaborative ways that together create a vibrant and dynamic University community, in which all staff feel a true sense of professional fulfilment. The working environment also reflects the type of employer we are and so emphasis will be placed on creating a healthy working environment, mindful of the need to achieve a fair work/life balance, equitable workloads and promote initiatives that support staff in taking ownership for adopting their own approach to maintaining a healthy lifestyle.

Leadership

25. Exemplary leadership skills form an essential part of fulfilling our ambitions: we will develop our leadership competences at all levels to ensure that staff understand their own leadership styles and can adapt them to deal with different situations so that they motivate and energise their teams to achieve even greater success. We will prepare colleagues for leadership roles early in their careers, so that they have the necessary depth and breadth of experience to take on larger roles with greater responsibility. Significant steps will be taken to achieve greater diversity amongst our leaders and to this end, it will be important to understand how we can make leadership roles more attractive and appealing to a much

wider pool of talent. Our leadership philosophy will be to embrace collaboration and collegiality as key to our future success.

Management

26. Management skills will be equally important and great emphasis will be placed on preparing managers to deliver change and innovation effectively and swiftly in a highly competitive and ever evolving environment, where competitive advantage, responsiveness and opportunism will feature across our activities. Through extensive development, coaching and mentoring, managers will be accomplished in creating a high performance culture and be confident in dealing with every aspect of managing staff: from setting clear expectations and rewarding excellence to managing poor performance and staff exits where necessary.

Talent Management and Career Development

27. Universities are ideally positioned to have well developed talent management strategies that are at the leading edge of practice – focused on talent growth and development.

28. There is a powerful argument to support the need for a sustainable and high quality workforce that has the capacity and capability to maintain the higher education sector's world class standing. If we are to maintain international excellence, it will be essential to be able to attract, retain and motivate talented staff. We also need to adapt our people strategies in response to a climate of constrained public funding, where affordability of future incremental or national pay awards, coupled with the higher costs of employers' pension contributions, require universities to achieve a delicate balance between managing organisational staffing structures and costs with retaining a committed and creative workforce that supports our global ambitions.⁶

Talent Management in practice

29. There are many definitions and models of talent management. Adopting a life cycle model is perhaps the most appropriate for Edinburgh, because it embodies our commitment to source, attract, select, train, develop, retain, promote and move employees through the organisation throughout their career with the University. Talent management offers a strategic, long term career management model which addresses retention and is also sufficiently flexible to fulfil a variety of other people management objectives for the University, such as, facilitating a motivated, responsive and agile workforce through effective leadership and succession planning that is centred on an individual's particular strengths and career development potential.

30. A further long term benefit of talent management is that it involves an on-going evaluation of workforce capabilities and the development required to sustain these, so that University staff continue to have the skills, competence and expertise to contribute to our future growth and development, able to adapt to meet new conditions and changing demands at a time of increasing uncertainty and competition.

31. Discussions with individual members of staff take place in relation to their personal objectives, career and development plans, including future aspirations for leadership, where

⁶Higher Education Funding Council for England 'The HE Workforce Framework' page 50

succession planning and leadership potential has been identified by the line manager or an interest expressed by the employee. These discussions are used at School, Service, College and Support Group level to inform decisions in relation to current and future talent needs, succession planning, leadership development and how these factors link to organisation needs. In aligning individual skills and objectives to those of their School or Service, it is recognised that staff contribute to the goals of their respective areas in different ways, for example, there are a growing number of hybrid roles; some staff will have a stronger focus on learning and teaching than research; others may not wish to have a career that is about upward progression, but may develop their skills to grow in different directions and fulfil different roles over the course of their career at the University. The principle underpinning our whole approach to talent management and career development will be to afford staff the time and space to develop, subject to how such development will directly contribute to the more effective performance of their role and how this will fulfil the needs of their School or Service.

The University will derive its future success by embedding a culture of innovation and creativity in how we work, this will be facilitated by offering far more opportunities to staff to gain experience across other parts of the University, whether through secondments or leading or participating in university-wide projects; or gain international experience. Renewed interest in developing a graduate employment scheme will be explored to attract high calibre early-career staff to the University, particularly those seeking careers in professional services. This idea will form part of an evolving agenda to promote more cross-university experience, which both broadens the skills and knowledge of staff and offers more creative and fulfilling career opportunities for them.

There is a need to move away from the traditional paternalistic model of career management, which defines career progression purely in terms of an upward, linear trajectory. The language of “career routes” and “career paths”, often reinforces this rather limiting conception of career management. In the modern highly complex world of work, a career can take many different forms and follow many different courses, where it is for the individual to define their own career plan. Thus, emphasis will be placed on supporting staff in defining their own career journey, whereby they can manage their own aspirations in a way that best aligns their personal career goals with those of their School or Service, on the basis that there is no one size fits all model. The greater use of competency-based frameworks will also enable staff to map more easily their strengths and development needs as they chart their route for career progression. The importance of expanding opportunities for staff to benefit from mentoring and coaching will also inform future investment in development provision.

32. The proposition to adopt a talent management philosophy in the way we support and develop our staff, is therefore predicated on a commitment to use current people management policies and processes, enhanced by the employment of more extensive management information that is used and shared strategically across the University, to facilitate the best possible career prospects for our staff, whilst delivering our mission and long term priorities.

Part 3: Key people themes

33. The People Strategy is divided into five high level 'people themes', which represent the key people management priorities in the Strategic Plan:

- i. Attract, reward and retain the best talent from across the world
- ii. Promote, champion and support transformational leadership and management:
- iii. Developing people
- iv. Achieve global impact
- v. Foster a culture of inclusivity, health and well-being

Each theme is underpinned by key people strategies that will fulfil their successful delivery and implementation.

34. Attract, reward and retain the best talent from across the world

Key people strategies

(i) Attract

- promote the attractiveness of the University as a globally-significant institution through tailored recruitment strategies that market our reputation and distinctiveness
- identify strategies to appoint the best candidates and achieve greater diversity across the workforce
- implement an e-recruitment system to deliver a positive applicant and recruiter experience consistent with a world class university and provide robust management information
- develop a dedicated relocation service and dual career system for international staff to facilitate a smooth transition in settling in to their new life and work
- support new staff to enable them quickly to become effective in their new roles through tailored induction processes
- support the effective recruitment and retention of international staff and develop and enhance excellent web-based guidance on UKBA Regulations
- explore the innovative use of social media to attract the highest calibre of academic and professional services staff

(ii) Reward

- reward excellence and success in a variety of ways through a total reward strategy aligned with University goals
- foster a climate in which all our activities are highly valued by producing good practice guidance on how to recognise excellence in education, research and innovation
- review contribution rewards to facilitate greater flexibility
- through equal pay audits and review processes, ensure pay parity and equity in our pay policies and their application in practice

(iii) Retain

- support effective staff retention through integrated and inclusive approaches to career development, succession planning and promotion
- develop and retain staff talent through a planned, systematic and inclusive approach to succession planning and capacity building at local levels
- review retention policies to ensure that they remain flexible and adaptable to meet the needs of a fast moving and competitive global employment market

35. Promote, champion and support transformational leadership and management

Key people strategies

(i) Leadership, succession planning and diversity

- invest strategically in our staff to inspire and equip them to deploy a range of skills to shape, influence and lead
- foster a culture of high aspiration and performance, drawing on excellent leadership, effective management and employee engagement by providing a wide range of leadership and management development linked by clear succession planning routes
- identify and nurture talent early to support effective succession planning and build the next generation of academic and professional services leaders
- develop a flexible mentoring framework to support staff across all areas of the University and extend coaching to foster management styles in keeping with a University ethos and culture
- build on models of good practice to increase the proportion of women and other under-represented groups in leadership roles at all levels of the university

(ii) Research leadership

- generate a cohort of future research leaders who define, shape and drive the agenda on making advances in solving key global research challenges
- maximise our competitive research funding success in the UK, Europe and beyond by developing the skills of our research leaders to think and act strategically by prioritising and aligning our strategic priorities to the economic and funding environment
- enhance our skills to shape, influence and secure strategic partnerships with research funders; specifically engage with EU priorities for Horizon 2020 and play a leading role in all RCUK Grand Challenge research programmes
- enhance our capacity to actively monitor and objectively appraise the short and long-term financial implications of all major research policy decisions

- create an environment which encourages cross-disciplinary thinking, ideas and proposals through our leadership development programmes for researchers
- professionalise our approach to securing EU funding, and supporting our staff to be successful consortium leaders
- define, design and deliver a range of approaches to enhance reputation, profile and success in public engagement

36. Developing People

Key people strategies

(i) Enhancing the quality of the student experience

Provide an exceptional and distinctive student experience by equipping our staff to:

- use our globally-leading strengths in research to underpin and inform our teaching
- take a cohesive, inclusive and individualised approach to enhancing our student experience that encompasses all subjects, all modes of learning, all student services, and all parts of our estate
- embrace new technologies as part of enhancing the learning experience
- deliver prompt and effective assessment feedback
- have the skills and knowledge to respond effectively to the range of our students' circumstances, experience, expectations and aptitudes
- expand and enhance our distance education provision

(ii) Research

Foster a vibrant, successful and interactive research community through an extensive range of development programmes, workshops, seminars, conferences and interventions that enable staff to:

- pioneer new and emerging areas of research across the boundaries of traditional disciplines including by encouraging outstanding global research collaborations
- combine our proven research excellence with demonstrable economic, environmental, health and social impact
- drive increased high impact knowledge exchange and public engagement
- stimulate innovation and seek out novel applications benefiting the economy and society as well as enhancing our international profile
- foster and encourage new opportunities for growth and collaboration with partners in the UK and internationally, in universities, industry, government and the charities

- enhance our capacity for interdisciplinary research as well as foundation research, so that we have breadth and capacity to enhance our research standing across all our areas of strategic interest
- support staff so that each career transition can be made smoothly at every stage of one's research career, with a particular emphasis on early career and postdoctoral staff

(iii) Innovation

Stimulate a culture of innovation, creativity and entrepreneurialism which supports staff and students to translate their research into solutions that benefit and enrich society locally, nationally and internationally by enhancing our skills, expertise and confidence to:

- inspire students and staff to acquire and use their entrepreneurial and management skills, and to start new companies
- develop the skills and aptitudes necessary to build long term, sustainable relationships of value with stakeholders in industry and the SME community through a focussed and proactive engagement policy
- instigate knowledge exchange, and innovative staff exchange, links with industry and with cultural institutions and public service providers in the public and third sectors
- understand and use strategies to engage with the public to articulate how our research activity and expertise is benefitting society locally, nationally and globally
- embed the skills necessary to influence public policy debate, formulation and implementation into practice
- grow and diversify our income from a wide range of financially-sustainable academic and commercial activities which generate surpluses for re-investment

(iv) Improving graduate employability

Improve graduate employability by developing staff to:

- embed graduate attributes and employability in all our curricula, and equip our students to compete in the global marketplace
- work with employers, professional bodies, alumni and other stakeholders to ensure our degree programmes are responsive to need, producing graduates with socially and economically valuable attributes and expertise
- equip our graduates with the expertise and graduate attributes they need to achieve their full potential within the global community
- broker strategic partnerships between academics, industry, specialists and other institutions to enhance the development of graduate attributes in all students

(v) Professional and career development

- produce an organisational development strategy supported by a clear governance framework and new learning management system that enables the University to inform our strategies, policies and provision based on high quality management information
- motivate our staff to be part of our world-changing aspirations by clearly linking individuals' objectives to those of their School/Support Department and the University through annual reviews
- promote flexible interdisciplinary and team working, job exchanges and secondments, to provide opportunity for staff to broaden their experience, skills and knowledge and operate effectively in an increasingly cross-functional/interdependent work environment
- support professional and career development, planning and advancement
- measure the benefit of our investment in staff development

37. Achieve global impact

Key people strategies

- working in partnership with senior academic colleagues, shape, design and deliver strategically focused development to support staff to contribute to international and national priorities for teaching and research
- develop our skills to position ourselves to create and seize opportunities at the frontiers of new knowledge, as an attractive partner with a track record of delivery
- enhance our capacity and competitiveness by using a variety of tailored approaches to cultivate our skills, competence and confidence to exercise influence in securing international strategic partnerships and collaborations with other leading universities, the commercial sector, and governmental and civil society organisations, which are built on excellence and driven by shared academic interest
- maximise our global outreach, influence and capacity-building contributions through learning to apply a range of high level influencing, negotiating and networking competences
- embed a philosophy and approach to our work that helps build integrated responses to complex global issues
- promulgate the success of our Global Academies in creating innovative approaches to trans-disciplinary academic collaboration
- through our Researcher Development and other related provision enhance our understanding of how to incorporate internationalisation in all areas of University activity, including by developing a globally-relevant curriculum, promoting global

citizenship and collaborating on teaching, research and knowledge exchange with international partners

- harness our skills and opportunities to promote global citizenship in our community through our work
- promote and recognise the value of international mobility, cross-cultural understanding, and multilingualism for all our students and staff

38. Foster a culture of inclusivity, health and well-being

Key people strategies

- foster our ethos of collegiality, tolerance, compassion and strong ethics, through effective employee engagement and empowerment, transparency and excellent communications
- foster a culture which permits freedom of thought and expression within a framework of mutual respect
- embed equality, inclusion and diversity as fundamental principles throughout our community
- promote a policy and framework to ensure dignity and respect across all our interactions to foster a genuinely positive, inclusive and supportive culture
- support the University's commitment to equality and diversity through the design, and implementation of an Equality Impact Assessment Framework that will enable the University to embed good practice across all areas of its activities as well as meet its legal obligations
- implement and embed the University's Equality Outcomes and Action Plan to ensure that the University is regarded as an exemplar of good practice
- contribute to wider social objectives such as addressing high unemployment amongst young people, through the active promotion of Apprenticeships and the Edinburgh Guarantee
- equip our staff to embed our commitment to social responsibility and sustainability in our curricula, policies, strategies and procedures.

Part 4: Human Resources

HR vision

39. To be a sector-leading HR service defined by excellence and innovation.

HR mission

40. To support Edinburgh's mission as a world-leading centre of academic excellence for the creation, dissemination and curation of knowledge by promoting an inclusive, high performance culture which identifies and nurtures talent; develops and rewards success; and integrates academic, professional and personal career goals with those of the University.

Aim

41. To advance Edinburgh's position as a globally significant University, through our aspirational, exciting and innovative approaches to attracting, developing and rewarding our people.

Guiding Principles

- Operating as a strategic, integrated and business-oriented service across all that we do
- Exhibiting a global outlook in our approach to shaping the people agenda
- Working in partnership with managers, staff, trade unions and all other relevant stakeholders
- Ensuring that our services are always delivered in a timely, responsive, flexible and solutions-focused way
- Valuing and celebrating difference whilst upholding the highest standards of equality of opportunity for all
- Ensuring that equity, fairness and transparency shape and inform our policies, practices and processes
- Embodying the highest standards of integrity, probity and professional conduct in our approach to our work and the service that we provide to all
- Embracing a culture of continuous improvement
- Evolving and shaping an environment that fosters creativity and innovation in our ideas, initiatives and the solutions we offer
- Acting in a way that is responsible, accountable and ethical.

How We Work

42. Human Resources at the University of Edinburgh is comprised of dedicated professional teams of expert staff who operate at University, College and Support Group level, providing a business-oriented, client-facing service to the broad University community. The structure of the service reflects the devolved character and culture of the University in order to ensure that the service achieves an appropriate balance between sustaining the highest professional standards, whilst tailoring the service to meet the diverse needs of different parts of the University. The role of HR at the University is to act as a strategic partner in the development of the University as an organisation. ⁷.

⁷ Universities HR 'Changing times in UK universities what difference can HR make?' page 37
19

Part 5: People Plan 2012-2016

To be developed through consultation with Colleges, Support Groups, trade unions and other stakeholders

September 2013

The University of Edinburgh

The University Court

16 September 2013

'Zero Hours Contracts' Briefing

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

This paper provides a briefing for Court members in relation to media coverage of 'zero hours contracts' and the University of Edinburgh's position and plans.

Action requested

This paper is for information.

Resource implications

Does the paper have resource implications? No, not in itself.

Risk assessment

Does the paper include a risk assessment? No. The paper describes action taken to reduce the risk of negative publicity or employee relations issues.

Equality and diversity

Has due consideration been given to the equality impact of this paper? No. The paper is a briefing, so does not have the potential for equality impact in itself. However, plans are in place to carry out a full Equality Impact Assessment as part of the review of 'hours to be notified' (HTBN) contracts referred to in the paper.

Freedom of information

Can this paper be included in open business? No.

Its disclosure would substantially prejudice the effective conduct of public affairs

For how long must the paper be withheld? Until the conclusion of the HTBN review project.

Originator of the paper

Sheila Gupta
Director of HR
9 September 2013

The University of Edinburgh

The University Court

16 September 2013

Summary of the Findings of the Equal Pay Audit 2013

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

This paper summarises the outcomes of the Equal Pay Audit 2013 which covers all the employees of the University. Equality is central to the People Enabler of the University's Strategic Plan, in particular the gender equality KPIs. Monitoring is essential in order to provide an accurate picture upon which recommendations for action can be made.

Action requested

Court is asked to note the summary findings.

Resource implications

Does the paper have resource implications? No, not directly.

Risk assessment

Does the paper include a risk assessment? No

Equality and diversity

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

Yes, the paper relates directly to equality monitoring.

Freedom of information

Can this paper be included in open business? Yes

Originator of the paper

Lindsey Miller
Senior Partner Reward
University HR Services
On behalf of Remuneration Committee
9th September 2013

Summary of the Findings of the Equal Pay Audit 2013

The University's Equal Pay Audit 2013 was published on the 30th May 2013 and the full report can be found at http://www.docs.csg.ed.ac.uk/EqualityDiversity/Equal_Pay_Report_2013.pdf

The approach to the report and the ways in which the data has been analysed is detailed in sections 3 to 5 of the full report. In summary:

- the data has been analysed to enable comparison to previous audit figures which calculated pay gaps on a number of different equality indicators for employees in University grades 1 to 9
- the data has been analysed to provide headline pay gaps for the whole University staff population e.g. including those on Clinical paycales and legacy
- the data has been analysed in the most detail for University grades 1 to 10 both including and excluding the Hours To Be Notified population

Summary Findings

1. The following table enables comparisons with previous Equal Pay Audits:

All employees on University Grades 1-9 excluding hourly paid employees

Year	Grades UE01-UE09				Mean Pay Gap	Median Pay Gap
	Female Headcount	%	Male Headcount	%		
2007	3906	54	3350	46	17.8	16.3
2010	3786	55	3052	45	15.4	18.7
2013	4264	56	3395	44	12.75	16.18

2. All employee data was analysed showing pay gaps as follows:

Entire staff population pay gaps by gender

	ALL EMPLOYEES		ALL EMPLOYEES EXCLUDING HOURLY PAID	
Total population total salary range ('Pay') UE01 to UE10 and equivalent	£5,876 - £244,750		£5,876 - £244,750	
Total All Males (headcount) and % of population	6236	48.06%	4308	47.75%
Total All Females and % of population	6740	51.94%	4714	52.25%
Total Population Average Pay	£32,211		£35,030	
Total All Females Average Pay	£29,481		£31,081	
Total All Males Average Pay	£35,161		£39,351	
Total Population Median Pay	£28,685		£32,267	
Total All Males Median Pay	£30,424		£36,298	
Total All Females Median Pay	£27,047		£29,541	
Total Population Pay gap by Mean (difference of avg. salary of all females and avg. salary of all males shown as a % of male avg. salary)	16.16%		21.02%	
Total Population Pay gap by Median	11.10%		18.62%	

3. External guidance suggests that atypical employees should also be included in equal pay audits; however, there are specific reasons why we might want to exclude atypical employees from the analysis. Additionally, data was restricted to and analysed for employees whose terms and conditions (including pay) are determined by the University or University sector. Employees on legacy grades/grades determined by external bodies were excluded. Therefore, analysis of data including and excluding hourly paid employees but restricted to those paid on University grades 1 to 10 gave the following results:

All employees on University Grades 1-10 including/ excluding HTBN employees

	ALL EMPLOYEES		ALL EMPLOYEES EXCLUDING HOURLY PAID	
Total population total salary range ('Pay') on grades UE01 to UE10 only	£5,876 - £229,000		£5,876 - £229,000	
Total All Males (headcount) and % of population	5754	47.35%	3834	46.65%
Total All Females and % of population	6397	52.65%	4385	53.35%
Total Population Average Pay	£31,468		£34,245	
Total All Females Average Pay	£28,963		£30,481	
Total All Males Average Pay	£34,253		£38,550	
Total Population Median Pay	£27,854		£32,267	
Total All Males Median Pay	£29,541		£36,298	
Total All Females Median Pay	£27,047		£29,541	
Total Population Pay gap by Mean (difference of average salary of all females and average salary of all males shown as a % of male average salary)	15.44%		20.93%	
Total Population Pay gap by Median	8.44%		18.62%	

4. The impact of the Grade 10 population on the overall pay gap figures is highlighted in the analysis by individual University grade as follows:

Gender Pay Gap by Individual University Grade (UE01-UE10)

Headcount, mean and median salary by UE grade and gender and respective mean and median gender pay gap						
Grade	Gender	Headcount	Mean Salary	Median Salary	Mean Pay Gap	Median Pay Gap
UE01	Male	198	£13,751	£13,839	-0.17%	0.00%
	Female	398	£13,774	£13,839		
UE02	Male	175	£14,822	£14,905	0.77%	0.00%
	Female	76	£14,709	£14,905		
UE03	Male	179	£16,987	£17,503	0.37%	0.00%
	Female	213	£16,923	£17,503		
UE04	Male	166	£19,306	£19,606	-2.14%	-2.89%
	Female	496	£19,718	£20,172		
UE05	Male	184	£23,049	£24,049	0.08%	2.90%
	Female	584	£23,030	£23,352		
UE06	Male	327	£28,112	£28,685	-0.30%	0.00%

	Female	592	£28,197	£28,685		
UE07	Male	923	£34,195	£34,223	0.24%	0.00%
	Female	1032	£34,112	£34,223		
UE08	Male	794	£42,688	£44,607	0.67%	2.90%
	Female	607	£42,402	£43,312		
UE09	Male	449	£52,769	£53,233	0.12%	0.00%
	Female	266	£52,706	£53,233		
UE10	Male	439	£76,667	£70,205	7.60%	6.09%
	Female	121	£70,842	£65,927		

5. The full report provides further gender pay analysis and analysis by other protected characteristics where robust data is available. Commentary on trends, recommendations and reference to on-going equality work is also provided.

Additional Note: The Remuneration Committee regularly reviews information relating to the Grade 10 and Equivalent population, their salary levels and equality indicators (mainly gender and age). A separate annual Grade 10 Equal Pay Audit is carried out along with a number of other reports focussing on gender pay. At the August meeting of the Remuneration Committee the Independent External Observer, Professor Kenneth Miller Vice-Principal of Strathclyde University, advised that he was very impressed by the robust level of scrutiny, the exemplary approach and serious effort being undertaken with regard to improving gender pay equality for professorial and equivalent staff.

Originator of Paper

Lindsey Miller, Senior Partner Reward, University HR Services
9th September 2013

Report of from the Court Sub-Group

Introduction

Court at its meeting on 13 May 2013 appointed a Sub-Group to consider the Scottish Code of Good Higher Education Governance in detail and thereafter make recommendations on its implementation. The final Code was published on 18 July 2013 and the Main Principles are attached for information. There are a number of changes from the draft Code some material and others to provide clarity, of particular significance is the anticipated revision of the wording of the section on the role of the Rector in the 'ancient' Universities as set out in supporting guidelines for Main Principle 7.

The Code is published with effect from 1 August 2013 with institutions expected to implement any required changes during 2013/2014. While the University generally complies with the Code there are some areas where changes should be considered. There is a clear expectation that there should be complete compliance with the Main Principles of the Code and that institutions should observe the supporting guidelines. If there are material reasons for being unable to comply then there must be explanations given and these should be disclosed through the process of audit.

The Sub-Group has now met on two occasions and a comprehensive work plan is being drafted based on discussion at these meetings on compliance issues and priority areas: recommendations will be presented to Court once the Sub-Group has fully considered this document. However the Sub-Group wishes to make initial recommendations regarding the appointment process of the Vice-Convener.

Vice-Convener

Court will be aware that the term of office of Professor Stuart Monro as Vice-Convener ceases on 31 July 2014. There is therefore some urgency in taking forward recommendations on the process to appoint his successor. The previous process which was approved by Court in October 2008 required nominations for the position to be sought from amongst existing members of Court with all members of Court being eligible for appointment. Each nomination required a proposer and seconder, also from amongst existing members with nominations directed to the University Secretary who co-ordinated arrangements to conduct an election if more than one candidate emerged. This process normally commenced in the autumn preceding the academic year at the beginning of which the position would become vacant ie at this Court meeting.

The final Scottish Code of Good Higher Education Governance sets out a process for appointing to the position of Chair which is equivalent to Vice-Convener which involves the vacancy being widely publicised both internally and externally and for the process to be managed by the Nominations Committee.

The Sub-Group having considered all aspects wishes to recommend to Court that the appointment of the new Vice-Convener be managed by the Nominations Committee in accordance with the guidelines set out in the final Code such that the next Vice-Convener is in place by 1 August 2014.

In order to take forward the arrangements for the appointment of the next Vice-Convener, there are a number of other matters which the Nominations Committee will require to action and consider as a matter of priority to enable the process to commence as soon as possible. This includes drafting for

Court approval a statement on the roles and responsibilities of the Vice-Convener as chair of the institution to facilitate the recruitment process and form the basis of the job description for this position. In order to undertake this task the Committee would require to take account of the role of the Rector and in accordance with the Code a process to consult with staff and students on the job description. The detailed arrangements will also require to include a formal interview of short-listed candidates.

Terms of Reference of the Nominations Committee

The terms of reference of the Nominations Committee will require to be amended to include in its remit the co-ordination of the arrangements for the appointment of Vice-Convener and also an amendment to the membership. The Code intimates that the membership of the Nominations Committee should include at least one appointed staff member and one student member of Court. Currently the Nominations Committee consists of ex officio the Vice-Convener who chairs meetings of the Nominations Committee, the Principal and the University Secretary; one Senate Assessor and three lay members of Court one of whom is a General Council Assessor.

The Sub-Group recommends to Court amendments to the current terms of reference of the Nominations Committee such that included in its remit is the co-ordination of arrangements for the appointment of the Vice-Convener and an increase in membership to eight with the inclusion of one of the Students' Association's representatives on Court. Further the terms of reference should be amended to confirm that the chair of the Committee should not be the Vice-Convener where the Committee is managing the arrangements to appoint the Vice-Convener's successor.

Nominations Committee

In anticipation of the Court's agreement to these recommendations at the last meeting of the Nominations Committee there was discussion on the way forward to appoint the next Vice-Convener and consideration of revisions of the terms of reference of the Committee to comply with the new Code. A separate paper from the Nominations Committee is presented to Court for approval.

Dr Katherine Novosel
September 2013

Main Principles

1. Every Higher Education Institution shall be headed by an effective governing body, which is unambiguously and collectively responsible for overseeing the Institution's activities. In discharging its responsibilities it shall:
 - ensure the Institution's long-term sustainability;
 - conduct its affairs according to specified ethical standards;
 - have due regard to the interests of its stakeholders and the wider public;
 - determine the Institution's future direction and set the Institutional values;
 - ensure the protection of the academic freedom of relevant staff in compliance with relevant legislation and its own governing instruments;
 - ensure that it observes good practice in regard to equality and diversity;
 - foster a suitable environment whereby knowledge may be advanced and the potential of learners fulfilled; and
 - take all final decisions on matters of fundamental concern to the Institution.
2. The governing body shall ensure compliance with the governing instruments of the Institution, as well as other appropriate legal obligations including any arising in connection with its charitable status.
3. The governing body and its individual members (members) shall at all times conduct themselves in accordance with accepted standards of behaviour in public life which embrace selflessness, integrity, objectivity, accountability, openness, honesty and leadership.
4. The governing body shall meet sufficiently regularly and not less than four times a year, in order to discharge its duties effectively. Members of the governing body shall attend its meetings regularly and actively participate in its proceedings.
5. The governing body shall adopt a Statement of Primary Responsibilities which shall include provisions relating to:
 - approving the mission and strategic vision of the Institution, long-term business plans, key performance indicators (KPIs) and annual budgets, and ensuring that these meet the interests of stakeholders;
 - appointing the Head of the Institution (the Principal) as chief executive officer of the Institution and putting in place suitable arrangements for monitoring his/her performance. Both the appointment and the monitoring of performance of the Principal shall include consultation with staff and student members of the governing body;
 - ensuring the establishment and monitoring of systems of control and accountability, including financial and operational controls and risk assessment, clear procedures for handling internal grievances and "whistleblowing" complaints, and for managing conflicts of interest; and
 - monitoring institutional performance against plans and approved KPIs which, where possible and appropriate, should be benchmarked against other comparable institutions.

This Statement shall be published widely, including in the Annual Report and on the Institution's website, along with identification of key individuals (chair, vice-

chair (if any), Principal, chairs of key committees, other members and senior officers) and a broad summary of the responsibilities that the governing body delegates to management and also those responsibilities which are derived directly from the instruments of governance.

6. All members shall exercise their responsibilities in the interests of the Institution as a whole rather than as a representative of any constituency. The Institution shall maintain and publicly disclose a current register of interests of members of the governing body on its website.
7. The chair shall be responsible for the leadership of the governing body, and be ultimately responsible for its effectiveness. The chair shall ensure the Institution is well connected with its stakeholders, including staff and students.
8. The Principal shall be responsible for providing the governing body with advice on the strategic direction of the Institution and for its management, and shall be the designated officer in respect of the use of Scottish Funding Council funds. The Principal shall be accountable to the governing body which shall make clear, and regularly review, the authority delegated to him/her as chief executive, having regard also to that conferred directly by the instruments of governance of the Institution.
9. There shall be a balance of skills and experience among members sufficient to enable the governing body to meet its primary responsibilities and to ensure stakeholder confidence. The governing body shall draw up and make public a full evaluation of the balance of skills, attributes and experience required for membership of the governing body, which shall inform the recruitment of independent members of the governing body. The membership of the governing body shall be regularly assessed against this evaluation. The governing body shall establish appropriate goals and policies in regard to the balance of its independent members in terms of equality and diversity, and regularly review its performance against those established goals and policies.
10. The governing body shall have a clear majority of independent members, defined as both external and independent of the Institution. A governing body of no more than 25 members represents a benchmark of good practice.
11. Appointments of the chair, and of members appointed by the governing body, shall be managed by a nominations committee, normally chaired by the chair of the governing body and which includes at least one staff and one student member of the governing body. To ensure rigorous and transparent procedures, the nominations committee shall prepare and publish written descriptions of the role and the capabilities desirable in a new member, based on a full evaluation of the balance of skills and experience of the governing body. When selecting a new chair, a full job specification including a description of the attributes and skills required, an assessment of the time commitment expected and the need for availability at unexpected times shall be produced. In developing such a job description arrangements shall be put in place to consult staff and students before it is finalised. When vacancies arise in the position of the chair of the governing body or in its appointed members they shall be widely publicised both within and outside the Institution, making specific reference to the evaluation

referred to at Principle 9 and also to the desirability of ensuring the diversity of the governing body's membership.

12. The chair shall ensure that new members receive a full induction on joining the governing body, that thereafter opportunities for further development for all members are provided regularly in accordance with their individual needs, and that appropriate financial provision is made to support such training in accordance with criteria determined by the governing body. In its Institution's Annual Report the governing body shall report the details of the training made available to members during the year to which such Report relates.
13. The secretary to the governing body shall be responsible for ensuring compliance with all procedures and ensuring that papers are supplied to members in a timely manner containing such information, and in such form and of such quality, as is appropriate to enable the governing body to discharge its duties. All members shall have access to the advice and services of the secretary to the governing body, and the appointment and removal of the secretary shall be a decision of the governing body as a whole.
14. The proceedings of the governing body shall be conducted in as transparent a manner as possible, and information and papers restricted only when matters of confidentiality relating to individuals, the wider interest of the Institution or the public interest demands, including the observance of contractual obligations. The governing body shall also ensure that the Institution has in place appropriate arrangements for engaging with the public and the wider communities which it serves.
15. The governing body shall establish a remuneration committee to determine and review the salaries, terms and conditions (and, where appropriate, severance payments) of the Principal and such other members of staff as the governing body deems appropriate. The policies and processes used by the remuneration committee shall be determined by the governing body, and the committee's reports to the governing body shall provide sufficient detail to enable the governing body to satisfy itself that the decisions made have been compliant with its policies.
16. The governing body shall keep its effectiveness under regular review. Normally not less than every three years, it shall undertake an externally-facilitated evaluation of its own effectiveness, and that of its committees, and ensure that a parallel review is undertaken of the senate/academic board and its committees. Effectiveness shall be assessed both against the Statement of Primary Responsibilities and compliance with this Code. The governing body shall, where necessary, revise its structure or processes, and shall require the senate/academic board of its Institution to revise its structure and processes, accordingly.
17. The governing body shall reflect annually on the performance of the Institution as a whole in meeting long-term strategic objectives and short-term KPIs. Where possible, the governing body shall benchmark institutional performance against the KPIs of other comparable institutions.

18. The results of effectiveness reviews, as well as of the Institution's annual performance against KPIs and its progress towards meeting its strategic objectives, shall be published widely, including on the internet and in its Annual Report.

Complete Code:-

<http://www.scottishuniversitygovernance.ac.uk/wp-content/uploads/2013/07/Scottish-Code-of-Good-HE-Governance.pdf>

Report of the Nominations Committee

The Nominations Committee met on 5 September 2013 and wishes to comment and to make recommendations for approval to Court as detailed below:

Scottish Code of Good Higher Education Governance

The Nominations Committee has considered the implications of the new Scottish Code of Good Higher Education Governance in respect of the Nominations Committee and with the support of the Court Sub-Group reviewing the Code recommends to Court approval of the attached revised terms of reference for the Committee. These amendments will enable the Nominations Committee to undertake the tasks associated with the arrangements to appointment of the next Vice-Convenor and also increase its membership to include a student representative on Court.

Membership of Court and Committees

There was also discussion on the process to take forward future appointments of external members of Court and Committees based on the guidelines contained within the new Code. In order to assist in future recruitment processes, it is intended to present to the next meeting of the Nominations Committee draft Skills' Registers for Court and Committees.

Arrangements for Appointment of next Vice-Convenor of Court

The Court Sub-Group considering the new Code has identified as a priority the need to progress with the appointment of the next Vice-Convenor in line with the guidelines within the Code to enable the next Vice-Convenor to be in place by 1 August 2014. The Code states that the chair of an institution (equivalent to our Vice-Convenor) should be appointed via a recruitment process with the vacancy advertised within and out with the institution and the process to be managed by the Nominations Committee.

The Nominations Committee approved a draft timetable to enable the recruitment process to be completed early in 2014 and other details of the arrangements so that these are in line with the new Code. The next meeting of the Nominations Committee will take these arrangements forward and further information will be presented to the next meeting of Court for approval.

SBS Trustees

Mr Alan Johnston to be appointed an SBS Trustee with immediate effect until 31 July 2017 with the recommendation that the SBS Trustees consider appointing Mr Johnston chairman of the Trustees.

Student Enhancement Project Board

Professor Stuart Monro to be appointed Court member on this Project Board with immediate effect until 31 July 2014.

Dr Katherine Novosel
September 2013

NOMINATIONS COMMITTEE

Terms of Reference:

1 Purpose

To make recommendations to Court and manage the process for ~~on~~ the appointment of the Vice-Convener and co-opted members of Court, the Court's nominations on the Curators of Patronage and the filling of vacancies as these arise in the Standing Committees of Court.

2 Composition

2.1 The Committee shall consist of eight ~~seven~~ members.

2.2 The Principal, the Vice-Convener of Court, and the University Secretary, shall be ex officio members of the Committee.

2.3 The other members of the Committee shall consist of: at least one employee elected to Court ~~one~~ ~~(Court~~ Senatus Assessor or Non-Teaching Staff Assessor), one member appointed on an annual basis by the Students' Association (normally the President), and the remaining to be ~~and three~~ lay members of Court at least one of whom shall be a Court General Council Assessor.

2.4 Court shall appoint members of the Nominations Committee on the recommendation of the Nominations Committee.

2.5 The term of office of lay members will be no longer than their membership of Court and shall normally be for a maximum of three years.

2.6 The term of office of the Senatus Assessor, Non – Teaching Staff Assessor and General Council Assessor will be no longer than their membership of Court and shall normally be for a maximum of three years.

2.7 Previous members are eligible for re-appointment up to a normal maximum of two consecutive terms of office.

2.8 The Vice-Convener of Court shall be appointed ex officio Convener of the Committee except when the Committee is undertaking consideration of their successor. In these circumstances the University Secretary shall act as Convener of the Committee.

2.9 All members of the Nominations Committee are expected to comply with the University's Code of Conduct as set out in the University's Handbook and declare any interests which may conflict with their responsibilities as members of the Nominations Committee.

3 Meetings

3.1 The Committee will meet as required to fulfil its remit and will meet at least once in each academic session.

3.2 Minutes, agendas and papers will normally be circulated to members of the Committee at least five days in advance of the meeting. Late papers may be circulated up to two days before the meeting. Only in the case of extreme urgency and with the agreement of the Convener will papers be tabled at meetings of the Committee.

3.3 Non-contentious or urgent matters not on the agenda may be considered at a meeting subject to the agreement of the Convener of the meeting and the majority of members present.

3.4 Papers will indicate the originator/s and purpose of the paper, the matter/s which the Committee is being asked to consider and any action/s required and confirm the status of the paper in respect of freedom of information legislation.

3.5 Four members of the Committee shall be a quorum. This number must include two lay members of Court one of whom shall be appointed Convener by the majority of members present for the duration of the meeting should the Convener of the Nominations Committee not be present. The Principal or the University Secretary must also be present.

3.6 A formal minute will be kept of proceedings and submitted for approval at the next meeting of the Committee. The draft minute will be agreed with the Convener of the Committee prior to circulation and in the case of the absence of the Convener at a meeting the Committee member appointed to act as Convener for the duration of that specific meeting.

4 Remit

4.1 To make recommendations to Court on [the appointment of co-opted members of Court](#) ~~and candidates for co-opted membership of Court~~ [and to manage the appointment process for these positions](#) [and for the position of Vice-Convener.](#)

4.2 To make recommendations to Court on the Court's nominations on the Curators of Patronage.

4.3 To make recommendations to Court on the filling of vacancies of Standing Committees as these arise and to keep Court informed of the membership of its Standing Committees. [In respect of members of Standing Committees external to the University and Court to manage the appointment process of these external members.](#)

4.4 To consider, only at the request of any member of Court or the University Secretary, if there is a case for the removal of a co-opted member of Court and to advise Court on the outcome of its determination, in accordance with Court's agreed procedure for dealing with such circumstances.

5 Other

5.1 The Committee will from time to time undertake a review of its own performance and effectiveness as part of the overall review of the effectiveness of Court and its Committees and report thereon to Court.

5.2 In order to fulfil its remit the Committee may obtain external professional advice as necessary.

5.3 A report on issues discussed at each meeting will be provided to the subsequent meeting of Court.

5.4 Membership of the Committee will be published on the University's internet.

[Approved 26 February 2007](#)

The University of Edinburgh

The University Court

16 September 2013

Annual Report to the Scottish Funding Council on Institution-led Review and Enhancement Activity 2012/13

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

The paper is the University's annual report to the Scottish Funding Council on institution-led review and enhancement activity 2012/13, as required by SFC Circular SFC/14/2012. The report includes a statement of reviews by professional, statutory and regulatory bodies and their outcomes. The report is relevant to the University's Strategic Plan Goal of 'Excellence in Education'.

Action requested

Court is asked to endorse the report. The Vice-Convenor of Court is asked to sign off the annual report with the statement of assurance required by the SFC: *On behalf of the governing body of the University of Edinburgh, I confirm that we have considered the institution's arrangements for the management of academic standards and the quality of the learning experience for AY 2012/13, including the scope and impact of these. I further confirm that we are satisfied that the institution has effective arrangements to maintain standards and to assure and enhance the quality of its provision. We can therefore provide assurance to the Council that the academic standards and the quality of the learning provision at this institution continue to meet the requirements set by the Council.*

Resource implications

No additional resource implications are noted.

Risk assessment

Does the paper include a risk analysis? No.

Equality and diversity

Has due consideration been given to the equality impact of this paper? Internal review and monitoring processes are subject to Equality Impact Assessment.

Additional information

The report has been approved by Senate Quality Assurance Committee. The report has been sent to the electronic Senate of 10-18 September 2013 for noting and any comment it wishes to transmit to Court.

Originator of the paper

Dr Linda Bruce, Academic Services, August 2013



The University of Edinburgh

Annual Report to the Scottish Funding Council on Institution-led Review and Enhancement Activity 2012/13

1. Summary of principal quality assurance and enhancement activities, including self-evaluation processes undertaken in preceding academic year

The University's quality assurance activity, and enhancement activity generated through it, continue to operate successfully in alignment with the devolved structure of the institution. At the subject area and School levels, courses and programmes are monitored in detail and action taken on areas identified for further development. Good practice is also identified and discussed in the relevant subject area or School committees with the aim of wider promotion. This monitoring and enhancement activity feeds in turn into annual School reporting to the relevant College, where reports are scrutinised through a peer review process. The relevant College quality committee identifies common themes across Schools and recommends action where appropriate, including dissemination of good practice. The College committee monitors Schools' progress in completing recommendations from previous years. The three Colleges report in turn annually to Senate Quality Assurance Committee, where a further process of peer review takes place. Institution-level themes are identified and contribute to planning strategic activity. Recommendations for action are made to the Colleges, and good practice identified for consideration by all Colleges.

A review of School and College annual reporting was carried out in the latter part of 2012/13 with the aim of providing a reporting framework which will further develop the use of and value derived from benchmarking against appropriate internal and external indicators; identification of key issues for development and the use of benchmarking against appropriate internal and external indicators; action taken in response by Schools and Colleges; and of good practice for wider dissemination. The revised report format will be introduced for AY 2013/14.

The University continues to operate periodic internal subject review aligned with the Council's guidance and the framework set by the Quality Assurance Agency's UK Quality Code. The periodic internal review process continues to be evaluated annually on the basis of feedback from areas which have undergone review, and from review teams. While some minor administrative adjustments were made in the process for 2012/13 as a result, no significant changes were required. The publication in October 2013 of UK Quality Code Chapter B1, Programme Design and Approval, and Chapter B8, Programme Monitoring and Review, will provide the opportunity for a review of institution-led review processes in order to ensure their alignment with the Code.

The relationship between assurance and enhancement activity was further strengthened as a result of collaboration between the internal review process and the Institute for Academic Development. A workshop, 'Approaches to Enhancing the Student Experience', was held in April 2013. Focusing on two main

themes, 'graduate attributes' and 'student engagement', the event included presentations by academic staff on transferable strategies identified through internal subject review, followed by capacity-building sessions involving attendees from academic departments across the University. The programme included drop-in sessions on Institute for Academic Development support in general, support for preparing for internal review, and on the Quality Assurance Agency Enhancement Themes. The Quality Assurance Agency and the Higher Education Academy had stands at the event.

2. List of subject areas/programmes reviewed by PSRBs etc

A list of subject areas/programmes reviewed by professional, statutory and regulatory bodies, together with the outcomes of the reviews, is attached as an appendix.

3. Ways in which support services were reviewed

Student-facing support services are reviewed annually by a sub-committee of Senate Quality Assurance Committee. The reporting framework is designed to:

- Facilitate reflection on the strategic and operational role of services in relation to their impact on the student experience;
- Promote reflection on the ways in which services engage with students and other stakeholders to monitor and improve the quality of services;
- Support reflection on the ways in which the services promote high quality learning and continuous quality enhancement;
- Take account of the requirements of Professional, Statutory and Regulatory bodies (PSRBs), where appropriate;
- Provide a forum for the sharing and dissemination of good practice.

The sub-committee reports to the meeting of Senate Quality Assurance Committee which considers the annual College reports. Senate Quality Assurance Committee approves commendations and recommendations for each support service. In the following year's report the support services provide an update on action taken in response to the recommendations. In 2012/13 eleven student support services were reviewed, with the Finance department being included in the review for the first time. A review of the optimum scope of the review framework in terms of the impact of services on the student experience resulted in the inclusion for 2013/14 of the Institute for Academic Development and Student Recruitment and Admissions. Detailed preparations are currently underway for the first Periodic Enhanced Review in 2013/14, which will be of the student-facing elements of Information Services.

4. Key messages derived from monitoring and analysis of performance indicators and other data, esp regarding retention, progression, completion, attainment and achievement, from feedback from students (incl. NSS) and other key stakeholders, and actions taken

All internal subject reviews consider a data suite which forms the basis for discussion of student performance, progression and attainment. The University remit for all reviews includes consideration of 'key features of the student population and implications for the learning and teaching/research experience'. School and College annual quality monitoring includes analysis of data covered by this heading, and Senate Quality Assurance Committee and Senate Curriculum and Student Progression Committee consider a range of student progression data. Analysis of progression data showed that the University outperformed the HESA Performance Indicator, the Scottish sector average and the UK sector average. With the aim of further supporting the University's performance in this area, internal review activity during 2012/13 emphasised the increasing importance of appropriate support for students at key transition points in providing a secure platform for student retention and achievement. This recognises the importance of

maintaining attention on SFC Outcome 3 for 2012/13 (Access to university for people from the widest possible range of backgrounds), and from 2013/14, Outcome 1.3 (to increase the retention rate of first year undergraduate full-time Scottish domiciled students from the groups identified in the Outcome Agreement, to the University's Strategic Plan 2012-16 Strategic Theme of providing an 'outstanding student experience', and to the international student experience, allied to the Strategic Plan Strategic Theme of 'Global Impact'. Recommendations were made to subject areas tailored to discipline-specific contexts, and the theme was reported to the Student Experience Project (see below) to contribute to further development of student support measures.

The range of feedback from students was further strengthened in 2012/13 by the introduction of the Edinburgh Student Experience Survey (ESES), which will be repeated annually. The survey complements NSS, PTES and PRES, and gathers views from all pre-final year undergraduate students on a range of satisfaction indicators. The inaugural survey showed evidence of high levels of student satisfaction with the quality of their degree and their overall university experience. The University's Student Experience Project is a medium-term project aimed at further enhancing the key elements of an outstanding student experience. Scores in the area of student satisfaction with feedback showed an improvement on previous years' NSS results, which have also improved in the most recent NSS survey. This improvement notwithstanding, the scores are lower than desired and continue to be monitored by measures already underway as endorsed by the University Court in September 2012. Many of the themes emerging from this monitoring are embedded in the development needs identified in section 5.

5. Any significant issues relating to development needs or good practice identified as a result of these review processes

These are noted under the relevant headings in the report, together with action proposed. In summary, they are:

Good practice:

- Students' engagement in their own learning, notably through the student peer support initiatives (University Strategic Plan Strategic Goal 'Excellence in Education', target 1.2; UK Quality Code Chapter B4; Outcome Agreement Outcomes 1.3 and 1.4)
- Student engagement in quality processes (EUSA-University Student Engagement Statement; UK Quality Code Chapter B5)
- Evidence of the new Personal Tutor system not only embedding in its first year of operation but also being used in response to student needs as a platform for innovation (University Strategic Plan Strategic Goal 'Excellence in Education', target 1.1; UK Quality Code Chapter B4; Outcome Agreement Outcomes 1.3 and 1.4)
- Evidence of good practice across disciplines in provision of feedback to students (University Strategic Plan Strategic Goal 'Excellence in Education', target 1.1; Outcome Agreement Outcomes 1.3 and 1.4)
- Ongoing development of student engagement with graduate attributes in the curriculum (University Strategic Plan Strategic Goal 'Excellence in Education', target 1.1; UK Quality Code Chapter B4; Outcome Agreement Outcomes 1.3 and 1.4)

Development needs:

- Appropriate support for students at key transition points (University Strategic Plan Strategic Goal 'Excellence in Education', target 1.1; UK Quality Code Chapter B4; Outcome Agreement Outcomes 1.3 and 1.4; to be taken forward through the Student Experience Project)

- Ongoing work to enhance students' experience of feedback on their work (University Strategic Plan Strategic Goal 'Excellence in Education', target 1.1; UK Quality Code Chapter B3; Outcome Agreement Outcomes 1.3 and 1.4; to be taken forward through a package of measures endorsed by the University Court)
- Further enhancement of the student experience in collaborative activity, particularly in placements (University Strategic Plan Strategic Goal 'Excellence in Education', target 1.2; UK Quality Code Chapter B10; to be taken forward through a review of existing guidance and further engagement measures with Schools)
- Enhancement of referencing graduate attributes in course and programme information for students (University Strategic Plan Strategic Goal 'Excellence in Education', target 1.2; UK Quality Code Chapter B3; Outcome Agreement Outcomes 1.3 and 1.4, to be taken forward through a project on programme and course information, currently in the scoping stage)
- Evidence of good practice and also some variability in accessibility of the curriculum (University Strategic Plan Strategic Goal 'Excellence in Education, KPI 1.0, UK Quality Code Chapter B3; to be taken forward through implementation of the Accessible and Inclusive Learning Policy (2013), which mainstreams a number of adjustments)
- Increasingly complex demands on student support services from increasingly diverse student body (University Strategic Plan Enabler 'Infrastructure', Target 5.2; UK Quality Code Chapter B4; to be taken forward through Student Experience Project and support group consideration of requirements)

It was evident from review activity that the Student Experience Project is making a key contribution to driving enhancements and providing a framework for addressing development needs.

6. Role and nature of student involvement in review processes and in student engagement more broadly

Briefing material has been introduced for students on how to engage with reviews and their follow-on through student-staff liaison committees, and for Schools on how to engage students, including contributing to the subject-specific remit for reviews and to the analytical report produced by the subject area as part of the documentation for the review. The guidance reflects the experience of students on all types of provision, including online distance learning.

Student membership of review teams continues to include sabbatical officers and students from the wider student body. The inclusion of the latter has a very positive effect on student engagement in quality processes, with students who do not necessarily hold representative office becoming enthusiastic proponents of the value of reviews and quality processes, actively promoting student engagement to their peers.

Student members of review teams play a full role in the reviews. Convenership of the meetings during the review is allocated among team members before the review. At this point the student member is encouraged to convene a meeting during the review, although this is not compulsory. While the student member often convenes the meetings with student representatives, efforts are made to identify where student members have expertise in other aspects of the review remit and may wish to convene a relevant meeting.

Edinburgh University Students' Association (EUSA) and the University work in partnership to ensure that students are central to governance, decision making and quality assurance and enhancement. A joint EUSA-University Student Engagement Statement was published in February 2013 and will be reviewed annually to reflect the ongoing development of the student voice and to ensure that the University has a coherent and effective strategy in place for student representation and engagement in quality processes.

Student engagement operates at every point in the student journey. This includes student-staff liaison committees and other fora appropriate to the nature of the provision, including distance learning; student participation on committees at every level of the University, including the University Court, Senate and its committees and short-life task groups; College, School and subject area committees; and all processes

relating to quality assurance and enhancement. At course and departmental level a system of elected class representatives provide the link between students and staff in matters including teaching, learning, assessment and academic services. School representatives form the link between class representatives and the EUSA Academic Council. EUSA offers ongoing training for representatives throughout the academic year. In addition, a series of networking lunches is held which provide an opportunity for representatives and the University to engage on issues facing students.

The University continues to work on developing student participation in partnership with EUSA and with support from Sparqs, using the UK Quality Code Chapter B5, Student Engagement, as a benchmark.

More broadly, the University has a clear commitment to providing an outstanding student experience (University Strategic Plan 2012-16 Strategic Theme 'outstanding student experience'), and as part of that aims to foster a sense of being part of a community of learners. Working in partnership with EUSA to encourage the development of student peer support activities is part of this commitment and forms part of the University's Student Experience project. Every School across the University now has in place Peer Support Schemes or is working towards launching pilot projects for undergraduates in at least one year group by AY 13/14. Peer Support activities also take place in student services and in partnerships between services. Institute for Academic Development provides a peer support toolkit to support staff in academic schools and services to create and implement peer support initiatives. Peer support will be monitored through the University's quality assurance processes from 2013/14.

7. Reflective overview of key findings from previous year's reviews, including areas of strength and issues for further development across whole institution or in specific areas or aspects of provision, and comments on 'distance travelled' and the impact of previous enhancement measures

7.1 Internal subject reviews: areas of strength

Innovations in student peer support continue to be developed, and were commended during the review cycle. A wide variety of activity showed evidence of creative engagement in their own learning by students, and committed support by subject areas. Activity includes learning clusters, evening study skills sessions and essay surgeries, use of peer-assisted on-line tools, autonomous learning groups supported by academic staff, and a dissertation conference. All activities also made a significant contribution to the development of students' graduate attributes. These will be reported to Senate Learning and Teaching Committee in Semester 1 2013/14 as part of the annual report on themes from internal review activity, and will be considered for inclusion in a future capacity-building workshop through the Institute for Academic Development to promulgate good practice further.

Reviews found evidence of enhancements to the provision of feedback to students, including mechanisms to share knowledge and practice between courses and programmes. The impact of this good practice on the student experience is now beginning to be evident through the recent ESES results and the NSS results which, although still disappointing, are beginning to show an upward trend.

The impact of the Scottish Enhancement Themes, Employability and Graduates for the 21st Century continues to be evident. All reviews showed evidence of the embedding of graduate attributes in pedagogical developments, and of continuing development of mechanisms to support this. Within the College of Science and Engineering there was evidence of productive relationships with existing industrial liaison boards at both taught and postgraduate research levels, and of the development of new boards to include feedback and commentary from some employers to aid future curriculum planning and to ensure graduate attributes relevant to industry are further developed within programmes. The involvement of recent graduates in career development events is also notable.

All subject areas displayed positive evidence of active student engagement in quality systems and in their own learning, and of ongoing development of mechanisms to support and respond to this momentum.

Reviews explored the effectiveness of current practice, and found much to commend. It was obvious that subject areas are working to create a variety of opportunities for students to engage with and enhance their learning and wider experience. In order to strengthen practice further, recommendations were made aimed at improving the effectiveness of closing the feedback loop. Practice in this area will be further supported across the University by the introduction from August 2013/14 of principles and a code of practice on 'Learning from and Responding to the Student Voice', and 'Principles for Student-Staff Liaison Committees.' (University Strategic Plan Strategic Theme 'Outstanding Student Experience').

The first review of postgraduate provision in the new Edinburgh College of Art (comprising the former Edinburgh College of Art and the School of Arts, Cultures and the Environment) since the merger with the University found that the merger had provided increased opportunities for interdisciplinary programmes across the School. The culture of collaboration has encouraged integration not only across the disciplines with Edinburgh College of Art but across the University more widely, with partnerships being formed with Schools in the College of Science and Engineering, and the launch of the new postgraduate Design Informatics programme. In terms of the quality of the student experience review teams noted increased development opportunities for students including studentships and knowledge exchange.

7.2 Issues for further development (whole institution or specific aspects of provision)

Reviews have considered how better to support academic literacies and study skills more formally in the curriculum. Actions to date have been tailored to deliver solutions appropriate to the specific context of individual disciplines. These have included a recommendation to work closely with the Institute for Academic Development to create material applicable to a highly specialised cohort of adult learners and sharing practice with disciplines with similar entry profiles which have been devising strategies to support their students. Collaboration with feeder FE Colleges to look at academic literacy and study skill requirements as part of the pre-entry preparations has also been advised.

In terms of the impact of previous enhancement measures it was clear throughout all reviews of taught provision that the introduction of the Personal Tutor system in 2012/13 as part of the three-year Student Experience Project was being taken forward by Schools with much attention to the quality of the student experience. A variety of good practice was already evident in reviews, although these came at a very early point in students' experience of the new system, and this good practice has been reported to Student Experience Project for use in capacity-building. Areas for further development were also identified and have been similarly reported. One particular theme to emerge was that of support for students at key transition points. These included initial induction, and the transition to Honours level study. Review teams made recommendations designed to assist with the further development of the Personal Tutor system.

Several reviews included provision delivered through placements with a range of providers. Issues identified for further development included enhancement of partnership engagement with placement providers to improve support for students on placement, and involving placement providers in giving feedback on the graduate attributes of students on placement with the aim of developing the employability of individual students, and embedding of graduate attributes in courses and programmes. A detailed suite of University guidance already provides a secure basis for collaborative activity, and will be reviewed and refreshed through a work package to be undertaken in 2013/14.

There was some evidence that graduate attributes could be more fully referenced in information for students about courses and programmes. This issue will be addressed as part of a University project to enhance programme and course information, to be led by the Assistant Principal Learning Developments. The project is currently in its scoping stage and is expected to run through to July 2015.

As part of the standard University remit reviews explored a range of equality and diversity issues, including the extent to which accessible learning was mainstreamed. While best practice was evident across a range

of provision, including making field trips accessible to all students, there was some variability in other aspects of provision. To address this, the University has developed a policy on 'Accessible and Inclusive Learning', which applies from August 2013. In line with the University's strategic goal of excellence in learning and teaching, it seeks to enhance the student experience by creating a learning environment that is dynamic, accessible and inclusive. The policy will contribute to this by mainstreaming a small number of adjustments.

Reviews identified the need for further development of support for students at key transition points, whether on entry to the University because of the characteristics of specific groups of entrants, or specific transition points during the progression of all students.

8. Alignment of University and PSRB quality assurance processes

The Scottish Social Services Council has expressed an interest in closer alignment of its quality assurance processes with the University, and this is being explored for future internal subject reviews.

9. Student Support Services Quality Assurance Framework: reviews of student support services

The University provides a comprehensive and high quality range of services to students. The services are well used by students and there is evidence to indicate that students appreciate the services offered and rate them highly. Core student-facing services were included in the first Edinburgh Student Experience Survey (ESES) in Semester 2 2013, with some very positive results. This demonstrates the significant contribution that the services make to the overall student experience and the need to continue to develop the services to meet the needs of an increasingly diverse student population. While the diversity of the student population continues to grow, it is pleasing to note the evidence from ESES that 94% of respondents considered that they had received fair and equal treatment from the University, and that they had been treated with dignity and respect.

Indicators of quality include several external indicators:

- The Student Disability Service was re-validated by the Scottish Government in June 2012 to carry out DSA Needs Assessments;
- The Student Counselling Service is the only student counselling service of any Scottish University and one of only four Russell Group Universities to be accredited by the British Association for Counselling and Psychotherapy. The Student Counselling Service continues to be one of four such accredited services in Scotland;
- The Careers Service is accredited to the Matrix Standard;
- The ISB survey ranks the University of Edinburgh's Student Disability Service 3rd for satisfaction out of all participating institutions and 4th out of the Russell Group institutions. It is rated as 9th in the UK and 10th in the full ISB rankings;
- The Centre for Sport and Exercise is listed in the 'Scotland the Best' review as 'best gym in town' from 2002 to 2012 inclusive. It is consistently top rated for sports facilities in the Complete Good University Guide. It is rated 6th out of around 150 higher education institutions across the UK in the British Universities and Colleges Sport (BUCS) year-end rankings 2012.

A common theme in reviews of student services was that of increased demand from postgraduate and international students. Since 2007/08 the University has experienced a growth of approximately 8% in the percentage of the student community which is international. Many of these students require specialist advice and support, for example visa support. Arising from the reviews, the University has been asked to con-

sider the infrastructure to support the delivery of services to an increasing international student population, and a suitable front-of-house operation for international students. Action has already been taken during 2012/13 in response to concerns raised in the previous reporting cycle with regard to rising student numbers, in the form of additional centrally-allocated exceptional in-year resource to a number of services aimed at alleviating pressures. To meet continued growth in international postgraduates the University will see plans for a substantial expansion of its postgraduate accommodation stock come to fruition over the next few years. In 2014/15 247 rooms will open as the first phase of a new University development at Holyrood, followed in 2015/16 by 595 rooms and finally in 2016/17 311 rooms will complete this major postgraduate facility. Other developments, over 400 rooms, are at the planning stage and will provide further increases in postgraduate stock from 2015 and beyond. From 2015 the University will start to rapidly expand its postgraduate guarantee of accommodation so that ultimately it will be able to provide a guarantee of accommodation to all postgraduate students throughout their time in Edinburgh. The University will be the first major university to do this, with significant benefits to residents.

It is recognised by the services that students out with the University's central area and/or with heavy timetable commitments could have problems accessing the central service locations. The services are finding ways to overcome this by establishing satellite branches at other campuses and by outreach schemes. Since the last report significant developments have taken place in this regard with the redeveloped King's Buildings site as well as satellite services at Moray House and Easter Bush.

The previous year's reviews of student services identified the need to involve services at an earlier stage in the planning and consultation of developments that are likely to impact on them. The University's Student Experience Project is making a key contribution in promoting closer collaboration between services and academic units, resulting in services being involved in both the strategic development of initiatives as well as their implementation. The review of student services in 2012/13 renewed the emphasis on ensuring that services continue to be included at an early point in the development of teaching and learning initiatives in order that they can plan and budget their resource effectively.

10. The following learning provision was reviewed in 2012/13:

Teaching Programme Review (undergraduate unless otherwise stated):

- Childhood Practice
- Classics
- Economics
- Engineering (all disciplines, undergraduate and taught postgraduate provision)
- History of Art
- Earth Sciences (undergraduate and taught postgraduate provision)
- Philosophy

Postgraduate Programme Review (taught postgraduate and research unless otherwise stated):

- College of Medicine and Veterinary Medicine (postgraduate research)
- Edinburgh College of Art
- GeoSciences
- Literatures, Languages and Cultures

11. Forward plan for reviews in forthcoming AY

Teaching Programme Review (undergraduate unless otherwise stated):

- Business and Accounting
- Chemistry (undergraduate and taught postgraduate provision)
- Divinity
- Geography (undergraduate and taught postgraduate provision)
- Politics and International Relations
- Social Policy

Postgraduate Programme Review (taught postgraduate and research unless otherwise stated):

- Education
- Informatics
- Philosophy, Psychology and Language Science
- Social and Political Sciences

University of Edinburgh Annual Review Statement to SFC Appendix August 2013

Degree Programme Title	Name_of_Accrediting_Body	URL_of_Accrediting_Body	Outcome	comment
MA Accounting and Finance	Chartered Institute of Public Finance and Accountancy	http://www.cipfa.org/Training-and-Qualifications/Current-students/Exemptions	Successful	
MA Business Studies and Accounting	Chartered Institute of Public Finance and Accountancy	http://www.cipfa.org/Training-and-Qualifications/Current-students/Exemptions	Successful	
BN with Honours Nursing	UK Nursing and Midwifery Council	http://www.nmc-uk.org/	Registered Nurse Adult branch	
BSc Physics	Institute of Physics	http://www.iop.org/	Accreditation	
BSc Astrophysics	Institute of Physics	http://www.iop.org/	Accreditation	
BSc Computational Physics	Institute of Physics	http://www.iop.org/	Accreditation	
BSc Mathematical Physics	Institute of Physics	http://www.iop.org/	Recognition	
BSc Physics with Meteorology	Institute of Physics	http://www.iop.org/	Accreditation	
BSc Chemical Physics	Institute of Physics	http://www.iop.org/	Accreditation	
MPhys Physics	Institute of Physics	http://www.iop.org/	Accreditation	
MPhys Astrophysics	Institute of Physics	http://www.iop.org/	Accreditation	
MPhys Computational Physics	Institute of Physics	http://www.iop.org/	Accreditation	
MPhys Mathematical Physics	Institute of Physics	http://www.iop.org/	Recognition	
MChemPhys Chemical Physics	Institute of Physics	http://www.iop.org/	Accreditation	
MChemPhys Chemical Physics with Industrial Experience	Institute of Physics	http://www.iop.org/	Accreditation	
Oral Health Sciences	General Dental Council	http://www.gdc-uk.org/Dentalprofessionals/Education/Pages/default.aspx	Full accreditation	

Degree Programme Title	Name_of_Accrediting_Body	URL_of_Accrediting_Body	Outcome	comment
BSc Physics and Music	Institute of Physics	http://www.iop.org/	Not accredited	newly designed programme with larger proportion of courses in Music which has reduced the amount of material in Physics

The University of Edinburgh

The University Court

16 September 2013

The University of Edinburgh Baseline Statement on Quality Arrangements

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

The paper presents the baseline statement of the University's quality arrangements. It replaces the previous version produced in 2008. The statement is produced in alignment with the Scottish Code of Good Higher Education Governance, the Scottish Funding Council's guidance on public information about quality and the Quality Assurance Agency UK Quality Code Part C, Information About Higher Education Provision. It is kept under review and updated when relevant. The statement has been approved by Senate Quality Assurance Committee and transmitted to Senate for endorsement. The paper is relevant to the University's Strategic Plan Theme of 'Excellence in Education'.

Action requested

For endorsement.

Resource implications

No additional resource implications are noted.

Risk assessment

Does the paper include a risk analysis? No.

Equality and diversity

Has due consideration been given to the equality impact of this paper? Internal review and monitoring processes are subject to Equality Impact Assessment.

Additional information

The report has been approved by Senate Quality Assurance Committee. The report has been sent to the electronic Senate of 10-18 September 2013 for noting and any comment it wishes to transmit to Court.

Originator of the paper

Dr Linda Bruce, Academic Services, August 2013



The University of Edinburgh Baseline Statement on Quality Arrangements

The University of Edinburgh's baseline statement on quality arrangements is published in alignment with the Scottish Code of Good Higher Education Governance and the Scottish Funding Council's guidance on public information about quality and the Quality Assurance Agency UK Quality Code Part C, Information About Higher Education Provision . It is kept under review and updated when relevant.

The statutory framework: the Universities (Scotland) Acts

In common with the other 'ancient' Scottish universities, the University of Edinburgh's governance structures are prescribed by the Universities (Scotland) Acts 1858 to 1966 that, *inter alia*, set out the powers and responsibilities of the University Court and the Senatus Academicus (Senate).

Senate, in accordance with these Acts, has responsibility for the regulation and supervision of teaching and as such has set up arrangements for the quality assurance and enhancement of teaching. Court, as the governing body of the University and in accordance with statute, can review decisions of Senate, and through the Resolution process Court approves the establishment of new degrees, the regulations for the awarding of degrees, student admission, and the recognition of teaching and its regulation by other than Edinburgh University staff.

Within this framework, the Court has recognised that it has significant responsibilities in this area. The quality of teaching is clearly linked to the University's reputation and brand and is of strategic importance. Court therefore requires to be informed of the arrangements made by the Senate for teaching quality assurance and enhancement and to review those arrangements from time to time. Currently at each of its meetings Court considers a report on the student experience. Moreover, if there were serious concern about any aspect of the Senate's Quality Assurance and Enhancement arrangements Court could enquire as to the action being taken to address the situation.

Court and Senate structures

The Court and the Senate have committee/group structures which enable exercise of their responsibilities; these committees and groups operate in accordance with approved terms of reference and reporting arrangements, with some reporting to both Court and Senate. There are also arrangements for direct communications between Court and Senate on items of mutual interest by way of reports on discussion at meetings and, in the case of Senate, on the outcome of the electronic circulation of non-contentious papers. Members of Court are able to attend meetings of Senate and have access to open papers. The Principal, as well as being a member of Court, is also

President of Senate and four Assessors, elected by Senate, are full members of Court. The student body is represented on both Senate and Court and many of their committees/groups.

The internal University structure

The University also operates a highly devolved internal system of governance, having established three Colleges: Medicine and Veterinary Medicine; Science and Engineering; and Humanities and Social Science and three Support Groups: Student and Academic Services Group; Information Services Group; and Corporate Services Group.

The Heads of the Colleges are Vice-Principals appointed by Court for a defined period, following an approved procedure which includes external advertisement. They have overall managerial responsibility for their College combining resource management with academic leadership, including formal responsibility for teaching quality and enhancement issues. The University has a number of thematic Vice Principals who have responsibility for strategic leadership in a particular area or areas, serving on a part-time basis. Thematic Vice Principals are designated by the University Court on the recommendation of the Principal. The remit of the Vice Principal Learning and Teaching is of particular relevance to teaching quality and enhancement. The University also has a number of Assistant Principals, who are responsible for progressing the University's strategic objectives and developing University policy in specific areas. Their work is largely project orientated and their role is normally part time and combined with existing academic or other duties. Assistant Principals are designated by the University Court on the recommendation of the Principal. The remits of the Assistant Principal Academic Standards and Quality Assurance, Assistant Principal Learning and Development and Assistant Principal Researcher Development are relevant to teaching quality and enhancement.

Reporting on assurance and enhancement arrangements

In accordance with its responsibility for the regulation and supervision of teaching, Senate puts in place arrangements in respect of quality assurance and enhancement of education provision and reports on these to Court as necessary. The Annual Institutional Statement of Internal Review Activity to the Scottish Funding Council provides Court with assurances of the effectiveness of these arrangements.

Matters of sufficient importance concerning the quality of the University's teaching provision may be brought to Court's attention, where appropriate, by the Principal, the Senate Assessors and the Student Representatives or indeed by any other member.

The responsibility for the setting of the strategic direction of the University, principally by approving the University's Strategic Plan, is led by Court. The University's mission as contained in its currently approved Plan states:

The mission of our University is the creation, dissemination and curation of knowledge. As a world-leading centre of academic excellence we aim to:

- *enhance our position as one of the world's leading research and teaching Universities and to measure our performance against the highest international standards;*
- *provide the highest quality learning and teaching environment for the greater wellbeing of our students and deliver an outstanding educational portfolio;*

- *produce graduates fully equipped to achieve the highest personal and professional standards; and*
- *make a significant, sustainable, and socially responsible contribution to Scotland, the UK and the world, promoting health, economic and cultural wellbeing.*

The Strategic Plan is built around three strategic goals, one of which is Excellence in Education, and three enablers to deliver these goals: exceptional people, high-quality infrastructure and financial sustainability. Six strategic themes assist in directing the University's approach to achieving these goals. Progress towards achieving the targets set within the Strategic Plan is monitored by the Central Management Group, Finance and General Purposes Committee and Court.

The Colleges' and Support Groups' annual planning submissions, which are used as part of the resource allocation process, are based around the vision of the Strategic Plan and ensure that Court can be satisfied of the actions being taken to deliver against it.

The University's Risk Register and the work of the Internal Audit service as reported to the Audit Committee, also provide Court with further monitoring of, and assurances about, University activities related to quality arrangements.

Equally as important as the monitoring performed through the range of mechanisms outlined above, quality targets are also subject to day-to-day oversight by individual senior managers: quality assurance permeates the day-to-day activities of those delivering teaching, learning and student services activities.

Senate oversight of quality

Excellence in Education is a core strategic goal in both the University's current (2012-2016) and previous (2008 to 2012 and 2004 to 2008) strategic plans.

Senate exercises ultimate control of quality assurance. In order to strengthen academic governance and enhance the student experience, Senate devolves powers to four committees which take forward discussion, decision-making and action within specific strategic remits: Senate Learning and Teaching Committee, Senate Quality Assurance Committee, Senate Curriculum and Student Progression Committee, and Senate Researcher Experience Committee. Representatives of the student body are members of these committees. Court receives the annual report of the Senate committees.

Senate Quality Assurance Committee is convened by the Assistant Principal Academic Standards and Quality Assurance. It is responsible for the University's academic quality assurance framework. The committee oversees the monitoring and review arrangements of colleges and student support services, and acts as a planning forum for the discussion and promotion of developments in academic quality assurance, whether internally driven or externally indicated. Along with the other Senate committees, Quality Assurance Committee reports annually to Senate on its actions and proposes future activity for endorsement within the framework of the University's Strategic Plan. Senate Quality Assurance Committee includes representatives of all three Colleges, of Schools, an external member from within the Scottish Higher Education system, representatives of EUSA, of the Institute for Academic Development, the University Secretary or nominee, a representative of a student support service, and a member with expertise in collaborative provision. Up to two additional members may be co-opted onto the Committee

University-led monitoring and review of quality and standards

The University's quality assurance framework is based on a set of key principles:

Every member of staff involved in learning and teaching has a role to play in ensuring teaching quality; monitoring and review should add value and should not be formulaic or 'tick-box'; monitoring and review should lead to enhancement of the student experience; monitoring and review should take place as close as possible to delivery; assurance that monitoring and review is comprehensive and that consequent appropriate action is taken should be undertaken at the next closest level.

Formal responsibility for routine monitoring of teaching quality at the University is largely devolved to the three colleges. This affords greater flexibility to the colleges to operate slightly different approaches to reflect the particular structure and context of the college, while at the same time operating within the University's framework for quality assurance and enhancement. This framework is constructed in alignment with the Quality Assurance Agency's expectations and indicators as set out in the UK Quality Code. The Quality Assurance Agency's periodic review of the Code provides the University with the opportunity to map its detailed alignment through its policies and procedures, and to carry out enhancements if necessary. Senate Quality Assurance Committee has oversight of this process.

The University's annual monitoring process covers all credit-bearing provision, and all schools conduct annual monitoring. An overview of issues arising (positive and areas for further development) from this monitoring feed in to the annual school quality report to the appropriate college. Good practice is identified for wider dissemination, and recommendations are made where development needs are identified. Colleges in turn report to Senate Quality Assurance Committee on key trends arising from annual monitoring as part of their broader report on the assurance of quality. The Senate level committee similarly identifies commendations and recommendations, and uses these to inform its activity.

Student services which support the student learning experience are reviewed annually by Senate Quality Assurance Committee. The outcomes are discussed at the same meeting as those from school and college annual monitoring, thus enabling interlocking themes and actions to be identified.

Periodic review of academic and support service provision is carried out on a cycle of not more than six years, and align in frequency and content with Scottish Funding Council guidance (SFC/14/2012). Review reports contain commendations which form the basis of highlighting good practice for wider dissemination in the University, and recommendations for further development which may be directed to the academic area, the college, or any part of the University. Progress with recommendations is monitored at set points following the reviews until completion. The impact of reviews on the student learning experience is strengthened by collaboration with the Institute for Academic Development, which provides support to schools in taking forward recommendations where appropriate, and delivers capacity-building workshops based on good practice commended in reviews.

Effective student representation is a vital aspect of the University's quality assurance processes and the University and Edinburgh University Students' Association (EUSA) work in partnership to promote student representation and engagement. The EUSA and University Student Engagement Statement sets out the joint commitment in this respect. The University is committed to providing an outstanding student experience and recognises the important role of its students as co-creators

of their own academic experience. Students are encouraged to play an active role in ensuring their University experience is an excellent one. Students are critical members of a thriving and vibrant academic community which is constantly evolving and developing. Staff at the University work in partnership with EUSA to ensure that students are central to governance, decision making, quality assurance and enhancement, providing opportunities for our students to become active participants and giving our students a voice. Crucial to this is the engagement of students at every point in the student journey, at every level of the University, and in both the formal curriculum as well as in co-curricular activities.

Feedback from students on their learning experience forms a key part of annual monitoring and periodic review. Further student views are gathered annually through the Edinburgh Student Experience survey, sent to all pre-final year undergraduate students, and through external surveys including the National Student Survey, the Postgraduate Taught Experience Survey and the Postgraduate Research Experience Survey.

Externality is a key feature of the University's monitoring and review processes and takes account of external examiners, external subject specialists on internal reviews, professional, statutory and regulatory bodies (PSRBs) and other external bodies including employers.

The University reports annually to the Scottish Funding Council on its monitoring and review activity, including reviews by PSRBs during the year. The report highlights the key messages from review activity, institution actions and the impact of these, and is aligned with other relevant Scottish Funding Council monitoring and reporting arrangements. Court receives the report for endorsement, via Senate Quality Assurance Committee and Senate. In endorsing the report, Court confirms that it is satisfied the University has effective arrangements to maintain standards and to assure and enhance the quality of its provision, and that the standards and quality of the learning provision continue to meet the requirements set by the Council.

The effectiveness of the University's management of quality and standards is subject to external scrutiny through the periodic Enhancement-Led Institutional Review (ELIR) operated by the Quality Assurance Agency in Scotland. At its most recent ELIR the University received the highest possible outcome of 'confidence in the [...] current, and likely future, management of the academic standards of its awards and the quality of the student learning experience it provides'. Court receives information on the ELIR outcome, to endorse the University's approach to these reviews and to consider the outcomes.

Conclusion

Court is content that the primary overall responsibility for teaching quality assurance and enhancement rests with Senate, and that the University's reporting framework is such that Court has sufficient access to information and papers to enable it to monitor the effectiveness of these arrangements and to raise any matters of serious concern should these arise.

September 2013

The University of Edinburgh

The University Court

16 September 2013

Donations and Legacies to be notified

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

A report on legacies and donations received by the University of Edinburgh Development Trust from 14 June to 31 August, prepared for the Meeting of Court on 16 September 2013.

Action requested

For information.

Resource implications

Does the paper have resource implications? No

Risk assessment

Does the paper include a risk assessment? No, not applicable.

Equality and diversity

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

Freedom of information

Can this paper be included in open business? No

Its disclosure would substantially prejudice the effective conduct of public affairs

Originator of the paper

Ms Kirsty MacDonald
Executive Director of Development & Alumni Engagement / Secretary, University of Edinburgh
Development Trust.