



UNIVERSITY COURT

21 September 2015

Minute

Present: Mr Steve Morrison, Rector (in chair)
The Principal, Professor Sir Timothy O'Shea
Sheriff Principal Edward Bowen
Dr Anne Richards, Vice-Convener
Ms Doreen Davidson
Dr Alan Brown
Mr Ritchie Walker
Dr Marialuisa Aliotta
Professor Sarah Cooper
Professor Jake Ansell
Dr Claire Phillips
Mr David Bentley
Dr Robert Black
Lady Susan Rice
Ms Alison Grant
Mr Jonny Ross-Tatam, President, Students' Representative Council
Ms Urte Macikene, Vice-President Students' Representative Council

In attendance: Mr Sandy Ross, Rector's Assessor
University Secretary, Ms Sarah Smith
Mr Hugh Edmiston, Director of Corporate Services
Ms Leigh Chalmers, Director of Legal Services
Mr Gavin Douglas, Deputy Secretary, Student Experience
Mr Gavin McLachlan, Chief Information Officer & Librarian to the University
Dr Ian Conn, Director of Communications & Marketing
Mr Gary Jebb, Director of Estates & Buildings
Ms Leigh Chalmers, Director of Legal Services
Ms Zoe Lewandowski, Director of Human Resources
Ms Kirstie Graham, Deputy Head of Court Services
Dr Lewis Allan, Head of Court Services
Vice-Principal Professor Dorothy Miell, Head of the College of Humanities and Social Science (for Item 5)
Professor David Argyle, Head of The Royal (Dick) School of Veterinary Studies (for Item 5)
Professor Graeme Reid, Dean of Learning & Teaching, College of Science & Engineering (for Item 5)
Mr Luke Reeve, Partner, Ernst & Young (for Item 7)
Mr Dave Gorman, Director of Social Responsibility (for Item 10)

Apologies: The Rt Hon Donald Wilson, Lord Provost of the City of Edinburgh
Mr Peter Budd
Dr Chris Masters
Ms Angi Lamb
Mr Alan Johnston

1 Minute **Paper A**

The Minute of the previous meeting held on 22 June 2015 was approved.

Court noted apologies and welcomed new General Council members Dr Alan Brown and Mr Ritchie Walker and the new Head of Court Services, Dr Lewis Allan, in attendance.

2 Matters Arising **Verbal**

There were no matters arising.

3 Principal's Communications **Paper B**

Court noted the content of the Principal's Report and the additional information on: the success of the University's engagement with the Edinburgh Festivals, particularly the Harmonium Project; the largest ever intake of new students to the University, with the Holyrood North postgraduate accommodation operational for the new academic year; recent and planned engagement relating to the Higher Education (Scotland) Governance Bill; and speeches given at the University by the Secretary of State for Scotland and the First Minister of Scotland relating to the one year anniversary of the independence referendum.

The Principal informed Court of the approval of three scholarships to Syrian refugees and described the operation of the Confucius Institutes in relation to the British Council, Goethe Institut and other cultural associations.

4 Assistant Principals – Renewal **Paper C2**

On the recommendation of the Principal, Court approved the following:

- Mr Kevin Collins' term of office as Assistant Principal Industry Engagement, Industry Funding and Big Data be renewed for a further three years until 31 December 2018, with the post renamed Assistant Principal Industry Engagement and increased from 0.4 FTE to 0.6 FTE from 1 January 2016.
- Professor John Smyth's term of office as Honorary Assistant Principal Cancer Research Development be extended for a final two year term until 31 July 2017.

Court agreed to consider the appointment of new Assistant Principals following Item 5 (National Student Survey and the Student Experience Update).

SUBSTANTIVE ITEMS

5 National Student Survey and the Student Experience Update

Paper D

Court considered a discussion paper setting out initial findings from the 2015 National Student Survey results and an analysis of wider challenges around the student experience, teaching and learning at the University. The improvement in all National Student Survey measures including the headline overall satisfaction rate (increased by two percentage points to 84%) on the previous year was welcomed but disappointment was expressed regarding relative performance against peer institutions in the overall satisfaction and assessment and feedback measures in particular.

The Principal indicated that supporting the Senior Vice-Principal in improving the student experience will be of the highest priority over the coming year. Representatives from the three Colleges were invited to report on College performance and planned activities in response. Common themes that emerged in discussion were:

- Uneven results between Schools and between disciplinary groupings within Schools – with further sharing of good practice and consistency in approach sought, while recognising that year-to-year fluctuations will occur
- Continuing to develop the personal tutor system, including mentoring of tutors, ensuring full inclusion of personal tutor and teaching performance within annual reviews, appropriate incentives for personal tutors and for those delivering excellent teaching
- Co-designing with students spaces intended for staff-student interaction to assist a sense of community and belonging.

Court endorsed the analysis and suggested direction of travel for learning and teaching set out in the paper. Members welcomed the intention to convey the importance of the student experience by the University's leadership, recognise and reward outstanding teaching, hold poor standards to account, celebrate the best learning and teaching practice and simplify the regulation and organisation of teaching and the assessment of learning.

It was requested that the Senior Vice-Principal provide a progress update at the December Court meeting.

6 Assistant Principals – New

Paper C1

Following the National Student Survey and Student Experience update, Court approved the following appointments on the recommendation of the Principal to support the Senior Vice-Principal in improving the Student Experience:

- Professor Alan Murray as Assistant Principal Academic Support 0.5 FTE for an initial period of 3 years from 1 October 2015 until 31 July 2018
- Professor Susan Rhind as Assistant Principal Assessment and Feedback 0.4 FTE for an initial period of 3 years from 1 October 2015 until 31 July 2018
- Professor Lesley McAra as Assistant Principal Community Relations 0.4 FTE for an initial period of 3 years from 1 October 2015 until 31 July 2018.

Paragraph 7 has been removed as exempt from release due to FOI.

8 Counter Terrorism and Security Act / Prevent Duty

Paper F

Draft plans for the implementation of the duty to ‘have due regard to the need to prevent people being drawn into terrorism’ within the Counter-Terrorism and Security Act (2015) – known as ‘the Prevent Duty’ – were reviewed. It was noted that, for Scottish universities, University Courts are expected to be responsible for ensuring compliance with the Prevent duty. The EUSA representatives provided advice on the position taken by the National Union of Students and by EUSA, commenting that EUSA believed the legislation to be inappropriate while acknowledging that Court must endeavour to comply with the Prevent duty. Members welcomed the intention to implement the duty in a sensitive and non-discriminatory manner.

The draft plans for implementation were endorsed, with final proposals to be submitted for approval at a subsequent meeting.

9 Revision to Computing Regulations

Paper G

Revisions to computing regulations to include reference to the Counter-Terrorism and Security Act (2015) and a number of minor textual changes were approved.

10 Responsible Investment

Paper H

A responsible investment policy for armaments following the Principles for Responsible Investment and the completed review of investment in fossil fuels was considered. Members discussed the definition of ‘controversial weapons’, noting the intention to use the Sustainalytics definition of: anti-personnel mines, biological weapons, chemical weapons, cluster weapons, depleted uranium ammunition, nuclear weapons and white phosphorus weapons.

Court endorsed the approach taken in identifying controversial armaments as a divestment priority and approved the policy based on the exclusion of controversial weapons. The subsequent intention to proactively review and finalise the University’s overall policy on Responsible Investment was noted.

11 City Deal **Paper I**

Discussions taking place with the City of Edinburgh Council on a proposed City Deal for the Edinburgh and South East Scotland City Region, including input to a proposal document submitted in early September, were noted. Court welcomed the emphasis in the City Deal proposal on building on existing strengths in knowledge, culture and technology and the alignment with aspects of the University's major Estates projects under development. Governance arrangements were discussed, with a paper to follow at the December meeting. Members expressed an interest in meeting Council representatives, with the Principal to consider appropriate opportunities and formats.

Approval was granted for proceeding with discussions on the basis outlined in the paper.

12 Outcome Agreement – Cycle and Draft Self-Evaluation of 2014/15 Agreement **Paper J**

The draft Outcome Agreement Self-Evaluation 2014/15 report was considered. Members discussed the process of offer-making to candidates from SIMD40 groups including those attending widening access summer schools and discussed the broader variety of indicators that can be used to complement the SIMD classification.

Court endorsed the development of the draft Outcome Agreement Self-Evaluation report for 2014/15 and delegated authority to the Deputy Secretary, Strategic Planning for the finalisation and submission of the report to the Scottish Funding Council. The publication of note-worthy extracts from Self-Evaluation reports was approved.

13 Audit and Risk Committee Report **Paper O**

Court noted the report and approved the recommended minor revision to the Committee's terms of reference.

14 Effectiveness Review **Paper K**

The draft 2014/15 review of effectiveness of Court was considered and approved, with the intention to undertake an externally facilitated review noted.

ROUTINE ITEMS

15 EUSA President's report **Paper L**

Court noted the items within the EUSA President's Report and the additional information on: the planned introduction of a careers mentoring system with pilot projects underway for business, history

and widening participation students; success in welcoming new students to the University with over 700 different EUSA events held; improvement in EUSA's National Student Survey results with plans to focus on the experience of CSE and ECA students over the coming year; a continued improvement in finances and a successful Edinburgh Festival period.

The Principal commended EUSA for its Welcome Week and Edinburgh Festival activities while the Bristo Square refurbishment work continued.

16 Exception Committee Report

Paper M

The matters approved by the Exception Committee on behalf of Court were noted:

- *Designation of Vice-Principals*
Approval of the extension of the Senior Vice-Principal's remit to include student experience, teaching and learning with effect from 1 September 2015. Court offered its congratulations to Professor Sue Rigby on her appointment as Deputy Vice Chancellor at the University of Lincoln and noted its thanks to Professor Rigby for all her work on learning and teaching at the University.
- *Fossil Fuel Review Outcomes*
Following the recommendation of the Investment Committee, the University's direct holdings in the three companies that did not meet the threshold tests will be sold as soon as possible and divestment in these companies should occur within 6 months or earlier where there is no financial impediment. An appropriate communications strategy was agreed.
Post-meeting note: this has since been completed.
- *UoE Deaconess Ltd.: Capitalising the Subsidiary*
Approval to progress with capitalising the subsidiary company and the issuing of new shares to the University.
- *Request for Delegation of Authority for an equipment purchase*
Vice-Principal Professor Sir John Savill was granted delegated authority to take forward the purchase of grant funded equipment in excess of £200,000.
- *Resolutions*
41 Resolutions founding Personal Chairs were approved.
- *Court Sub-Group for external loan funding*

The establishment, membership and remit of a Court Sub-Group to consult and assist with the process to secure external loan funding was approved.

17 Policy and Resources Committee Report **Paper N**

Court noted the report.

18 Any Other Business

There was no other business.

ITEMS FOR FORMAL APPROVAL/NOTING (Please note these items are not normally discussed.)

19 University of Edinburgh Statement on Quality Arrangements **Paper P**

Court approved the Statement on Quality Arrangements.

20 Annual Report to the Scottish Funding Council on Institution-led Review and Enhancement Activity 2014/15 **Paper Q**

Court approved the Annual Report and authorised the Vice-Convenor to sign the Statement on its behalf confirming its satisfaction of quality arrangements.

21 Joint Meeting of Senate and Court Committee Conveners Report **Paper R**

Court noted the report. The Principal noted that Court members are welcome to attend meetings of Senate.

22 Annual Review Completion Rates 2014/15 **Paper S**

Court noted the annual review completion rates 2014/15 and congratulated staff who have been instrumental in improving completion rates.

23 Donations and Legacies **Paper T**

Court noted the donations and legacies received by the Development Trust from 5 June to 3 September 2015.

24 Uses 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.

25 Date of next meeting

The next meeting of Court will be held on Monday, 7 December 2015 at Moray House School of Education.



UNIVERSITY COURT

7 December 2015

Principal's Report

Description of paper

1. The paper provides a summary of activities that the Principal and the University have been involved in since the last meeting of the University Court.

Action requested/Recommendation

2. Court is asked to note the information presented. No specific action is required, although members' observations, or comment, on any of the items would be welcome.

Background and context

3. A summary of recent UK and international activity undertaken by the Principal and the University, relevant news for the sector is also highlighted.

Discussion

4. University News

a) Spending Review

Court members will have seen the coverage of the Spending Review and joint Autumn Statement which was made on the 25 November by the Chancellor George Osborne.

Autumn Statement documents suggest that Scottish block resource budgets will fall by 5% in real terms over the period to 2020/21 which is essentially a flat cash scenario.

Key other points include:

- Plans to protect the current £4.7 billion **science research funding** in real terms for the rest of the Parliament. This includes a new £1.5 billion Global Challenges fund; and deliver on the existing long term science capital commitment of £6.9 billion between 2015-2021.
- The intention to implement the recommendations of the **Nurse Review** (see section 7 below), creating 'Research UK' and to include Innovate UK within its structure but with a separate funding stream.
- Change in **funding of nursing places** in England. Increase of 10,000 in places funded by moving from grants to loans and the removal of the cap on places.
- The government will lift the age cap on new **loans to postgraduates** from 2016-17 so they are available to all those under 60. Following a sharp decline in part-time students since 2008, the government will introduce new part-time maintenance loans from 2018-19 to support the cost of living while studying.
- **Immigration**, to support institutions in the international market for students, "dependants of postgraduates on courses lasting more than a year will be welcome to come and work. Current English language requirements will be maintained".

b) Scottish Spending review

I have been involved in discussions with the Deputy First Minister and Finance Secretary John Swinney MSP and Cabinet Secretary for Education & Lifelong Learning Angela Constance MSP, and sector representatives, on the Scottish Spending Review settlement. These discussions will continue in earnest over the next few weeks as the Deputy First Minister will publish the Scottish Government's draft financial statement on 16 December.

c) Commission on Widening Access Interim Report

The Commission, set up by the Scottish Government, to consider how best to help students from disadvantaged backgrounds enter and succeed in Higher Education published its interim report in mid-November. The report confirms the Commission's joined up approach in looking at all aspects of education and society that have an impact, including "barriers" such as school attainment and low aspirations in addition to "systemic issues" such as improving pathways between school, college and university and contextualised admissions issues. The University hosted a visit by the Commission and will continue to co-operate with the review.

d) Higher Education Governance Bill

Along with a number of other sector representatives, I gave evidence to the Education and Culture Committee on the Governance Bill in early October. The Cabinet Secretary then gave evidence to the Committee at the beginning of November noting that discussions would continue on the Bill to seek consensus over key points of difference such as the process for electing Chairs and the scope of secondary legislation. Active engagement with the Scottish Government continues as the Bill proceeds through parliament with the Committee expected to produce a Stage 1 report before the Christmas recess.

e) Vigil for Peace

I took part in a moving gathering of students in George Square Gardens to reflect on the terrible events in Paris with representatives from the French Embassy and the Scottish Government.

f) Alan Turing Institute

The Alan Turing Institute was officially launched by Jo Johnston, Minister for Science and Universities, in mid-November at the British Library with an announcement that Intel will be a strategic partner. Through Vice-Principal Kenway the University of Edinburgh remains at the very heart of the discussions on the future set up of the Institute.

g) Digital Arts Arena

Court will be aware that there have been ongoing discussions with Creative Scotland and a number of partner organisations, including Edinburgh's Festivals and the City of Edinburgh Council, over the development of a Digital Arts Arena. The consultant's report on the project has now gone to Cabinet Secretary Hyslop and I will meet her to discuss further in the near future.

h) Royal (Dick) School of Veterinary Studies Accreditation Visit

I was very pleased to join our Vet School during their recent joint accreditation visit from the American Veterinary Medical Association, the Royal College of Veterinary Surgeons and the European Association of Establishments for Veterinary Education. The Visitation Panel were extremely positive, with commendations in almost every area ranging from the wider support College and University give to the School through facilities to detailed curriculum practices.

i) Senior Team Retreat

The Senior Team held some very good discussions over a couple of days in mid-October focussing on transformative plans for growth. The outcomes from the discussions will be taken forward via the new strategic plan, existing work streams and at future PSG meetings.

j) Enhancement-Led Institutional Review (ELIR)

In the recent ELIR by the Quality Assurance Agency for Scotland, the University has been judged to be 'effective' in its ability to assure and enhance academic standards and the quality of the student learning experience. This is the best possible outcome for an ELIR.

The overall feedback from the review team was extremely positive, with twice as many areas commended than identified for further development. The successful outcome reflects the commitment of University staff and EUSA to ensuring a high quality student experience.

Indeed, the areas for further development are those that we have identified internally as key priorities for further work including: the PGR experience; continuing to build and develop the Personal Tutor System; strengthening student representation at the College and School level; further development of our assessment and feedback policy; and developing workload models to recognise key learning and teaching contributions.

A more detailed report will come from the QAA in March and then we have one year to respond in full.

k) School Visit

I enjoyed a visit to the School of Social and Political Science in November taking note of their excellent new café and study space on the ground floor of the Chrystal Macmillan Building before meeting senior staff. I then gave a presentation to staff on current plans for the University and took questions.

l) 2015-2016 Pay Round

Following the formal dispute resolution process, the 2015-2016 JNCHES pay negotiation process was concluded at the end of October with four of the five trade unions (GMB,UCU, UNISON and Unite). The University processed the pay uplift, including the calculation of arrears to 1 August, through the November 2015 payroll. The 2015-2016 pay awards provides a general base uplift of 1% from August 2015 on all points, save for spine points 1-8 where a higher base increase applied. The University has also applied the uplift to points above spine point 51 and to the XM, RCB and ECA legacy grade scales with effect from 1 August 2015.

m) New Living Wage Rate

Having matched the bottom points on the 51 point spine to the Living Wage since November 2012 the University made a public commitment earlier this year to pay the Living Wage, by signing up to the Scottish Business Pledge. A new Living Wage rate of £8.25 per hour effective 1 November 2015 was announced at the end of October and the University has consequently uplifted spine points 1-3 to match this rate from 1 November.

n) Universities Superannuation Scheme (USS) Consultation

USS continue to move forward with plans to implement the agreed scheme changes with effect from 1 April 2016. The date for the delayed introduction of the Defined Contribution (DC) section of the scheme (for earnings above the pay threshold of £55K) has now been confirmed as 1 October 2016.

USS recently announced some additional changes:

- From 1 April 2016, there will be a new 2.1% employer charge for any scheme member taking the “Enhanced Opt Out” option whereby the member opts out of accrual but pays a 2.5% employee contribution to retain death in service and incapacity benefits. (this option is currently only open to members of the final salary section of the scheme but will be opened up to all Career Revalued Benefits (CRB) section members from 1 April 2016)
- Although still to be formally approved by the USS Trustee Board we believe that from 1 October 2016, as part of the introduction of the Defined Contribution (DC) section of the scheme, there will be an option for members to elect, on an annual basis, to voluntarily cap their pensionable salary at a level between the DC threshold and their actual pensionable salary and then pay the 2.5% reduced contribution on this portion of their salary only, to maintain death in service and incapacity benefits at the same level as would have applied had they not elected to cap their pensionable salary.

Communications will be a key part of managing these changes. USS ran a number of roadshows for members in October facilitated by the University and held on our campuses. We will be giving careful consideration to our own internal communications in the early part of 2016 as we will need to effectively communicate a number of complex pension related changes.

o) High Level Visits and Meetings

At the end of September I took part in the Duke of York’s “Pitch @ the Palace” event in Holyrood to encourage entrepreneurship among young people.

It was also great to see such a large crowd enjoying the Royal Bank of Scotland Scottish Varsity Rugby Match in September, only sorry to see that we were just beaten by St Andrews in the last minutes of the game.

I was in Berlin in early November for the Falling Walls technology and science conference as a guest of the Robert Bosch Stiftung and AXA, the main sponsors, who fund a great deal of risk related research.

The Kelpies made a wonderful addition to the Old College Quad (now residing at Easter Bush) during October and the reception to celebrate their arrival was a very well attended and positive civic event.

5. Further details of University activity, including research success can be found here: <http://www.ed.ac.uk/news/archive>

Information relating to staff success, news and recognition can be found here: <http://www.ed.ac.uk/news/staff>

6. International News

a) Rankings

The new 2015 QS World Rankings place the University at 21st in the World and the 2015-16 THE World University Rankings place us at 24th.

b) International Students

In 2015/16 the University will be pleased to welcome over 15,000 non-UK students representing over 40 per cent of the student community. In terms of overall intake Edinburgh now outperforms all of the world's top 20 universities in terms of the size of our international student community.

c) Deans International

The following new appointments for Deans International are now confirmed:

- Professor Mona Siddiqui - Middle East
- Dr Pankaj Pankaj - South Asia
- Dr Ola Uduku - Africa
- Professor David Weller - East and South East Asia
- Professor James O Garden - Global Community

The above join the existing Deans for North America, Professors Brendan Corcoran and Frank Cogliano; Dean for Europe, Professor Andrew Scott and Dean for Latin America, Professor John Ardila.

The Deans will work closely with the Vice-Principal International, Professor James Smith, and existing regional deans to shape our strategic approach, offer advice on their region of responsibility and contribute to decision making and leadership around our broad international engagement. In addition Professor Natasha Gentz has recently been appointed Assistant Principal China to develop and strengthen the University's connection to China.

a) India

There was a tremendous response to the Honorary Degree ceremony for Indian Bollywood star Shah Rukh Khan on which took place in Edinburgh on 15th October. All previous social media records for the University have been broken as our Facebook page and Twitter accounts coped with millions of views.

I was also invited to the Lords to hear the Prime Minister of India's speech on his recent visit to the UK.

b) Latin America

The Office of the Americas has now relocated to Santiago, Chile.

c) Ecuador

I visited the University of Quito in Ecuador as their guests and gave a keynote lecture on Citizen Science and Sustainability. I also had the opportunity to discuss further the agreements we signed on my last visit with a number of government departments that relate to work on smart sustainable islands.

d) China

At the end of September I visited China with colleagues spending time at Fudan University, signing an MOU while also celebrating Fudan Scotland Day and hosting an excellent alumni event. We also held further partnership talks at Donghua University before moving to Tianjin where I gave the keynote speech at the 120th Anniversary celebration of Tianjin, the oldest university in China.

In London I was invited by Mme XU Lin, the Chief executive of Confucius Institute Headquarters to meet President Xi Jinping and attend the UK Confucius Institute Annual Conference and Opening Ceremony.

I am returning to China in early December for a private meeting with senior Hanban officials and for the 10th Confucius Institute Conference.

e) Korea

I led, with Vice-Principal International, the University delegation to the third Yun Posun Memorial Symposium, Magna Carta and Democratic Leadership, in Seoul 21-23 October.

f) South Africa

The University partnered with the organisers of the World Sports Values Summit to hold a conference in Cape Town looking at the value of sport in development. I was also able to confer an honorary degree on Dr Harushi Handa in recognition of his support for education, health, the arts and sport, as part of the proceedings.

g) League of European Research Universities (LERU)

I took part in a very positive LERU Rectors' Assembly meeting hosted by Imperial College London in late November where key items the group considered included the latest European Union policy developments and open access.

h) International high-level delegations were received as follows:

University of Buenos Aires	Argentina
Sungkyunkwan University	Korea
Zhejiang University	China
Shiv Nadar University	India
Sri Ramaswamy Memorial University	India
Universidad La Salle	Chile
Universidad Pontificia Bolivariana	Colombia
Stanford University	USA
Jinan University	China

Jiangsu Normal University	China
Minister of Education	Rwanda
UK Ambassador	Macedonia
Universidad Matto Grosso	Brazil
Karaganda Economic University	Kazakhstan
University of Johannesburg	S Africa
Hong Kong University Science & Tech	Hong Kong
University of Cyprus	Cyprus

7. Higher Education Sector

a) UK Government Green Paper on Higher Education

The Government produced their higher education Green Paper, *Fulfilling our Potential: Teaching Excellence, Social Mobility and Student Choice*, in early November. The paper outlines a number of significant proposals for change in regulatory and funding mechanisms for higher education in England and it is possible that a number of these changes will have material consequences for Scottish HE, depending on the details of implementation and the response of the Scottish Government and agencies.

Some of the main proposals in the green paper are

- Further information on the Teaching Excellence Framework (TEF) and how it will operate
- A new system of degree classifications which is intended to provide greater comparability across the sector. A Grade Point Average system is envisaged. Further, unspecified measures would be introduced to tackle perceived grade inflation.
- Name blind admissions proposals.
- A single regulatory body for HE, replacing HEFCE and others. The new Office for Students (OfS) would take over HEFCE's regulatory function.
- A new mechanism for the allocation of teaching grant, without HEFCE.
- A new framework for dual funding of research, without HEFCE
- The stated intention is to reduce complexity and bureaucracy, while maintaining the dual support system. Options include a single organisation that delivers both Research Council and institutional (QR) funding, or the transfer of HEFCE's QR funding role to another body.
- The REF will continue on a peer review basis and will be held again before 2021.

The green paper incorporates a 28-question consultation, with a deadline of 15 January 2015.

b) Nurse Review of Research Councils

In addition to the Green Paper Sir Paul Nurse's review of the UK Research Councils was also published in November. Key aspects of this review are:

- Creation of Research UK to replace RCUK as an over-arching body connecting the research councils and with a single oversight board.

- RUK Board chair and Board to be Ministerial appointments and report to the responsible Director General in BIS – looking for academic, industry and philanthropic experience. Aim being to advise “on science”.
- All seven research councils to be maintained but with the appointment of a single Chief Operating Officer who would be responsible for operational processes/systems. Essentially a single shared service and probably aligned application processes etc.
- Chief Executive of RUK to be the Accountable Officer for all research councils with the 7 RC chief executives on his/her executive committee.
- Suggestion of need for close integration of RUK with HEFCE REF and Dual Funding responsibilities as well as Innovate UK.
- Assertion of need for continuation of dual funding with similar balance to now.
- Creation of a central fund (not big enough to distort activities of individual RC funding – to address multi-disciplinary research, grand challenges and respond to emergencies.
- Suggestion that appropriate to include research in other not for profit institutions within RC eligibility – eg. Charitable Research institutes and public sector research establishments. Caveated (fairly weakly) with it being important to ensure that this does not replace departmental cuts.

Universities Scotland are co-ordinating responses to both consultations and will work with UUK on the final response.

Resource implications

8. There are no specific resource implications associated with the paper.

Risk Management

9. There are no specific risk implications associated with the paper although some reputational risk may be relevant to certain items.

Equality & Diversity

10. No specific Equality and Diversity issues are identified.

Next steps/implications

11. Any action required on the items noted will be taken forward by the appropriate member(s) of University staff.

Consultation

12. As the paper represents a summary of recent news no consultation has taken place.

Further information

13. Principal will take questions on any item at Court or further information can be obtained from Ms Fiona Boyd, Principal’s Office.

14. Author and Presenter

Principal and Vice-Chancellor Sir Timothy O’Shea
25 November 2015

Freedom of Information

15. Open Paper.



UNIVERSITY COURT

7 December 2015

Honorary Assistant Principal

Description of paper

1. The paper concerns the appointment of an Honorary Assistant Principal Mental Health Research Development and Public Understanding of Medicine.

Action requested/Recommendation

2. Court is recommended to approve the request to appoint Professor Eve Cordelia Johnstone CBE, as Honorary Assistant Principal Mental Health Research Development and Public Understanding of Medicine with immediate effect for a period of two years until end of academic year July 2017.

Background and context

3. The paper is concerned with the ongoing management of Assistant Principals and seeks to clarify information such as remit and terms of office in order to ensure continuity and coverage for the University.

Discussion

4. Professor Eve Cordelia Johnstone CBE, Professor of Psychiatry since 1989, retired from full-time employment at the end of August 2010.

5. In addition to her scientific expertise, Professor Johnstone has led Mental Health research in Edinburgh for over twenty years and opened exciting new fields in clinical brain sciences and neuro-biology research, combining basic science, functional imaging studies and the skills and insights of psychiatry. She has also been instrumental, and demonstrably successful, in attracting major funding from philanthropic foundations as well as from the mainstream grant funding bodies. Currently the 'Fragile X' basic neuro-science is offering exciting potential in the field of autism and learning disability research and Professor Johnstone is at the heart of activities with funding trusts and individuals in regard to supporting this very promising field. With regard to Public Understanding of Medicine, Professor Johnstone will represent the University's position internally and externally in relation to this policy area.

6. I believe she can make a substantial contribution to the development of these areas in Edinburgh and propose to provide her with an official mandate for doing so by designating her Honorary Assistant Principal for Mental Health Research Development and Public Understanding of Medicine.

7. Professor Johnstone's part-time honorary role will be to lead on all aspects of the development and enhancement of Mental Health research and make a significant contribution to Public Understanding of Medicine.

Reporting

8. Honorary Assistant Principal Mental Health Research Development and Public Understanding of Medicine will report to Professor Sir John Savill.

Resource implications

9. There are no costs anticipated with this post, the post is not remunerated.

Risk Management

10. This portfolio is a particular area of current interest and expansion for the University and it is important that all opportunities are fully explored to ensure potential is fully realised.

Equality & Diversity

11. Full consideration of Equality and Diversity issues has been considered by those involved in these discussions including College and Central HR teams.

Next steps/implications

12. Any action required on the items noted will be taken forward by the appropriate member(s) of University staff.

Consultation

13. Consultation has taken place with Vice-Principal Savill.

Further information

14. Author and Presenter

Principal and Vice-Chancellor Sir Timothy O'Shea
13 November 2015

Freedom of Information

15. Open Paper.



UNIVERSITY COURT

7 December 2015

Student Experience Update

Description of paper

1. This paper describes ongoing work to understand and enhance the student experience.

Action requested/Recommendation

2. Court is asked to note and discuss the content of this paper.

Background and context

3. The **National Student Survey** (NSS) is an important driver behind the approach we are taking to Learning and Teaching (L&T). As Court knows, NSS results are improving but remain well below the level we wish to see institutionally. Following the release of the 2015 NSS results and initial consultations over the summer, my emphasis has been on conveying a sense of unambiguous priority around learning and teaching, and developing an approach to realising that priority under four headings: Leadership; teaching performance; celebrating success; and simplification. This paper provides an update organised under these headings, and also notes supplementary work on curriculum innovation.

Discussion

4. Leadership

A change this year is that we are focusing on institution-wide responses to the issues NSS raises rather than through individual School action plans. One part of this has been to establish Assistant Principal positions in **Assessment and Feedback** (Professor Susan Rhind) and **Academic Support** (Professor Alan Murray) which address areas of institution-wide weakness in NSS outcomes.

5. We have also modified our organisational structures for L&T.

- A **sub-group of Principal's Strategy Group** including the Principal, myself, the Heads of College and the University Secretary now meets alongside the regular PSG meeting to offer overall guidance on L&T strategy.
- The Senate Committee Convenor's Forum has been superseded by a **Learning & Teaching Policy Group** (LTPG) which will integrate leadership in L&T across the Senate Committees, the Colleges, thematic areas of priority (via existing and new Vice and Assistant Principals), and key professional services.

6. A central aim has been to communicate a clear message about the unambiguous priority we need to give to L&T. I have held **open meetings** across campus to raise awareness of our approach and also held meetings with professional services, student representatives, School forums and Senate.

7. **Engagement with Schools** has come through individual meetings with Heads of School and their L&T teams and collectively through Academic Strategy Group.

Responses have generally been positive, but it will be important to move from discussion to visible and enduring changes in practice.

8. *Teaching Performance*

A central focus in discussions with Heads of School and their L&T teams has been on how we can **understand performance better** in L&T so as to be able better to reward outstanding performance, enhance performance, and address weak performance.

9. There has been a strong emphasis on moving towards the **more systematic use of data to understand performance**. Following a successful pilot a standard course evaluation tool (**EvaSys**) will be rolled out to all courses for 2016/17 and will bring more systematic ways of understanding performance. Schools already fully integrated into EvaSys report real impacts, especially where evaluation data are made transparent to all staff and, in one case, all students.

10. Other areas where data could be improved are on the speed of **turnaround of feedback** and workload allocation. PSG have recommended that all Schools should move to an online system for submission and return of feedback, this will enhance our capacity to understand individual-level performance on turnaround – although this is not a straightforward transition. Student engagement with feedback, no matter how quickly delivered, has been flagged as a challenge in some schools. Assistant Principal Professor Rhind will be taking forward discussion on these issues.

11. A number of different approaches to **workload allocation** are used across the University. There is scope for better exchange of practice, for example in allocating time for teaching innovation or in practices of recognition of **time committed to personal tutor activity**.

12. Schools have been asked to ensure there is systematic discussion of L&T performance in **Annual Reviews** in the current round. Some Schools already use Annual Review to have purposeful conversations about teaching performance. This year all Schools have been encouraged to make available to reviewer and reviewee relevant sources of information and to reflect on professional development and enhancement opportunities.

13. Annual **Recognition and Reward** processes are now recognised as rewarding promotion cases with strong teaching elements, though 'rank and file' awareness of this is still patchy.

14. There is also appetite for **review of our recruitment materials and processes** so that we already convey at that stage our unambiguous priority around learning and teaching.

15. **Our capability procedures** are seen as too time-consuming and risk-averse by many Heads. Initial conversations with HR are underway to ensure Heads receive the support they need.

16. All these are issues which will be considered further in a teaching performance working group of LTPG, led by Vice-Principal Professor Jane Norman.

17. Celebrating Success

We do not have a tradition or a platform for celebrating L&T achievement that is equivalent to our routinized ways of celebrating research achievement. Yet we have many outstanding and inspirational teachers and many examples where our practices have helped to set sector standards nationally and internationally. A communications working group of LTPG, which I will lead, will work to develop appropriate platforms for the celebration of L&T success, including **showcasing the work of inspirational teachers**, giving additional **voice to students** in identifying outstanding teaching and a set of **webpages** on the University website designed to present news on good teaching and student achievement.

18. Simplification

'Simplification' does not have a uniform meaning. In CSE **reducing the amount of assessment** is seen as a key area for simplification. Volume of assessment appears less problematic in CHSS, where concerns are more about **Quality Assurance processes** and a perceived mismatch between effort expended and value obtained. It has been fairly common so far to hear requests for **greater standardisation** in some areas, e.g. arrangements for exam boards, local rules on progression, or course handbooks. Approaches to mitigating these and other issues will be developed by a simplification working group of LTPG, led by Deputy Secretary Gavin Douglas.

19. Curriculum Innovation

The 'emerging vision' for teaching and learning was widely debated last year, opening up a creative conversation about the future-proofing of our curriculum. I have asked a small group (Vice-Principal Professor Jeff Haywood on **digital education**, Assistant Principal Professor Sarah Cunningham-Burley on **research-led learning** and Assistant Principal Professor Lesley McAra on **experiential learning**) to explore further some of the themes in the emerging vision. A first focus is to explore the potential for (largely online) university-wide courses that might develop skills and experiences relevant across a range of disciplines.

Resource implications

20. Significant resource is already allocated to improving student satisfaction and to improving our survey outcomes. This paper describes some of the uses to which this funding is being put.

Risk Management

21. No change is required to the University risk register.

Equality & Diversity

22. Due consideration to equality and diversity will be given to ensure compliance with the Act. If appropriate, a full Equality Impact Assessment will be taken as part of the consideration of any changes which may be proposed.

Next steps/implications

23. Work will continue on our major strands of student experience and survey remediation. Regular updates will be provided to Court.

Further information

24. Author

Professor Charlie Jeffery
Senior Vice-Principal
November 2015

Presenter

Professor Charlie Jeffery
Senior Vice-Principal

Freedom of Information

25. This paper is open.



UNIVERSITY COURT

7 December 2015

**Development of Edinburgh Global Academy of
Agriculture and Food Security**

Description of paper

1. The paper details initial plans to create an Edinburgh Global Academy of Agriculture and Food Security.

Action requested/Recommendation

2. Court is invited to review and approve the planned direction of travel to establish an Edinburgh Global Academy of Agriculture and Food Security.

Paragraphs 3 – 24 have been removed as exempt from release due to FOI.

Risk Management

25. Risks associated with this proposition are very similar to those associated with the development of a new programme: demand levels, ability to recruit staff/partners with the appropriate expertise and the level of initial investment needed in advance of income generation. The current proposal builds well on existing expertise, reflects key global challenges and is structured to maximise use of our existing infrastructure during the early years of operation. Early recruitment of a high quality Chair will be key to further risk mitigation.

Equality and Diversity

26. The development of the Global Academy offers the opportunity to support equality through addressing the key global challenges of around health and food security. There is also the potential to support widening access at the global level through online programmes and within the UK through the design of the undergraduate programmes.

Paragraph 27 has been removed as exempt from release due to FOI.

Consultation

28. This paper has been endorsed by PSG and PRC and also draws on the intensive work on academic strategy with SRUC discussed previously at PRC and Court.

Further Information

29. Author

Professor David Argyle
Head of School
Royal (Dick) School of Veterinary
Studies and Roslin Institute

Presenter

Professor David Argyle
Head of School
Royal (Dick) School of Veterinary Studies
and Roslin Institute

Freedom of Information

30. This paper is closed as its disclosure would substantially prejudice the commercial interests of the University.



UNIVERSITY COURT

7 December 2015

Audit and Risk Committee Annual Report

Description of paper

1. The Audit and Risk Committee's Annual Report provides Court with information on the key areas of the internal control environment, risk management, value for money and corporate governance. The purpose is to provide Court with sufficient assurance in these areas prior to signing off the Annual Report and Accounts for the year ended 31 July 2015.

Action requested/Recommendation

2. Court is invited to consider and agree the Report provides sufficient assurance that the University's internal control environment during 2014/15 was sufficiently adequate for Court to approve the Annual Report and Accounts.

Background and context

3. The Report sets out the activities of the Audit and Risk Committee during 2014/15.

Paragraphs 4 – 7 have been removed as exempt from release due to FOI.

Risk Management

8. The University has a low appetite for risks in the areas of compliance and finance. This Report provides assurances to Court on the effectiveness of risk management arrangements during 2014/15.

Equality & Diversity

9. No major equality impacts have been identified.

Next steps/implications

10. The Report provides assurances to Court as part of the process to enable it to sign off the Annual Report and Accounts for the year ended 31 July 2015.

Consultation

11. The Report has been reviewed and approved by Audit and Risk Committee.

Further information

12. Author

Ms Kirstie Graham
Deputy Head of Court Services
November 2015

Presenter

Mr Alan Johnston, Convener of Audit and
Risk Committee

Freedom of Information

13. This paper is closed.



UNIVERSITY COURT

7 December 2015

**Report and Financial Statements for the Year Ended 31 July 2015
Risk Management – Post Year End Assurance**

Description of paper

1 This paper reports on Risk Management Post Year End Assurances in support of the Annual Report and Accounts for the Year ended 31 July 2015.

Action requested/Recommendation

2. Court is asked to note the information presented.

Paragraphs 3 – 7 have been removed as exempt from release due to FOI.

Risk Management

8. The University continues to manage the major risks in the University Risk Register as approved by Court in June 2015, and to monitor emerging issues.

Equality & Diversity

9. No specific Equality and Diversity issues are identified.

Next steps/implications

10. The paper provides assurances to Court as part of the process to enable it to sign off the Annual Report and Accounts for the year ended 31 July 2015.

Consultation

11. Each College and Support Group was contacted to obtain updates or confirmation of nil returns.

Further information

12. Author

Mr Hugh Edmiston
Director of Corporate Services
November 2015

Presenter

Mr Hugh Edmiston
Director of Corporate Services

Freedom of Information

13. This paper is closed.



UNIVERSITY COURT

7 December 2015

Finance Director's update (External borrowing update)

Description of paper

1. This paper is an update on the successful progress to date on the project to raise external funding in support of the University's Strategic Plan and in particular the Estates Strategy and its main development elements.
2. A summary of the latest November 2015 iteration of the Ten-Year Forecast (TYF) is also included.
3. As well as the items above, the paper includes the University Management Accounts to October 2015 (Period 03) and summarises other recent relevant Finance Department initiatives.

Action requested/Recommendation

4. Court is invited to note and comment on:
 - The progress update below for the project to raise external funding;
 - The latest iteration of the Ten Year Forecast, the projected cash movements over the next ten years and to consider the scale of capital investment implied by the emerging Estate Strategy;
 - The University Management Accounts to October 2015 (Period 03).

Paragraphs 5 – 26 have been removed as exempt from release due to FOI.

Risk Management

27. The continuing health and sustainability of the University depends upon strong direction supported by robust forecasting and we will continue to refine and challenge the assumptions underpinning the Ten Year Forecast. Internal risks related to this area include delivery of projected benefits from capital projects. In addition, the continuing significant volatility in the external environment presents risks around e.g. UK Government funding, the UK Spending Review and the Scottish Government Spending Review.

Equality & Diversity

28. The paper has no equality or diversity implications.

Paragraphs 29 – 30 have been removed as exempt from release due to FOI.

Consultation

31. This paper has been reviewed and approved by the Director of Finance.

Further information

- | | |
|----------------------------|------------------|
| 32. <u>Author</u> | <u>Presenter</u> |
| Lee Hamill | Phil McNaull |
| Deputy Director of Finance | Finance Director |
| 25 November 2015 | |

Freedom of Information

33. This paper is closed. Its disclosure would substantially prejudice the commercial interests of the University.



UNIVERSITY COURT

7 December 2015

Annual Report and Accounts 2014/15

Description of paper

1. The Annual Report and Accounts are included in Appendix 1, which contains the financial results for the University Group for the financial year 1 August 2014 to 31 July 2015 together with the main reports.

Action requested/Recommendation

2. Court is invited to consider and approve the Annual Report and Accounts to July 2015.

Paragraphs 3 – 7 have been removed as exempt from release due to FOI.

Risk Management

8. A risk report is included in the Annual Report and Accounts to 31 July 2015.

Equality & Diversity

9. University funds are managed in accordance with its policies on equality and diversity. The Annual Report and Accounts includes a section on social responsibility and sustainability and the Principal's report includes a section on equality and widening participation.

Next steps/implications

10. A copy of the Financial Statements will be lodged with the Scottish Funding Council by 31 December 2015. A further copy will be filed in due course along with the annual return for 2014/15 with the Office of the Scottish Charity Regulator.

Consultation

11. The Annual Report and Accounts has been drafted in consultation with stakeholders and the figures have been prepared and reviewed by External Audit. The Annual Report and Accounts have been presented to Audit & Risk Committee and Policy & Resources Committee.

12. Further information

Author

Lee Hamill
Deputy Director of Finance
25 November 2015

Presenter

Phil McNaul
Finance Director

Freedom of Information

13. This paper is closed. The release of the Reports and Financial Statements is covered by the University publication schedule. The Reports and Financial Statements will be published 30 days after adoption and signature by the Court on the 7 December 2015 and the signing of the audit opinion by the external auditor.



UNIVERSITY COURT

7 December 2015

**Letter of Representation – University of Edinburgh
Annual Report and Accounts 2014/15**

Description of paper

1. The paper contains the letter of representation from PricewaterhouseCoopers LLP (PwC), in respect of the Annual Report and Accounts for the University Group for 2014/15.

Action requested/Recommendation

2. Court is invited to approve the letter of representation and its signing by the Principal and Vice-Convenor.

Paragraphs 3 – 6 have been removed as exempt from release due to FOI.

Risk Management

7. Risks relating to the University Group are contained in the “Understanding our Risks” section of the “Strategy and Value Model” included in the Annual Report for 2014/15.

Equality & Diversity

8. The University’s commitment is detailed in the Social Responsibility and Sustainability section included in the Annual report.

Next steps/implications

9. The University’s letter of representation will be signed by the Principal after the Court meeting. It will then be sent to PwC so that they have the assurances in place to allow them to sign the audit certificate for the University’s Annual Report and Accounts 2014/15.

Consultation

10. The letter of representation has been drafted by PwC and reviewed by the Audit & Risk Committee, who have recommended its approval by Court.

Further information

11. <u>Author</u> Lee Hamill Deputy Director of Finance 25 November 2015	<u>Presenter</u> Phil McNaull Director of Finance
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Freedom of Information

12. This paper is closed. The letter is to be agreed by Court on 7 December for signature by the Principal. The release of the Reports and Financial Statements is covered by the University publication schedule. The Reports and Financial

Statements will be published 30 days after adoption and signature by Court and the letter of representation will be also made available at that stage.



UNIVERSITY COURT

7 December 2015

Report on the Analytical Review of the University Management Accounts

Description of the paper

1. This paper reports on the analytical review of year on year movement in the University Income and Expenditure account and the main movements between the Quarter 3 (Q3) forecast and financial outturn for 2014-15. It summarises key findings that have resulted in consequent actions to improve performance and/or control. The University has made efforts in recent years to improve the quality of business forecasting, and the consequent impact on income and expenditure, to ensure that resources are deployed effectively to implement the strategic plan ambitions.

Action requested/Recommendation

2. Court is invited to note the commentary and the main factors underlying the variances. The following actions have been identified as a consequence of our analytical review of quarterly outturns during the year:

- a) The Post Review Group was re-introduced in December 2014 to better control unplanned staff cost increases
- b) The monthly meetings of College and Support Group accountants agreed to a standard quarterly forecast methodology and format.
- c) Regular meetings of the Capital Projects Group will inform the forecast of capital spend on the Estates Programme.
- d) The Group Management Accounts now include a report on risks and opportunities with respect to the latest forecast.

3. Court is recommended to discuss the scale and accuracy of the Q3 estimates compared to the actual outturn three months later and to provide support for continuing the drive to increase forecast quality; in particular, in estimating near term future activity.

Paragraphs 4 – 20 have been removed as exempt from release due to FOI.

Risk management

21. There is a risk that poor forecasting and analysis of variances against planned business activity results in slower delivery of strategic plan objectives and ineffective or inefficient use of resources.

Paragraphs 22 – 23 have been removed as exempt from release due to FOI.

Equality and diversity

24. The paper has no equality or diversity implications.

Next steps/implications

25. The current draft of the Annual Report and University Group Accounts for 2014/15 are included in today's papers to be approved and signed off by the University Court.

Consultation

26. This paper has been reviewed and approved by the Finance Director.

Further information

27. Author

Lorna McLoughlin
Senior Management Accountant
18 November 2015

Presenter

Phil McNaul
Finance Director

Freedom of Information

28. The paper is closed. Its disclosure would substantially prejudice the commercial interests of the University.



UNIVERSITY COURT

7 December 2015

US GAAP Annual Report and Accounts 2014/15

Description of paper

1. To update and seek approval on the sign-off arrangements for the US GAAP Accounts for the financial year to 31 July 2015.

Action requested/Recommendation

2. Court is invited to agree the arrangements and to identify 2 or 3 members to join a sub-group to consider the US GAAP accounts, which will meet on 26 January 2016.

Paragraphs 3 – 8 have been removed as exempt from release due to FOI.

Risk Management

9. The role of the Audit & Risk Committee in reviewing the US GAAP accounts is central in mitigating financial risks.

Equality & Diversity

10. There are no significant equality impacts associated with this proposal

Next steps/implications

11. The draft US GAAP Annual Report and Accounts will be presented to a sub-group of Audit & Risk Committee at its meeting on the 18 January 2016 and submitted to the sub-group of Court on 26 January 2016 for approval.

Consultation

12. The external auditors have been consulted on the timetable.

Further information

13. <u>Author</u>	<u>Presenter</u>
Graham Bailey, Senior Financial Accountant	Phil McNaull
Lee Hamill, Deputy Director of Finance	Director of Finance
7 December 2015	

Freedom of Information

14. This paper is closed.



UNIVERSITY COURT

7 December 2015

Strategic Plans KPIs and targets – 2014/15 progress report

Description of paper

1. This paper presents progress made against the target and Key Performance Indicators within the University's Strategic Plan for 2014/15 (where data is available) or 2013/14 (where data is not yet available).

Action requested/Recommendation

2. Court is invited to review the paper and agree that the University is broadly on track to deliver against its Strategic Plan.

Background and context

3. Court and its Committees received progress reports against the 2012-16 strategic plan in November-December 2013 and 2014. This report outlines progress made since the last report.

4. We are improving or maintaining our performance for 11 out of the 12 KPIs. 10 of the targets and sub-targets are on track, with seven having met their overall institutional target already. 16 require further work.

Discussion

5. The following is a summary of our performance against the elements of our strategic plan, as monitored through the KPIs and targets. Appendix 1 contains a high level summary of our performance. A more detailed report which provides a full breakdown of our performance against the KPIs and targets is available on the Court wiki: <https://www.wiki.ed.ac.uk/display/UCC/University+Court>.

6. We have presented the data for student surveys in tabular form to show the breakdown across the surveys, although further work is needed to agree a more coherent way of reporting these as part of the strategic plan monitoring that is in line with how these are reported through other fora.

7. Strategic goals

• Excellence in education

Our students continue to achieve successful outcomes, with 92% of students leaving with a degree, transfer or other award. The NSS results show a slight improvement in student satisfaction with support for developing graduate attributes and employability. It is notable that students indicated to EUSA in their strategic plan process that this is an area in which they would be keen to have more support. Nevertheless, evidence that our graduates at all levels are increasingly likely to be in a graduate level job or further study after finishing their studies is encouraging. With the work on the vision for learning and teaching and our restatement of the unambiguous priority for learning and teaching and the university, this area will receive more attention in the next year.

• Excellence in research

The University continues to perform well in generating research income, remaining within 5-6% of Russell Group income, and with a positive trend in increasing income from overseas sources we have entered the Russell Group upper quartile. We have improved our performance in relation to citations in the THE World Rankings, which has also driven an improvement in performance in the rankings overall. Our reputation for

research excellence was reinforced in December 2014 by the results of the Research Excellence Framework which saw the University improve its position in UK league tables from 5th to 4th.

- Excellence in innovation

Overall, the University's economic impact has shown a marked improvement relative to the beginning of the strategic plan period, and we have exceeded our target for this. The commercialization metrics are not uniformly improving, but we have made improvements in relation to company formation and we will seek to enhance this further, for example through using mechanisms such as the Scottish Enterprise Proof of Concept scheme.

The changes to the collection of press coverage in PURE make it more difficult to be able to tell what prominence our research has in the public eye and more work is needed to establish a robust way of measuring our public policy and societal impact. The impact scores of the University in the REF are encouraging, and work is underway to build on this platform so that we have the evidence to succeed in this in future exercises.

8. *Enablers*

- People

The headline for 2014-15 is that the University has achieved its Athena Swan Silver Institutional award, a great reflection of progress in gender equality. We continue to see improvements in relation to the number of staff completing annual reviews.

In contrast to these positive improvements in support for our existing staff, the number of international applicants for posts dropped again in 2014-15. While the reason for this is unclear, there is some evidence to suggest that UK immigration rules including the introduction of an NHS surcharge are having a negative effect.

- Infrastructure

The available data indicates that we are using our estate more efficiently. The development programme over the next five years will see further investment across all areas of the estate and will see the estate meet the 90% target for buildings at condition grades A and B.

- Finance

Our operating surplus remains healthy, within our target of 3-5%. We are anticipating that this will change in subsequent years as part of a deliberate strategic response to changes in SFC funding following REF 2014. Although our income per staff FTE has decreased slightly, this is largely due to growth in staff numbers, driven by initiatives such as the Chancellor's Fellowships. While our return on capital investment decreased, our net assets increased.

9. *Strategic themes*

- Outstanding student experience

As agreed at last year's CMG, we now treat overall satisfaction as a KPI. NSS results have shown an improvement here, although we remain below both our internal milestone and lower than our competitors. More coordinated effort on responding to these survey results will be undertaken in the next year, with the creation of two Assistant Principal roles to focus on particular areas where we remain weak, Assessment and Feedback and Academic Support.

Growth in the Edinburgh Award continues to be marked, and it now supports 47 types of student activity, up from the original four. Since we reported to PRC in November, we have done further checks and have refined the data for the number of students benefitting from an international experience. We have seen a slight increase in the number of students benefitting from an international experience since 2013/14, although this increase is not as high as expected partly due to a particular scheme not being offered in 2014-15.

- Global impact

As well as giving more of our students the chance to experience work and study abroad, we continue to increase our numbers of students from overseas, including from beyond the EU. This includes improvements in the number of Masters students on programmes established through our global academies. As noted above, our research income from non-UK sources has also increased, and we have now entered the Russell Group upper quartile for this source of funding.

- Lifelong community

Changes to our method of monitoring the virtual footfall KPI have meant that comparability with previous years is difficult. This change has particularly affected the unique external visitor figure as it tracks visitors in a more sophisticated way. As a result of this, the data indicates that our virtual footfall number has decreased from 2013/14 to 2014/15. However, other metrics we collect are affected less by this change, and so we have looked at other key metrics which use similar site visits during the previous year and this shows that sessions (or visits) are increasing. Alumni engagement with our online sources appears to be continuing to grow.

- Social responsibility

Despite progress being made through investment in energy infrastructure, in particular Combined Heat and Power Energy Centres and other efficiency measures, as well as behaviour change programmes, the University is not on track to achieve its current absolute carbon reduction targets. The University campus has substantially increased in size due to mergers and new developments, with student numbers growing since targets were set. The University's relative targets against gross internal area (GIA) and turnover have shown a more positive trend, but the University recognises that it needs to take further action.

The University is now conducting a review of the Climate Action Plan to reconsider targets and to develop and integrated Climate Change Strategy to achieve those targets. A project plan was endorsed by the Social Responsibility and Sustainability (SRS) Committee in June 2015. Planned against a one year timeframe (June 2015- June 2016), it will ensure delivery of a final University-wide integrated Climate Change Strategy in Summer 2016.

- Partnerships

We continue to increase the number of our academic papers with international collaborators.

- Equality and widening participation

Our student population is becoming more diverse in some areas, and while we have not met all of our milestones we have regained some ground lost in 2013-14 in relation to converging on our participation benchmarks for students from low social classes and state schools.

We have also seen improvements in our gender pay gap and in our proportion of female academic staff, although more work is ongoing here. As noted above the Athena Swan Silver award is a significant marker of our achievements in this area.

Resource implications

10. There are no resource implications from Strategic Plan monitoring that require consideration by Court.

Risk Management

11. Inadequate monitoring of progress against the University's Strategic Plan targets and KPIs could result in the failure to meet these milestones and, ultimately, non-delivery of the University's objectives and strategies.

Equality & Diversity

12. The plan includes a Strategic Theme 'Equality and Widening Participation', with relevant targets and Key Performance Indicators. The paper contains details of progress made against this area.

Next steps/implications

13. KPIs and targets on which further work is required will be monitored over the course of the current academic year. Next year's report to Court on the 2015/16 year will be the final report on the current strategic plan.

14. We are currently developing our next strategic plan. The measures of progress to be used in this next plan will be developed in 2016.

Consultation

15. Colleagues from across the University have provided content for this paper. Those consulted include: the International Office, Careers Service, Student Surveys, Student Recruitment and Admissions, Edinburgh Research and Innovation, Human Resources, Estates and Buildings, Finance, Senior VP, VP Learning and Teaching, Student Systems, Development & Alumni, Centre for Sport and Exercise, Office of Lifelong Learning, Communications and Marketing and Information Systems.

Further Information

16. Author

Jennifer McGregor/Pauline Jones
Governance and Strategic Planning
25 November 2015

Presenter

Tracey Slaven, Deputy Secretary
Governance and Strategic Planning

Freedom of information

17. The paper is open.



THE UNIVERSITY of EDINBURGH

Strategic Plan Targets and KPIs: Progress Report 2014-2015

1. Summary

Key: KPI performance status

Improving	↑
Worsening	↓
Maintaining	↔

Key: Target

On track	Green
Further work needed	Yellow
Performance data not yet available	White

performance status

Key Performance Indicator or Target	Performance
Excellence in Education	
1.0 Proportion of leavers achieving a successful outcome (degree, transfer or other award)	↑
1.1 Increase student satisfaction with academic and pastoral support	Yellow
1.2 Increase student satisfaction with opportunities and support for developing graduate attributes and employability	Yellow
Excellence in Research	
2.0 Russell Group market share of research income (spend)	2013/14 data ↑
2.1 Increase average number of PhD students per member of academic staff to at least 2.5	Yellow
2.2 Increase score for the citations-based measure in the THE World University Rankings to at least 94/100	Green
Excellence in Innovation	
3.0 Knowledge exchange metrics: number of disclosures, patents, licenses and new company formations	↓
3.1 Achieve at least 200 public policy impacts per annum	Green
3.2 Increase economic impact, measured by GVA, by at least 8%	Green
People	
4.0 Proportion of staff who have had an annual review within the previous year	↑
4.1 Achieve the institutional Athena SWAN Silver award	Green

Key Performance Indicator or Target	Performance
4.2a Increase number of international applications for academic posts: number of applications.	
4.2b Increase number of international applications for academic posts: average no. applications per post advertised	
Infrastructure	
5.0 Total income per square metre of GIA	↑
5.1 Increase the proportion of our building condition at grades A and B on a year-on-year basis, aiming for at least 90% by 2020.	
5.2 Increase student satisfaction with learning resources (library, IT resources, study space and equipment) to at least 86%	
Finance	
6.0 Operating surplus as a % of turnover	↑
6.1 Increase our total income per staff FTE, aiming for an increase of at 10% in terms	
6.2 Increase our ROCE	
Outstanding student experience	
7.0a Proportion of graduates in graduate-level employment or further study (under-graduates)	2013/14 data ↑
7.0b Proportion of graduates in graduate-level employment or further study (postgraduate taught graduates)	2013/14 data ↑
7.0c Proportion of graduates in graduate-level employment or further study (postgraduate research graduates)	2013/14 data ↑
7.1 Increase the level of overall satisfaction expressed in responses to the NSS, PTES and PRES student surveys to at least 88%	
7.2 Increase the number of our students who have achieved the Edinburgh Award to at least 500	
7.3 Create at least 800 new opportunities for our students to gain an International experience as part of their Edinburgh degree.	
Global impact	
8.0 Proportion of international students from beyond our five most well-represented countries	↑
8.1 Increase our headcount of non-EU international students by at least 2,000	
8.2 Increase our research grant income from EU and other overseas sources so that we enter the Russell Group upper quartile	2013/14 data
8.3 Increase our number of masters students on programmes established through our Global Academies by at least 500	

Key Performance Indicator or Target	Performance
Lifelong community	
<i>9.0a Physical footfall</i>	↑
<i>9.0b Virtual footfall</i>	↓
9.1 Increase the number of active alumni engagements with the University via the Alumni Services website, social media and e-newsletters.	
Social Responsibility	
<i>10.0 Carbon emissions per £ million turnover</i>	↑
10.1 Reduce absolute CO2 emissions by 29% by 2020, against a 2007 baseline (interim target of 20% savings by 2015)	
Partnerships	
<i>11.0 a Number of our research publications which are internationally co-authored</i>	↑
<i>11.0 b Proportion of our research publications which are internationally co-authored</i>	↑
11.1 Increase our number of PhD students on programmes jointly awarded with International partners by at least 50%	
Equality and Widening Participation	
<i>12.0a Undergraduate entrants from under-represented groups: widening participation</i>	↑
<i>12.0b Undergraduate entrants from under-represented groups: low income households</i>	↓
<i>12.0c Undergraduate entrants from under-represented groups: ethnicity</i>	↑
<i>12.0d Undergraduate entrants from under-represented groups: disability</i>	↔
12.1a Converge on our state schools and colleges participation benchmark	2013/14 data
12.1b Converge on our low social classes participation benchmark	2013/14 data
12.2a Increase the proportion of female academic staff appointed and promoted to lecturer, senior lecturer, reader and professor levels	
12.2b Reduce the gender pay gap for University staff	



UNIVERSITY COURT

7 December 2015

Scottish Funding Council Outcome Agreement 2016-17

Description of paper

1. The Scottish Funding Council (SFC) has refreshed the Outcome Agreement guidance for 2016-17 which requires changes to the Outcome Agreement from the previous session. While awaiting the 2016-17 Scottish Government budget announcements following the UK Government's spending review, Governance and Strategic Planning propose that we take a pragmatic approach to updating the Agreement for next year. This paper outlines the approach and gives early indications on the content. A full draft Outcome Agreement is available as an appendix on the Court wiki: <https://www.wiki.ed.ac.uk/display/UCC/University+Court>

Action requested/Recommendation

2. Court is recommended to approve the approach to negotiating the 2016-17 Outcome Agreement with SFC.

Paragraphs 3 – 18 have been removed as exempt from release due to FOI.

Resource implications

19. The Outcome Agreement is linked to the annual funding allocations from SFC. Negotiation of the Agreement is part of the core business of Governance and Strategic Planning and Vice-Principals and no additional resource is required for this process.

Risk Management

20. The Outcome Agreement document will be a public document and is a requirement of SFC funding. There are consequently risks to both University reputation and funding if an effective agreement is not reached. The widening access component of the Outcome Agreement has a statutory underpinning via the Post 16 Education (Scotland) Act 2013.

Equality & Diversity

21. The Outcome Agreement contains specific sections where the impact of the University's activities on protected characteristics – especially gender – are considered. An Equality Impact Assessment of the draft Agreement will be carried out.

Paragraph 22 has been removed as exempt from release due to FOI.

Consultation

23. Input to the draft has been received from across the University – which will be further developed following advice from PRC and CMG. Trade Union and EUSA input will be sought during the development of the draft.

Further information

24. Author

Jennifer McGregor/ Pauline Jones
Governance and Strategic Planning
25 November 2015

Presenter

Tracey Slaven
Deputy Secretary, Strategic Planning

Freedom of Information

25. The paper should remain closed until final approval of the Outcome Agreement by Court.

UNIVERSITY COURT

7 December 2015

‘Building a New Biology’ Project – Full Business Case

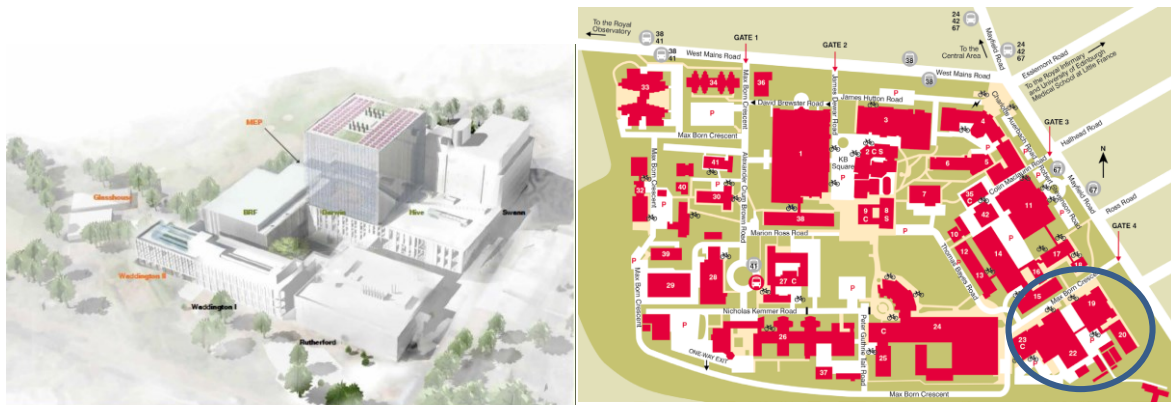
Description of paper

1. The paper reports on progress towards providing new and redeveloped facilities for the School of Biological Sciences (SBS) in and around the Darwin Building at the King’s Buildings Campus.

Action requested/Recommendation

2. Court is invited to:

- approve the proposed Full Business Case for the project;
- approve funding required from University Corporate Resources to carry out essential enabling works;
- note that the Exception Committee on 7 October approved expenditure to carry out essential pre-enabling works in order to maintain the programme.
- note that a UK Research Partnership Infrastructure Funding (UK-RPIF) draw-down proposal has been accepted by HEFCE and SFC. The award has to be spent in full by 31 March 2017, on the pre-enabling and enabling works packages.



Paragraphs 3 – 23 have been removed as exempt from release due to FOI.

Risk Management

24. The key risks are those associated with asbestos removal, business continuity and financial planning over the 5-year programme. This will be mitigated by regular review of risk management at Project and Programme Boards.

25. There is a short-term reputational and financial risk of failure to spend the UK-RPIF award by end March 2017, if enabling works do not progress on schedule. This risk will be minimised if Court approves the current request.

26. The key long-term risk is of damage to the University’s capability, quality and reputation in Biological Sciences, should the project not proceed and School remain dispersed in temporary accommodation. This risk is being managed by extensive

business planning to ensure the proposed investment is appropriate, and by progressing the project carefully through each RIBA stage.

Equality & Diversity

27. The redevelopment of the Darwin Tower and the associated Hive facilities will significantly improve accessibility. An Access Consultant will continue be employed to advise on disabled access during the next design stages.

Paragraph 28 has been removed as exempt from release due to FOI.

Consultation

29. The paper has been prepared on the basis of inputs from the College of Science and Engineering and the Estates Department. The paper was endorsed by the Estates Committee on 16 September 2015 and by the Policy & Resources Committee on 16 November 2015.

Further information

30. Author

Gary Jebb, Director of Estates
Cliff Barraclough
Estate Development Manager
25 November 2015

Presenter

Professor Jonathan Seckl
Vice-Principal Planning,
Resources and Research Policy

Freedom of Information

31. The paper should be closed until negotiations with all specialist consultants are concluded.

UNIVERSITY COURT

7 December 2015

Data Technology Institute – Business Case

Description of paper

1. The paper reports on progress of the new Data Technology Institute (DTI) project at Potterrow and presents the Business Case for the project.

Action requested/Recommendation

2. Court is invited to:

- note the project update and the imminent issue of the Invitation to Tender documents to the shortlisted Main Contractors;
- approve funding from University Corporate Resources, which is the balance required of the project cost previously approved; and
- approve the Business Case to allow the project to progress through to completion.

3. This follows endorsement by Estates Committee on 16 September and Policy & Resources Committee on 16 November 2015.



Paragraphs 4 – 12 have been removed as exempt from release due to FOI.

Risk Management

13. A risk register for the project has been utilised and monitored by the Project Board for the duration of the project and this will continue to be maintained for future phases of the project. The current key risks are:

- Delay in obtaining funding will impact on site start date;
- Connectivity and adjacency with the existing the Informatics Building and the Dugald Stewart Building may impact on business continuity;
- Current construction market conditions

Equality & Diversity

14. No issues were identified that may require highlighting in an equality and diversity context.

Paragraph 15 has been removed as exempt from release due to FOI.

Consultation

16. The paper has been prepared on the basis of inputs from the project business planning team and colleagues in the Finance Department. The College Registrar for Science and Engineering has been consulted on the paper. The paper was presented to and endorsed by the Estates Committee on 16 September 2015 and by the Policy & Resources Committee on 16 November 2015.

Further Information

17. Author

Jane Johnston,
Head of Estates Planning and Special
Projects

Presenter

Professor Jonathan Seckl
Vice-Principal Planning,
Resources and Research Policy

Freedom of Information

18. This paper is closed to protect the commercial interests of the University and potential contracting parties.



UNIVERSITY COURT

7 December 2015

The University's Annual Review

Description of paper

1. This paper contains nine feature articles to be published in this year's Annual Review.

Action requested/Recommendation

2. Court is invited to approve these features for publication, attached at Appendix 1.

Background and context

3. The Annual Review is a flagship publication targeted at a range of external stakeholders. It also constitutes the Report of the University to the General Council. The feature articles attached represent a selection of highlights of the University's work over the academic year August 2014 to July 2015.

Discussion

4. The Annual Review aims to provide insight into the activities and achievements of the University, its students and staff and enhance awareness and understanding of our contribution to the social, economic and cultural life of Scotland and the global community we serve.

5. As well as providing an overall picture of our performance, each year the Annual Review takes a particular theme and following our success in the Research Excellence Framework, this year's features articles have a particular focus on impact. They cover an interesting spectrum of highlights of the University's activities and provide a narrative context for the financial and statistical information included within the publication.

6. They provide a better sense of the University's varied activities, to ensure our audience enjoys a rounded picture and clear understanding of the impact the University has as a world-leading research and teaching institution, providing the highest quality environment for our students, to produce graduates fully equipped to achieve the highest personal and professional standards, and make a socially responsible contribution in the UK and overseas.

Resource implications

7. The publication is managed by Communications and Marketing and no additional funds are requested.

Risk Management

8. There are no risks associated with this proposal.

Equality & Diversity

9. Equality and diversity have been considered in the selection of subject matter. The paper does not propose any new policies.

Next steps/implications

10. Communications and Marketing will publish the Annual Review in late January 2016 and disseminate to stakeholders. Should any changes to content be required, this will be relayed to Communications and Marketing following this Court meeting, and amendments made before publication.

Consultation

11. Articles have been reviewed and approved by staff and students within them and approvals given by the Principal, Senior Vice-Principal, Heads of College and Vice-Principal Equality and Diversity.

Further information

12. Author

Barbara Laing

Publications

24 November 2015

Presenter

Dr Ian Conn

Director of Communications and Marketing

Freedom of Information

13. This is an open paper.

Advancing diagnosis of dementia

2015 saw the University publish the first ‘brain atlas’ – a digital map of the brain designed to assist researchers working in the areas of brain ageing, vascular disease and dementia. With a suite of powerful MRI and CT scanners available across the University’s medical campuses – and more to be added in the coming year – scientists are capturing detailed images of the body to understand how we can prevent and treat some of the world’s most challenging conditions.

The University’s Dr David Dickie working with colleagues from Professor Joanna Wardlaw’s research team, based at the University’s Brain Research Imaging Centre, produced the digital map of the brain particularly for their work on the brains of people over the age of 60. This tool is now being used to track how a healthy brain ages, in an effort to aid earlier diagnosis of neurodegenerative diseases, such as dementia.

“Brains are very much like faces, in that there is a wide range of what is considered to be normal,” explains Dr Dickie. “By developing maps of the brain, we can quantify that range and track how the brain changes in healthy people over time.”

The team is now recruiting more volunteers in order to build a robust image bank of the brain at all ages. This atlas will be used as the benchmark of healthy ageing, against which the scans of patients with disease could be compared. As well as diagnosing existing disorders, it may also help to identify the early biological changes that occur before any clinical symptoms of disease develop.

Dr Dickie continues: “Unlike most other parts of the body, it is very difficult to take biopsies of the brain, but advanced imaging is now able to show us much of what’s going on inside and offer information that simply wasn’t available before.

“The challenge is that people who are now aged 70 didn’t have brain scans when they were 10, so we can’t compare directly how their brains have changed over time. We need to build a life-long picture of the brain, and how it changes.”

It is now widely recognised that the key to tackling conditions like dementia lies in earlier diagnosis and preventative treatment. The advances of 21st- century medicine allow us to move on from keeping people alive for longer, towards keeping people healthy for longer. With expertise across the full range of specialisms required for the task – medicine, neuroscience, psychology and informatics – the University has a global reputation for leading the field. The benefits of this have been recognised by the award of a new PET MRI scanner from the Medical Research Council as part of Dementias Platform UK, which is set to arrive at the University in the next year.

In the case of dementia, the stakes could not be higher. The latest WHO analysis estimates that around 47.5 million people currently live with dementia worldwide. That figure is set to triple by 2050. The annual health and social care costs for the condition, according to a recent study in the British Medical Journal, come to £11.6 billion in the UK –higher than for cancer, stroke and coronary heart disease combined.

Yet despite the fact that the road to finding effective treatments has so far proved long and unrewarding, Professor Craig Ritchie, from the University's Centre for Dementia Prevention, remains optimistic.

As the lead of a new £50-million initiative aimed at bringing treatments for Alzheimer's disease to market more quickly – the European Prevention of Alzheimer's Dementia (EPAD) project – it is easy to understand why. This new research consortium, which involves more than 36 organisations from across Europe, aims to pinpoint the early stages of Alzheimer's disease and how it leads to dementia. It will provide a platform to investigate new treatments that aim to prevent or delay the onset of clinical symptoms in people at risk of developing the condition.

Ask Professor Ritchie if he believes a cure will one day be found for Alzheimer's dementia, and the answer is resoundingly positive.

“There are very real grounds for optimism,” he says. “We are beginning to understand that the disease process of dementia begins at least 20 or 30 years before symptoms develop, and it is at that point in time that the EPAD project is aiming to intervene.”

The initiative will establish a register of around 24,000 people from across Europe to create a cohort of 6,000 individuals deemed to be at risk of developing dementia. Their level of risk will be determined by cognitive, biological and clinical tests and those in the highest category will be invited to trial new, preventative medicines.

With such a rich data source the team hopes to develop models of the dementia journey, allowing scientists to spot the signposts in others who may be at risk.

So how do you solve a problem like dementia? Professor Ritchie has two proposals.

“There is good emerging evidence that we should explore both pharmacological and lifestyle interventions,” he explains. “Within EPAD, we are hoping to develop treatments that will prevent the biological changes that occur in the brain while the condition is still in its ‘silent’ stage.

“But we must also take very seriously the role lifestyle choices have to play. Diet and exercise are crucial to good brain health and we hope to engage the public with these messages as successfully as the campaigns for tackling cardiovascular disease have done. “What's good for your heart is good for your brain, and we believe this type of public health information could prove to be critically important in reducing the risk of dementia in the long term.”

Rewarding student endeavour

The late summer of 2014 saw a small but dedicated group of Edinburgh staff, led by Professor Tina Harrison, Assistant Principal Academic Standards, gather to begin preparations for the institution's Quality Assurance Agency (QAA) review. Over the course of fourteen meetings and two separate visits, the Enhancement-Led Institutional Review panel met with staff and students – undergraduates, postgraduates and distance learners, in person and via Skype – to ensure a clear understanding of how the University's teaching practices are developing and innovating.

During this process one project particularly impressed the panel. The Edinburgh Award is an employability and personal development scheme established by the University with Edinburgh University Students Association (EUSA).

The commitment of Edinburgh students to take up volunteering never fails to impress and their range of activities is vast: from taking part in charity fundraising telethons, acting as a student ambassador, to football coaching and feeding the homeless. As well as throwing themselves in to voluntary work, a great many also juggle the demands of study with part-time work. Now, through the Edinburgh Award, these efforts are recognised and acknowledged in a way that helps shape their careers.

“Personal, professional and intellectual growth happen within and beyond the formal curriculum,” says Ms Shelagh Green, Director of the University's Careers Service. “It's essential that we use all these experiences to prepare our students for the challenging and ever-changing world that awaits them.”

Prompted by the University's ongoing commitment to student employability, and the development of Higher Education Achievement Reports (HEAR), the Edinburgh Award was created to add structure to co- and extra-curricular activities. Be it part-time work, volunteering, peer-assisted learning, or student representation, University staff – the Award leaders - bring their particular expertise to each version of the award. This flexibility contributed to the scheme's growth, which reached target numbers two years ahead of schedule.

Capitalising on a deep engagement with student support across the institution, while students graduate with their Edinburgh Award recorded on their HEAR, the University has also fostered communities actively committed to accelerating student development.

“The Edinburgh Award has a sector-leading design and delivery model, making significant impact across the University,” explains Ms Green. “It has brought career planning and employability into previously unreached areas of the University community, and student satisfaction runs at above 95 per cent.”

For one fourth-year law undergraduate, Ms Chelsea Martin, the experience of undertaking the Award brought unexpected benefits.

“I definitely have more confidence in myself as a result of the Edinburgh Award,” says Chelsea. “In the past, I'd portray the image of confidence, whereas now I no longer have to pretend – I really do have the confidence I need.”

Chelsea worked as a LawPALS leader as part of the Law School's peer-assisted learning scheme. She helped first year law students adapt to studying law, through weekly meetings.

"I was encouraged to do the Award by other students who had completed it previously but I was also motivated by the prestige associated with having the Award on my transcript," she explains.

For Chelsea the experience was transformative: "Self-awareness and reflection are big parts of the process. Never before have I looked so closely at myself – either to identify and talk about my strengths or to recognise and work on my weaknesses. Not only do I have more confidence in the skills that I have, but I also gained confidence in being able to state these skills on an application, knowing that I had real examples to back them up and an award to show for it."

Ancient History MA graduate, Mr Declan Sheridan undertook an internship with the University's Careers Service while completing his degree, and was also a recipient of the Edinburgh Award for his efforts.

"I decided to do the Edinburgh Award for a number of reasons," he explains. "I realised that a degree is no longer enough. You have to maximise what you do in your spare time also. I saw the Award as a fantastic way to reflect and acknowledge the activities I do outside of the academic setting; and it was easy to complete along-side my internship."

Declan believes the process he went through to gain the Award stands him in good stead in an ever-challenging job market.

"It's great to have the recognition from the University and to know that my extra-curricular efforts are valued," he says. "But more importantly I now have the skills to really focus on self-reflection to ensure personal development. The benefits of this programme are definitely going to be long lasting."

What began as a pilot five years ago is now an integral part of the Edinburgh student experience.

"These are essential steps in best preparing our students to have the greatest benefit on society as a whole," states Ms Green. "As Director of the Careers Service, there's nothing better than hearing the stories from individual students who relate how beneficial the experience has been when applying for jobs and going for interview."

Receiving the best possible outcome from the QAA's Enhancement-Led Institutional Review, which commended not only the Edinburgh Award, but many more of the University's commitments to best learning practice, the Award is proving to be a valuable resource.

For Professor Harrison, this has been a team affair: "The successful outcome reflects the commitment of University staff and EUSA to ensuring a high-quality student experience. The overall feedback from the review team was extremely positive. The outcome also reflects the contribution colleagues have made to the review. All of this makes the successful outcome a truly collective effort."

Transforming ideas into enterprise

There is an enviable track record at Edinburgh of turning bright ideas into big business and the past 12 months have been no exception. In fact, they have seen the creation of a record number of companies by the University – a grand total of 44, of which 41 were start-ups and three spin-outs.

The breadth, diversity and innovative nature of research being conducted by the University means that it has practical applications throughout all walks of life – and in many cases that research has the capability to be turned into successful commercial enterprises.

This is largely thanks to the work of Edinburgh Research and Innovation (ERI) the specialist arm of the University that assists academics with what can be the challenging process of giving their expertise commercial appeal. And the service is not just for staff – students can also benefit from the backing of Launch.Ed, a University initiative that helps student entrepreneurs.

As for the quality of the research and its relevance to the world of business, the figures speak for themselves, with investment in University-founded companies hitting a record high. A total of £237.4 million has been invested over the past year, demonstrating the impact that the company formation activities are generating.

One such success story is that of Krotos Ltd, set up by University of Edinburgh graduate Orfeas Boteas. Mr Boteas studied for a Sound Design MSc in 2012, and managed to turn his final-year project into a commercial success in a very short space of time.

“My studies played a very important role,” says Mr Boteas. “I received very valuable advice from Launch.ed which was crucial to the business. They also gave me the option to apply for a full-time internship with them, to work on commercialising my project over the summer, while providing business training as well.

“It was during this time that I incorporated Krotos Ltd and we released the commercial version of our product, Dehumaniser, in November 2013.”

Dehumaniser is sound-effect software for use in film, television and video games. It was recently used as the voice of the character Ultron in the movie *Avengers: Age of Ultron*.

“Usually, making imaginary creature sounds requires the recording and processing of various animal sounds or human voices, adding them in layers in order to create the wanted sound,” explains Mr Boteas. “This procedure needs hours for designing a single sound effect - and money to spend on expensive software and sound libraries.

“Our software allows the production of studio-quality monster and creature sounds, in real time using your voice. You basically scream into the microphone and you make the wanted sound. There is also an iOS app version of Dehumaniser for fun!”

For Mr Boteas the last year has been a significant one: “In 2014 I was awarded a University Research Fellowship by the Royal Society of Edinburgh. It was a life-changing experience that provides salary and business training for a year. The University is doing a great job supporting start-ups.”

Success stories like Krotos Ltd are not just good news for the University community, they're also good news for the wider economy. The new companies have contributed more than £140 million to the Scottish economy and helped to create a further 2,300 jobs, according to the independent consultancy BiGGAR Economics.

The University's Professor Harald Haas holds the Chair of Mobile Communications and is a pioneer of LiFi technology. He is also co-founder and Chief Scientific Officer of pureLiFi Ltd, as well as the Director of the University's LiFi Research and Development Centre. He works on light-enabled internet technology. Professor Haas calls it "technology that can communicate as well as illuminate".

Developed in the University's School of Engineering, Lifi technology is currently being incorporated at the home of the Golden State Warriors basketball team in San Francisco and has been backed by the University's venture investment arm, Old College Capital. At TED Global 2015, Professor Haas demonstrated how LiFi can be used with solar cells, which could have life-changing implications for communities without existing power infrastructures.

"I have received tremendous support and encouragement from the University, both for my research and for taking forward my resulting innovations," says Professor Haas. "ERI pointed me to the appropriate grants to apply for, and in addition, I received internal funding to build a first proof-of-concept demonstrator that led to LiFi, and subsequently to a larger project, and eventually to pureLiFi Ltd which has become the world leader in LiFi technologies."

Professor Haas' research group published the first proof-of-concept results demonstrating that it is possible to turn commercially available light emitting diode (LED) light bulbs into broadband wireless transmission systems. It is this kind of innovation, with backing from the University, that is now feeding back into the economy.

"The initial support was instrumental," he reflects. "It acted as a catalyst for what has become a massively successful company offering highly-skilled jobs to 20 people, and many more in the years to come."

Since Edinburgh's first recorded spinout, Reynolds Medical, was established more than 40 years ago, the University has created more than 400 start-up and spin-out companies. If the visionary work of Krotos and pureLiFi Ltd are anything to go by, there will be many more in the years to come.

Taking the Edinburgh experience to China

A unique biomedical partnership with Zhejiang University in China has created a Scottish university first. Health provision is one of China's strongest growth areas – one in which Edinburgh is playing a leading role. In 2015, the University announced an innovative degree partnership with Zhejiang University in the subject of integrative biomedical sciences.

Co-devised by academics from Edinburgh and Zhejiang, to reflect the range of expertise in biomedical sciences at both universities, the four-year undergraduate programme is expected to attract some 600 students over the next five years. Taught entirely in English by Edinburgh and Zhejiang academics in Haining, the plan is to attract the brightest students from China and from overseas.

The University's Professor Jeremy Bradshaw, Assistant Principal Researcher Development, has been instrumental in bringing the project to fruition. Having surveyed education in China for the UK Quality Assurance Agency in 2013, he was particularly impressed by a model of joint provision that involved Zhejiang.

He believes the significance of the agreement should not be underestimated: "The biomedical science degree partnership with Zhejiang University not only provides opportunities for Chinese students to gain an 'Edinburgh experience' in their own country, without the expense of relocating to Edinburgh, it also enables the two universities to learn from each other at all levels, and develop truly significant joint research, in a long-term partnership that will outlast the typical life span of international research collaborations."

Edinburgh's Professor John Stewart is leading Edinburgh's involvement in the project and highlights the fact that every aspect of the course has been developed in a collaborative way: "The University of Edinburgh is not just taking courses that are delivered in Edinburgh to China and delivering them there. Rather, we are developing this new programme to suit the needs, requirements and aspiration of the students in Zhejiang.

"As well as staff based permanently there, we will utilise so-called 'flying faculty' – who will spend shorter periods on campus and provide their particular expertise to students. Additionally, we will make use of Edinburgh's enviable online learning capability, which successfully delivers tuition at a distance."

The new degree programme will offer a curriculum reflecting the full breadth of biomedical science, including infectious diseases, neuroscience, pharmacology, physiology and reproductive biology. In a country where the discipline of biomedical sciences is new, Professor Bradshaw believes Edinburgh offers something valuable for the future: "As medical research develops in China, it will become increasingly important to have suitable undergraduate programmes to provide the research-competent graduates that the growth will require."

While this degree is new, the tradition of Edinburgh's medical expertise being put to good use in China is not. In 1881 David Duncan Main, an Edinburgh medical graduate, arrived in China and started work in the 1,300-bed hospital at Hangzhou College. By the time he left China 45 years later, he had established at least 30 different medical and welfare institutions, as well as providing medical training to hundreds of Chinese men and women, and translating a number of English-language medical texts into Chinese.

For Professor James Smith, Edinburgh's Vice-Principal International, the Zhejiang partnership follows in the best traditions of Edinburgh's ability to connect with people around the world.

“Working with international partners is absolutely critical,” he states. “It extends the reach, quality and impact of both our teaching and research and allows us to scale up our activities and undertake fresh initiatives that we simply cannot complete by ourselves. Developing high-value partnerships lies at the heart of our global engagement, and the Zhejiang project points the way as to how that can be achieved.”

The Zhejiang partnership is not without its challenges, concedes Professor Stewart, but he believes all obstacles will be overcome: “The recruitment processes, degree award and classification and many other matters are different between China and Scotland, as is the general cultural and educational systems. However I see the fact that we come to the table with very different experiences as a great advantage, and there is tremendous enthusiasm on both sides to make this a success.”

China is a country with which Edinburgh's engagement levels are rising. 2015 saw several other developments for the University. One of the most significant was the establishment of a new office by the University's Edinburgh Centre for Carbon (ECCI) in Hong Kong.

Scotland's First Minister, Nicola Sturgeon, officially opened the Centre at the Hong Kong Science and Technology Park as part of a Scottish Government trade mission. The new Centre will enable low-carbon experts to develop solutions to some of the biggest challenges facing mankind, including air quality, energy efficiency and sustainable construction.

Meanwhile, work is already underway to develop other programmes with Zhejiang. The agreement with the Chinese Ministry of Education provides for a second undergraduate programme to be delivered jointly, while discussions are also taking place to establish joint MSc and PhD programmes in the near future.

Providing a forum for thought

On 18 September 2014, the people of Scotland were asked a question: Should Scotland be an independent country? Behind this deceptively simple formulation lay arguably the most important proposition put to the British population in centuries.

Amid a tangibly heightened atmosphere sweeping Scotland, the University carefully carved out an important arena where the issues around independence could be discussed and evaluated freely.

“Political parties and the media couldn’t do that,” says the University’s Senior Vice Principal and Professor of Politics, Charlie Jeffery. “They were all seen by the public as being on one side of the debate.”

To that end, in the year leading up to the referendum on Scottish independence, Professor Jeffery led the Future of the UK and Scotland project. Funded by the Economic and Social Research Council and involving academics from several other Scottish universities, the project was tasked with unpicking some of the knotty issues around independence. Academic rigour from the University’s Schools of Law, Education, Business and Social and Political Science was brought into areas previously dominated by political spin.

The project’s results were communicated in a number of ways. The Future of the UK and Scotland website featured regular blogs analysing breaking news around the referendum in short bursts of accessible non-academic language. A Massive Open Online Course (MOOC) about the vote was established. Public events were held. An e-book explaining the issues was published in conjunction with the David Hume Institute and the Hunter Foundation.

Crucially these activities were valued equally by both sets of campaigners, as well as the public. Both campaigns expressed gratitude for the work. The blog built up an audience of hundreds of thousands. Nearly ten thousand people took part in the MOOC. The e-book was downloaded more than 100,000 times.

The media were strategically engaged by the University, which became the destination of choice for more than 700 journalists looking for expertise and authoritative comment in the months preceding the referendum. Academics from Schools and departments as varied as Divinity, History and English Literature were sought out.

Via *The New York Times* to Al Jazeera, the University provided insight to tens of millions of people, giving the University’s activities “the most unprecedented global reach for any social science initiative in the world ever,” according to Professor Jeffery.

Following the 2014 referendum the University’s vital role in examining public policy continues.

“The independence referendum didn’t end the constitutional debate; it kick-started a new one about reforming the UK,” says Professor Nicola McEwen, Associate Director of The Centre on Constitutional Change at the University. Located in the School of Social and Political Science, the Centre is continuing the work begun by the Future of the UK and Scotland project. It is examining such issues as English Votes for English Laws, the Smith Commission and the resultant Scotland Bill, further devolution for Wales, and how a federal

UK might operate. Given the speed at which these constitutional issues have arisen, the Centre provides a crucial space for consideration and debate.

“The academic community is playing a vital role in saying ‘hang on’,” says Professor McEwen. “We need to ask what all this means in practice. It is really important that there is a centre and group of people that are given the time to reflect upon these things and disseminate that message beyond party politics.”

Professor McEwen sees the Centre’s role as one of a broker. It is providing experts to give evidence at influential committees in Holyrood, Westminster, and Brussels, as well as helping civil society and the public understand the issues at hand.

Another impending constitutional issue is the referendum on the UK’s membership of the European Union. An initiative called European Futures is the University’s response. Led by Professor Laura Cram, the European Futures blog provides a forum for Europe-wide discussion.

“For many academics this is the moment when all their years of research suddenly becomes very important,” says Professor Cram. “There is a huge wealth of really exciting research that has already tackled some of the major issues. European Futures is a real opportunity to inform people. We want to make them feel confident as they vote on this issue.”

Like the Future of the UK and Scotland, the European Futures project will commission research on specific topics related to the EU referendum. It will also use special software to track how the debate is unfolding on social media. Whatever the result, the University will continue to facilitate and shape discussions about the major political forces that shape our lives for the benefit of both policy makers and the public.

“We have major political challenges – such as migration or climate change – that are beset by hard positions that don’t necessarily provide the ordinary citizen a way of judging between them,” says Professor Jeffery. “But there is a role for academic institutions here, and a real opportunity to reach beyond the policy debate and become a useful platform for public engagement.”

Delivering big data solutions

If the future is to be shaped by the dizzying amounts of data people produce, then history suggests Edinburgh will be uniquely placed to harness the benefits. For 50 years the institution has led many advances that have shaped the computer age. Now its researchers are part of a UK-wide initiative that seeks to draw meaning from the explosion of digital output and realise its economic potential.

The new venture, named after the computer pioneer and code-breaker Alan Turing, focuses on ways of collecting, organising and interpreting large sets of digital information – commonly known as big data. Based at the British Library, the Alan Turing Institute will draw on Edinburgh’s expertise in computational, mathematical and social sciences.

In 2015 it was announced that the Institute will be headed by Edinburgh alumnus, and the University’s Professor Andrew Blake. Its aim is to make breakthroughs that will produce new algorithms – step-by-step sets of operations – that are needed to address real-world problems.

The Institute is backed by £42 million of UK government money and £10 million from Lloyd’s Register Foundation. Each university involved – Cambridge, Edinburgh, Oxford, UCL and Warwick – will contribute £5 million. Government Communications Headquarters (GCHQ) and Intel Corporation have also announced their intention to become partners. With additional backing from the Engineering and Physical Sciences Research Council (EPSRC) it will develop strategic links with industry and commerce, seek to improve cyber security and train the next generation of data scientists.

The idea that universities should be drivers of economic growth as well as game-changing research is a familiar one, but the digital revolution takes these aspirations to new heights. Eric Schmidt of Google put it eloquently in 2010 when he estimated that between the dawn of civilisation and 2003, humankind had created five billion billion bytes of information – a total that is now produced every two days. With this flood of data – most of it unstructured, much of it incomplete and some of it wrong– comes a demand for meaningful analysis and heightened expectations from companies.

The University’s Professor Richard Kenway, Non-Executive Director of the Institute and Vice-Principal High Performance Computing, urges caution: “Data science has a vast amount of promise, but we mustn’t get carried away and take at face value what data appears to be telling us.

“We need a deeper understanding of the underlying mechanisms and, from this, new algorithms. Data only describes what has already taken place – we can’t guarantee that the future is going to resemble the past.”

This mission to produce insights, services and products is as far-reaching as the data itself, but Edinburgh scientists have faced similar challenges before. Artificial intelligence pioneer Professor Donald Michie – a wartime colleague of Alan Turing at Bletchley Park – assembled his fledgling research group at Edinburgh in the 1960s.

Before long, this remarkable polymath – with degrees in anatomy, genetics and biological sciences – was helping to bring about the world of robots, computer games and search engines. Professor Michie’s multi-disciplinary approach and willingness to engage with

business – to say nothing of his visionary genius – would sit well in the Institute that bears his friend's name.

By the time computers had become an indispensable research tool in the 1980s, Edinburgh was ready to up the stakes. An emerging generation of physicists – among them Professor Kenway – was ready to exploit a new type of computation that was creating previously unthinkable opportunities. Parallel computing – which enables many calculations to be completed simultaneously on different microprocessors – was precisely what the worlds of industry and commerce were waiting for.

In the next decade, as the World Wide Web began its spectacular ascendancy, Edinburgh was again in the vanguard, becoming a key player in the emerging field of e-science. Scattered networks of scientists, working across continents and different disciplines, used a turbo-charged computational network called the Grid to turn shared data into knowledge. Once more, business liked what it saw.

Standing still was not an option. Edinburgh became the home of the UK's first super computer HECTOR in 2007, and this honour was re-established with the placing of its replacement, ARCHER, in the hands of the University's EPCC researchers in 2014. Capable of more than one million billion calculations a second, the £43 million ARCHER system provides high performance computing support for a range of research and industry projects and is number one in the UK, and 40th in the world, in terms of raw computational performance.

Among the Alan Turing Institute's earliest projects is a collaboration with supercomputer manufacturer Cray and the EPSRC to upgrade ARCHER's analytics capability.

The Institute's joint programme with Lloyd's Register Foundation will develop data-centric applications in engineering to enhance safety at sea, on land and in the air.

Plans are also underway to work with GCHQ to develop data-analysis methods that can be applied in open access and commercial environments.

For Professor Kenway, such projects demonstrate the breadth of the challenges ahead: “We are creating the new methodology of data science. The data scientist is more akin to an Olympic pentathlete than an elite runner who focuses on a single event. He or she – like Donald Michie – will have to excel in a range of disciplines.”

Informing deaf education policy

Since 1760, when Thomas Braidwood opened the UK's first school for the deaf in Edinburgh, the city has played an important role in the history of deaf education. By 2005 the work of British Sign Language (BSL) pioneer Dr Mary Brennan had firmly established Moray House School of Education as a leading institute for deaf studies, but her legacy was to be greater than that.

In 2000 Dr Brennan established *Achievements of Deaf Pupils in Scotland*, a comprehensive national survey of deaf children's educational progress and attainment. Funded by the Scottish Executive Education Department and based in the Scottish Sensory Centre in Moray House, the project carried out annual surveys of deaf children in Scottish schools. Reviewing 2,000 pupils over five years, Dr Brennan had compiled the largest database of its kind.

Recently the research baton was taken up, following the sad death of Dr Brennan in 2005, by an Edinburgh team, who obtained a three-year grant from the Nuffield Foundation to analyse and follow-up on her findings.

Led by Ms Rachel O'Neill, lecturer at Moray House, with Professor Marc Marschark of the Rochester Institute of Technology in the US and Moray House colleague, Ms Julie Arendt, the team contacted as many of the participants of the original study as they could, through schools, the media and an online questionnaire in both English and BSL, to ask about their school experiences, progression into training, further and higher education, volunteer work and their current activities. The team also contacted the parents of those children still in the school system, to find out about any parental support they had received.

Their findings were later to be examined by the Scottish Education and Culture Committee, as part of a Scottish government inquiry into educational attainment gaps.

"The National Deaf Children's Society has always been keen that Parliament recognises the achievement gap between deaf and hearing children as something which should narrow," explains Ms O'Neill. "The Society used our research to push for a parliamentary inquiry, and our findings also fed into that."

Their results had shown that those who had attended a resource base or deaf school had a wide range of communication choices available to them, while those who had attended mainstream schools were very unlikely to use sign language. In a resource base school, deaf children receive intensive support for literacy, spoken language development and signing, while such support is still unusual in mainstream schools, where it's rare that teachers have BSL skills.

The British Sign Language (Scotland) Act 2015 sees the status of BSL upgraded from a recognised minority language to a language in its own right in Scotland and is likely to lead to commitments from the Scottish government for more BSL training for teachers.

For Ms O'Neill there is also a direct need for the range of teaching styles to be widened.

"To eliminate any linguistic delay we have to ensure that all deaf children aged 0-5 develop a language, whether that be speech, sign or both" she explains. "These years are crucial language-learning years. If a child fails to develop a means of communication during this

time they will have a smaller vocabulary and this makes reading harder, even though there is nothing wrong with the child's cognitive ability.”

The importance of early development of a language is further underpinned by the team's findings that children with mild hearing loss are often overlooked in schools, resulting in academic achievement no different from that of profoundly deaf children. The research points to a need for local authority services for deaf children to build relationships with parents of all deaf children, mild and severe, to encourage the best possible language development in the early years.

The majority of deaf children develop speech and lip-reading skills, but BSL is also used; by more than 12,500 people in Scotland. Like any language, it is constantly evolving with its own vocabulary and grammar. The BSL Glossary Team at the University's Scottish Sensory Centre, working with deaf subject experts, have collated and devised more than 1,000 curriculum terms and definitions that are used by signing pupils, teachers and interpreters across the UK.

Other recommendations put forward in the research team's report include more targeted and tailored support for parents, better information and knowledge for young deaf people, improved classroom acoustics in all schools and developing enhanced awareness in teachers.

With Dr Brennan's legacy research and the on-going work of Moray House education experts, the spotlight on deaf education for Scottish policymakers has never been brighter. Head of Moray House, Dr Rowena Arshad sums up: “If we are serious about inclusion and getting it right for every child, a good place to start is increasing communication and co-operation between parents, teachers, education authorities and researchers to arrest these disparities. The principle has to be about needs and not numbers.”

Safeguarding next-generation banking

In 2015 academics from the University's Business School made headlines with a pioneering prototype that could transform the way banks lend money. The 'intensity model', developed by Professor Jonathan Crook and Dr Mindy Leow, may enable lenders to more accurately predict when and where borrowers are most likely to fall behind on payments.

"For many years, our research has tried to address problems that banks and other types of lenders face", says Professor Crook. "This 'intensity model' has evolved from earlier programmes of study that stretch back to the 1990s."

Traditionally, when a customer applied for a credit card, banks used data gathered from their application to predict the likelihood of defaulting – missing three payments – within a fixed timeframe. This was revolutionised in the 1990s with the 'survivor model', which predicts not only if a person will default, but in which particular month it is likely to take place. The new generation 'intensity model' devised by Professor Crook would not only predict if and when a borrower will default, but could also predict the likelihood of any individual account falling behind just once or twice, and the ability of making catch-up payments, on any given month.

The 'intensity model' is not a new phenomenon. It has been used by statisticians as a means of explaining past financial activities, rather than predicting the future of individual accounts. However Professor Crook is the first to use the model in this way.

"We are going under the bonnet of credit card banking here", explains Professor Crook. "And right now we are working to introduce macro-economic variables, such as interest rates, house prices and unemployment rates into the model.

"This may allow banks to more accurately stress-test their portfolio to ensure they are retaining enough capital to protect depositors, ultimately reducing the risk of getting into difficulties in the event of a future financial crash."

A further benefit will come into play from 1 January 2018, when a new international accounting standard requires banks to set provisions aside for every loan made in case it doesn't repay.

"The provision is usually included in the interest rate", Professor Crook explains. "However, if the risk increases after the loan has been made, intensity models can reassess what will happen during the life of the loan far more accurately than models being used today."

The 'intensity model' is good news for borrowers too: "If the risk of you missing a payment is more accurately assessed, your credit limit and interest rate will more truthfully reflect that risk. Someone that has a very high probability of missing a payment would typically be charged a higher interest rate, and people with low risk will be charged a lower one."

Professor Crook developed the idea of using the 'intensity model' to make predictions with Dr Mindy Leow, a former post-doctoral fellow who has now taken a position with a leading bank. Professor Crook says that this is not an unusual occurrence.

“Because we work so closely with numerous financial organisations – sharing our ideas and providing consultancy support– many of the brightest minds, including a number of my PhD students, are offered high-calibre jobs with them in order to develop their concepts more competitively.”

As part of his role as Director of the University’s Credit Research Centre, Professor Crook and colleagues organise a bi-annual Credit Scoring and Credit Control Conference. Now in its 26th year, the event drew more than 400 delegates from 39 countries from across the world to Edinburgh in 2015.

“The conference is the only one of its kind in the world”, he says. “Most industry conferences are run by a specific company, talking about their own developments. Ours is open for anyone to present new ideas. This attracts all sorts of industry leaders – regulators, statisticians, credit bureau professionals and academics – and stimulates many lively and useful debates.”

After the application of the statistical theory was initially made public in the *European Journal of Operational Research* in 2014, Professor Crook presented an enhanced version of the model to delegates at the Edinburgh conference in August. Reaction has been incredibly positive, although not overtly so.

“In private conversations, banks and other lenders have been very impressed,” Professor Crook explains. “But due to the extreme secrecy around credit risk models, and the need to ensure competitors are not aware of each other’s plans, we can’t reveal anything further on the matter at present.”

While the ‘intensity model’ heralds a better, fairer mode of lending and borrowing money, in reality banks will have to make millions of pounds of investment to implement the findings. There are also organisational hurdles to overcome before a model such as this one can advance.

“Changing something so fundamental to a bank needs approval at many layers. And as the stakes are so high, it will take time for decisions to be made,” says Professor Crook. “Our model offers huge opportunities, and if lenders are willing to be courageous and imaginative, the UK could pave the way for more effective and accurate credit risk assessment.”

Reaching out to inspire school pupils

How can we weigh the Earth? Fingerprint the structure of a molecule? Grow baked beans? These are questions that University of Edinburgh students and researchers have been taking to classrooms, as part of outreach projects to forge links between the University and local schools.

One pioneering scheme, the GeoScience Outreach and Engagement programme, organised by Dr Jenny Tait, lecturer in the School of GeoSciences, sets a challenge to final-year undergraduate students, to develop projects for five- to 17-year-old pupils, in schools around Edinburgh.

“Our undergraduate students are working in partnership with school teachers to develop projects which are educational, fun and engaging,” explains Dr Tait.

Teaching materials are designed by the students in line with the Scottish government’s Curriculum for Excellence – a model which aims to ensure all children develop the knowledge and skills they need to flourish in life, learning and work.

“I continue to be amazed with the creativity the students show in developing projects on the themes of outdoor learning, health and wellbeing and social justice,” reflects Dr Tait. “We’ve had everything from hands-on geology, where school pupils get to see a sample of a meteorite, to students explaining the importance of honeybees to school pupils. Food security and climate change are also popular themes.”

The programme has proven successful in improving students’ career prospects. “Around 40 per cent of our students have found employment as a result of, or related to, their outreach project, including teaching and creating spin-out companies,” says Dr Tait.

One Edinburgh PhD student who combined her passion for research with an outreach programme is Ms Nicholle Bell, who introduced the Royal Society of Chemistry’s Spectroscopy in a Suitcase scheme to secondary schools across Scotland. The project brings research-level equipment into schools, to facilitate the teaching of spectroscopy - a technique used in all analytical laboratories, such as forensics, to identify and analyse chemical compounds.

Nicholle developed a scheme for teachers to borrow the equipment and worked with them to enhance the learning experiences of pupils taking Advanced Higher Chemistry. The scheme, now run by a team of chemistry PhD students, has trained more than 230 teachers and has seen 2,000 pupils experience and learn from the kit.

For Nicholle, it has been encouraging to see how the scheme has increased enthusiasm for the subject of chemistry: “It’s amazing how this kit – and yes it comes in a suitcase! – has been so enthusiastically received by teachers and pupils. Initiatives to raise attainment in Scottish schools are about increasing learners’ ambitions and aspirations. This scheme takes real analytical techniques to pupils, inspiring them to pursue a potential career in chemistry.”

Working with music in marginalised communities has been the motivation for Ms Dee Isaacs, a lecturer at the University’s Reid School of Music. Over the past 14 years, seven music theatre projects have been devised by her Music in the Community project, involving primary

school children from areas of deprivation in Edinburgh. Projects have taken place in creative hubs such as the National Museum of Scotland and the University's Talbot Rice Gallery as well as in the Edinburgh's Royal Botanic Gardens. Ms Isaacs believes that prolonged engagement with the arts helps children gain in confidence and self esteem.

"Large-scale immersive arts programmes create a real impact on children," she says. "They can change the perception of the importance of the arts in school curriculums. Our productions with professional artists and production teams have the highest artistic standards, and it's a collective endeavour that is transformative. Students give huge energy towards this kind of work because they see the value of it, both on a personal level and for their futures."

Ms Isaacs ensures that the projects align with the vision of the Raising Attainment for All programme, launched by the Scottish government in 2014, which aims for each child in Scotland to enjoy an education that encourages them to be the best they can be, and provides them with a passport to future opportunity.

But for Ms Isaacs, this is no one-way street: "This work not only engages and empowers young people from disadvantaged backgrounds, it also provides a rich learning and research environment for creative University students."

Encouraging aspirations for higher education is the motivation for the University's Dr David Ward, a philosophy lecturer who, with a team of volunteer postgraduate philosophy students, and colleagues from Moray House School of Education, presents some of life's biggest questions to classrooms to help pupils cultivate skills for constructive debate.

Research themes of Edinburgh's philosophy department – rated second in the UK in the 2014 Research Excellence Framework – feed into these school workshops, which also align with the Scottish government's Curriculum for Excellence.

"A growing body of research shows the positive impact that philosophical discussion in the classroom has across the whole curriculum, through helping pupils to articulate views and understand others sympathetically," explains Dr Ward.

The focus for the philosophy outreach work is with secondary schools in Edinburgh, particularly those with a low progression record.

"Some of the questions we have explored to encourage critical thinking are: 'Can war be the morally right thing to do? Can a robot ever be your friend? Can you really blame someone for doing the wrong thing?'" says Dr Ward.

"Working with school groups, we get reactions to the material which are very different to the university classroom and this in turn enhances teaching experiences for our young scholars."



UNIVERSITY COURT

7 December 2015

EUSA President's Report

Description of paper

1. A note of developments at Edinburgh University Students' Association since the last Court meeting, and to provide an update on current work and initiatives. We would also like to highlight EUSA's current Impact Report, available at this link: http://issuu.com/eusa/docs/impact_report_2014-15 – paper copies will be provided at the meeting.

Action requested/Recommendation

2. Court is invited to note the report and the annual Impact Report. The information contained should be considered to support other initiatives and projects designed to improve student satisfaction and enhance the student experience.

Background and context

3. EUSA provides regular reports to Court on projects, campaigns and developments of the organisation as a whole.

Discussion

4. *EUSA Strategic Plan progress*

Following our update to the last Court meeting on our Strategic change projects, two key areas of work have made good progress so far. We have begun internal and student consultation in relation to a long term rebranding project for the Association, and have also undertaken widespread student consultation on the future of EUSA representation and democracy, including the roles and responsibilities of our sabbatical officers. This particular project timeline means that we should have some initial options ready to progress in the New Year, which will most likely be put to a full referendum of all our members. We anticipate bringing proposals to Court in due course.

5. *Finance update*

Headline results at EUSA's half year point (end September) was a year to date surplus of over £550k, which represents a £300k gain on the budgeted position. Festival results were an impressive £660k surplus against a budget of £430k. This £240k positive variance helped by generally good weather and strong programmes put on by our Festival Partners. Whilst our festival partners experienced 20% increases in footfall, they described this as a 'once in 10 year phenomenon'. Clearly however the works in Bristo Square didn't have a detrimental effect against this trade; indeed there may have been a positive impact.

6. Unfortunately some of our term-time trading areas, particularly bars and also the Honours Catering business, are reporting worse than budgeted results. Bars are trading around 10% down and this has a negative impact at this stage of around £90k. Whilst we are trying to understand and mitigate this downturn it does appear to be reflective of a trend for the year, rather than one off events, and therefore we

expect this shortfall to continue. Clearly we are examining our offer and marketing and working to try to redress this in the second half of the financial year.

7. In the case of Honours, which is showing a negative variance of £40k, this is directly attributable to the relocation of graduation ceremonies to the Usher Hall. As a result there is no particular improvement expected. Growing alternative conference and wedding business is also proving difficult given the visual appearance of Bristo Square. In particular the recent changes to the site layout makes access very difficult, and Teviot unattractive as a (for example) wedding venue.

8. We expect the overall surplus to fall by the end of March as expenditure held back in the first half of the year is released – for instance in marketing campaigns and execution of strategic projects.

9. We are increasingly aware that the information systems and processes we have in place are not fit for purpose as we fine-tune the performance of the organisation. We have created a new senior role (for a two year period) to lead and drive through the changes to systems, processes and reporting that we require. This represents an investment in EUSA's future which should have positive impacts right across the organisation.

10. *Commercial update*

Following collaborative work with the Department for Social Responsibility and Sustainability over the summer, we are now reviewing the outcomes of the Food Review undertaken by the summer intern. The report has highlighted a number of strengths in terms of the provenance and ethical sourcing of products at EUSA, although also recommends that we do much more to publicise this to our members and customers. In addition a number of suggestions have been made to ensure that current initiatives like VegWare packaging can have maximum impact and be implemented more widely. Longer term suggestions include seeking Healthy Living accreditation, developing closer links with local suppliers to collaborate on events (e.g. farmers' markets), and connecting with student-led food initiatives. We are currently considering future work on the recommendations.

11. In a similar vein, we have been working with colleagues at Edinburgh First and the College of Science and Engineering in response to the King's Buildings Food Survey. We have already implemented some changes in EUSA outlets, including operational improvements designed to reduce waiting times in King's Buildings Shop/Deli for example. So far these seem to be paying off with noticeable improvements in service speed demonstrated by a significant upturn in sales (£1000 per day on handmade sandwiches for example). King's Buildings shop and David Hume Tower shop are both performing significantly better year on year than 2014. We are also currently working on proposals for more significant positive changes to our offer in King's Buildings House. This aims to address current perceptions of the student experience at King's Buildings, borne out through student feedback in the NSS and Edinburgh Student Experience Survey. We also recognise that the current perceptions of EUSA and how we support students at King's Buildings could be dramatically improved

12. *Supporting Students*

As a result of a networking event for student parents, which flagged up some of the challenges faced by parents within the university, we have been introducing new provision for students with children. The Advice Place now provides breastmilk expressing and storage facilities, and all of our buildings now have highchairs, babymilk/food warming facilities, and we are promoting our outlets as welcoming to breastfeeding mothers. We are also working on a map to highlight where babychanging/child-friendly facilities are available across the university, and are meeting key colleagues in the university to flag up the challenges student parents face in accessing some services.

13. The Advice Place noticed a c28% rise in student enquiries during Freshers' Week compared to the previous year. Key areas of enquiry included setting up bank accounts, council tax and information about university or EUSA provision.

14. In addition, the Advice Place and Accommodation Services worked collaboratively to deliver a centrally-based Accommodation Hub (with phones, computers, a noticeboard and access to advisers) in George Square (previously Accommodation Services operated a service at Pollock Halls whilst the Advice Place offered accommodation advice and information from its base in Potterrow) in the run up to and during Freshers' Week to support students arriving in Edinburgh looking for accommodation, and for flatmates. The service dealt with over 220 enquiries over the period, and we will work with Accommodation Services to develop the service further for next year.

15. *Supporting student social enterprise/entrepreneurship*

EUSA co-ordinated a round table meeting with university colleagues engaged in social enterprise, including Careers, Institute for Academic Development, Employability Consultancy and Launch.Ed. The aim of this was to begin to understand the internal landscape of activity and support in relation to this area of work – partly to enable EUSA to begin to identify where we might best add value, and also to enable the group as a whole to begin to see opportunities for collaboration. It seems clear at this stage that supporting student social entrepreneurship, enterprise, and innovation is a potential area of growth, that compliments existing and developing university strategies in relation to employability, personal development, community engagement and teaching and learning. We are also pleased to note that the Social Responsibility and Sustainability office are employing an intern to research potential strategies in relation to Social Finance, and this role will also connect with student social enterprises in order to understand their needs further.

16. *Input into University Strategic Initiatives*

- EUSA officers and staff participated in the Community Engagement Consultation event, and in particular we were pleased to have the opportunity to showcase the wide range of student engagement in the local community directly supported by EUSA. We look forward to working with Professor Lesley McAra in developing the future direction for this work.
- EUSA participated in the recent Enhancement Led Institutional Review visit, to highlight the role the association plays in working collaboratively with the university on a number of key student support and student experience initiatives. We also highlighted current student priorities which were explored

during the visit, and have led to some important initial recommendations. The creation of senior staff roles at Assistant Principal level to lead on key aspects of the academic experience is very timely in this respect, and we look forward to working with Susan Rhind, Sarah Cunningham-Burley and Alan Murray on those areas.

- EUSA officers and staff participated in the final evaluation process for the Student Experience Project – it has been very useful to reflect upon the project and our part in it, and the benefits and opportunities the project has provided.

17. *Give it a Go fortnight*

Our Give it a Go fortnight ran from 9 – 25 November, with the aim of encouraging all students to explore the huge range of opportunities to get involved in societies, volunteering, sport and personal development, and to try out something new. Students signed up for almost 120 events on campus and beyond, including dance lessons, karate, sailing, city tours, visit to Scottish Parliament, crafting, quiz nights, introduction to entrepreneurship workshops etc during the period. We hope that perhaps new first years who didn't quite manage to get involved during Freshers' Week will be encouraged to start their involvement with something new, and that all students, no matter what level of study, will take the chance to start a new interest. Thanks to colleagues in Careers, Sports Union and Centre for Sport and Exercise for contributing to our programme along with our student societies. An evaluation of this new project is currently being undertaken.

18. *EUSA Sabbatical Team updates*

Achievements that Sabbatical officers have been involved in:

- Free sanitary products and pregnancy tests at the Advice Place continues to benefit students and be well-received.
- Gender Studies course in collaboration with the School of Social and Political Science.
- Exam dates released a week earlier following student campaigning. This is without compromising the needs of disabled students.
- Mental Health and Wellbeing Fund - £10k towards student-led projects that aim to have an impact on student mental health and wellbeing on campus. A good deal of applications have already come in and we are assessing them presently.
- Asylum seekers are now exempt from international fees. Congratulations particularly to Urte for her work on this.

Association Executive projects:

- Democracy Review. This is a very significant issue for the organisation. The outcome could fundamentally change how our students' union is run. The survey is nearing completion and recommendations will be made to the next Trustee Board.
- Refurbishment of King's Buildings House. A paper written by Gavin Douglas, Deputy Secretary (Student Experience), is going to Estates Committee outlining an investment. This is responding to clear demand from King's Buildings students for more food outlets, social and study spaces. We have also been supporting investment into social and study spaces in King's Buildings schools.

- Wee Red Bar. We have been in conversation with the ECA Convenors and the College about the future of the Wee Red. Following an open forum attended by around 50 students, a majority were supportive of EUSA involvement. Steve has suggested that we analyse what our involvement would look like. The financial implications could be mitigated by potential investments.
- Response to the Government's Green Paper. Vice President Academic Affairs and Vice President Services can update on this.
- Imogen leading University-wide project on Liberation in the curriculum in collaboration with VP Jane Norman.
- Mental Health Week. Vice President Societies and Activities can update on this if necessary. It was decided to split the Mental Health and Wellbeing week into a focused Mental Health week (February 8-12th) and a Wellbeing Festival in March/April.
- Affordable Housing. Vice President Services is pushing for regulation of the private student accommodation market to include provision for 'affordable' student accommodation. A housing survey assessing the needs of Edinburgh students is set to be launched in second semester.
- Social enterprise and entrepreneurship. Vice President Societies and Activities, President and senior management colleagues are working towards a comprehensive strategy of support for social enterprises and student entrepreneurs. This will not solely be done by EUSA, involving partnership with Launch.Ed, Social Responsibility and Sustainability, Institute for Academic Development and the Careers Service.
- Protecting the current Bursary levels. Protecting the current bursary levels will be a priority in the upcoming Bursary Review, set to go to February Court. The Principal appears supportive of this position, so the outcome is looking hopeful. The push for an 'Enhanced Bursary' is taking shape. This will involve access to alumni mentoring, opportunities for extra-curricular and international experiences.
- Navigating the costs of the new National Living Wage. Choices will have to be made between differentiating or not between those over and under 25 years of age. The Sabbatical position is to try and pay everyone the National Living Wage despite the significant costs. Conversations will need to be had with University colleagues about mitigating the cost. CEO and Sabbaticals can expand on this if necessary.

Resource implications

19. There are no resource implications because the report outlines existing projects.

Risk Management

20. Not applicable.

Equality & Diversity

21. Equality and Diversity considerations are implicitly included in this paper. EUSA represents the interests of a diversity of student groups and exists to maintain the equal representation of students and student groups.

Next steps/implications

22. There are no next steps to be taken as a result of this paper.

Consultation

23. All relevant EUSA Sabbatical Officers, staff members, student staff and members of our organisation. Any items relating to partnerships with other organisations or branches of the University include information provided by all participating stakeholders.

Further information24. Author

Jonny Ross-Tatam
EUSA President
23 November 2015

Presenter

Jonny Ross-Tatam
EUSA President

Freedom of Information

25. This paper is open.



UNIVERSITY COURT

7 December 2015

Delegated Authority Schedule

Description of paper

1. The paper contains the proposed Delegated Authority Schedule (DAS) which has been revised and updated to reflect the current structures and needs of the University focused on key areas of delegation.

Action requested/Recommendation

2. Court is invited to consider whether the proposed DAS meets the needs of the University and is recommended to approve the proposed DAS for immediate implementation.

Paragraphs 3 – 7 have been removed as exempt from release due to FOI.

Resource implications

8. The DAS is designed to ensure that all contractual and quasi-contractual commitments are suitably authorised in line with delegations approved by Court. There are some resource implications for those individuals who have been given delegated approval levels.

Risk Management

9. The DAS is a key financial, contractual and reputational control mechanism.

Equality & Diversity

10. There are no equality or diversity issues associated with this paper.

Next steps/implications

11. The new DAS will be implemented for immediate use following approval by Court.

Consultation

12. CMG has reviewed earlier draft versions and endorsed the proposed DAS at its 1 September 2015 meeting. Policy & Resources Committee endorsed the proposed DAS at its 16 November 2015 meeting. Knowledge Strategy Committee, People Committee and Audit & Risk Committee have been engaged and commented on draft versions.

Further information

13.	<u>Author</u>	<u>Presenter</u>
	David Kyles	Tracey Slaven
	Chief Internal Auditor	Deputy Secretary, Strategic Planning
	20 November 2015	

Freedom of Information

14. This paper is closed as it is a draft document which has not been approved by Court.



UNIVERSITY COURT

7 December 2015

Exception Committee Report

Committee Name

1. Exception Committee

Date of Meeting

2. The Committee considered business via electronic communications concluded on 7 October, 9 October, 5 November and 24 November 2015.

Action Required

3. To note the matters approved on behalf of Court by Exception Committee.

Paragraph 4 has been removed as exempt from release due to FOI.

Full Minute:

5. Papers considered are available at:

<https://www.wiki.ed.ac.uk/display/UCC/Exception+Committee>

Equality & Diversity

6. There are no specific equality and diversity issued associated with this report.

Further information

7. Author

Dr Lewis Allan
Head of Court Services

Presenter

Dr Anne Richards
Convener of Exception Committee

Freedom of Information

8. The paper is closed.



UNIVERSITY COURT

7 December 2015

Policy & Resources Committee Report

Committee Name

1. Policy & Resources Committee

Date of Meeting

2. The Committee met on 16 November 2015.

Action Required

3. Court is invited to:
 - note the key items discussed at the meeting as detailed below
 - approve a funding request for a new build satellite gym at the BioQuarter site.

Paragraphs 4 – 12 have been removed as exempt from release due to FOI.

Full minute:

13. All papers considered at the meeting and in due course the Minute can be accessed on the Court wiki at the following link:

<https://www.wiki.ed.ac.uk/display/UCC/Policy+and+Resources+Committee>

Equality & Diversity

14. Issues related to equality and diversity were considered within each paper as appropriate. Gender diversity on the boards of University subsidiary companies was raised and will be discussed further.

Further information

- | | |
|------------------------|--------------------------------|
| 15. <u>Author</u> | <u>Presenter</u> |
| Dr Lewis Allan | Dr Anne Richards |
| Head of Court Services | Convener, Policy and Resources |
| November 2015 | Committee |

Freedom of Information

16. This paper is closed: its disclosure would substantially prejudice the commercial interests of the University.



UNIVERSITY COURT

7 December 2015

Nominations Committee Report

Committee Name

1. Nominations Committee

Date of Meeting

2. The Committee considered business via electronic communications concluded on 12 October 2015.

Action Required

3. Court is invited to:
 - note the key items discussed at the meeting;
 - note the outcome of the Nominations Committee effectiveness review;
 - approve the appointments and modification to the composition of Investment Committee.

Paragraphs 4 – 5 have been removed as exempt from release due to FOI.

Full minute:

6. The full minute and papers can be accessed at the following URL:
<https://www.wiki.ed.ac.uk/display/UCC/Nominations+Committee>

Equality & Diversity

7. The University wishes to ensure a diverse membership of Court and its Standing and Thematic Committees. To re-enforce its commitment, Court has approved a University Court Equality and Diversity Policy.

Further information

- | | |
|---|---|
| 8. <u>Author</u>
Dr Lewis Allan
Head of Court Services
November 2015 | <u>Presenter</u>
Dr Anne Richards
Convener, Nominations Committee |
|---|---|

Freedom of Information

9. This paper is closed.



UNIVERSITY COURT

7 December 2015

Audit & Risk Committee Report

Committee Name

1. Audit & Risk Committee.

Date of Meeting

2. The meeting was held on 19 November 2015.

Action Required

3. Court is asked to note the key points from the meeting.

Paragraphs 4 – 9 have been removed as exempt from release due to FOI.

Full minute:

10. All the papers considered at the meeting and in due course the Minute can be accessed on the Court wiki at the following URL:

<https://www.wiki.ed.ac.uk/display/UCC/Audit+and+Risk+Committee>

Equality & Diversity

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

Further information

12. Author

Ms Kirstie Graham
Deputy Head of Court Services
November 2015

Presenter

Mr Alan Johnston
Convener of the Audit and Risk
Committee

Freedom of Information

13. This paper is closed.



UNIVERSITY COURT

Remuneration Committee Annual Report

7 December 2015

Description of paper

1. This is a report from the Remuneration Committee to Court and provides a summary of the Committee's activities from 1 January 2015 to 30 November 2015.

Action requested

2. Court is asked to note the content of the report.

Paragraphs 3 – 16 have been removed as exempt from release due to FOI.

Resource implications

17. The paper has no resource implications.

Risk Management

18. No risk assessment has been completed for this paper. Consideration of risk in relation to employee reward policy and practice is key to the work of the Committee.

Equality & Diversity

19. No equality impact assessment has been completed for this paper. Consideration of matters of equality and diversity in relation to employee reward policy and practice is key to the work of the Committee.

Next steps/implications

20. Further reports summarising the activity of the Committee will be presented to future Court meetings.

Consultation

21. Remuneration Committee has been consulted in the development of this paper.

Further information

22. Further information on the matters contained in this paper is available from Mr Martyn Peggie, Deputy Director of Human Resources.

23. Authors

Martyn Peggie, Deputy Director of Human Resources (On behalf of the Chair of Remuneration Committee and Zoe Lewandowski, Director of Human Resources)

Presenter

Lady Susan Rice, Chair of Remuneration Committee

Freedom of information

24. The paper is closed – its disclosure would substantially prejudice the effective conduct of public affairs.



UNIVERSITY COURT

7 December 2015

Knowledge Strategy Committee Report

Committee Name

1. Knowledge Strategy Committee.

Date of Meeting

2. The Committee met on 29 September 2015.

Action Required

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

Key points

4. Student Data Project

A project investigating the use of student data to support the enhancement of learning and teaching, the student experience and operational effectiveness was presented. The likely prioritisation of six broad areas identified were discussed – with understanding of applications and admissions, understanding the student cohort and analytics/predictive work linked to learning & teaching (benchmarking, survey data) highlighted. Connecting the project to existing work on learning analytics, consistent dashboards that can work with different data sources and using student data to identify areas for improvement were all suggested.

5. Information Security Audit

Summary results of an external information security assessment were considered. Top level challenges identified as priorities were discussed and the intention to establish an information security team to respond to the assessment was strongly supported.

6. Data Architecture Review

An external scoping study of the University's Enterprise Architecture capability was reviewed. Links with the student data project, e.g. avoiding creating dashboards that sit above an old data architecture of disparate systems, were discussed and the intention to establish a data architecture practice and a data dictionary noted.

7. Effectiveness Review

The report on the Committee's effectiveness was approved, with outcomes summarised as follows:

- The Committee had complied with its terms of reference in what had been a significant transitional year with a new status as a joint Committee of Senate and Court and a broadened remit. Some areas to be enhanced included reviewing the performance of the Thematic Committees reporting into Knowledge Strategy Committee and

strengthening and clarifying the remit of the Committee out-with areas covered by Information Services Group. It was felt that the membership is broadly appropriate, although there have been issues with the filling of vacancies and attendance at meetings, with work underway to address this.

- Various minor amendments to the Terms of Reference were suggested, including increasing student membership from one to two representatives, regularising certain attendees, increasing the minimum number of meetings and clarifying the approval process for non-IT expenditure by the Committee (covered in the revised Delegated Authority Schedule in Paper N). Formal recommendations to Court will follow later in the year.

8. *Other Issues*

The Committee discussed the development of the 2016-21 Strategic Plan, received reports on the activities of its three Thematic Committees (IT Committee, Library Committee and University Collections Advisory Committee) and granted delegated authority to the Chief Information Officer to progress with planned IT and Library expenditure in excess of £200,000.

Full minute

9. The full minute and papers considered are available here:

<https://www.wiki.ed.ac.uk/display/UCC/Knowledge+Strategy+Committee>

Equality & Diversity

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

Further information

11. Author

Dr Lewis Allan
Head of Court Services
October 2015

Presenter

Ms Doreen Davidson
Convener, Knowledge Strategy
Committee

Freedom of Information

12. The paper is open.



UNIVERSITY COURT

7 December 2015

Senatus Academicus Report

Committee Name

1. Senatus Academicus.

Date of Meeting

2. 30 September 2015.

Action Required

3. To note the key points from the Senate meeting.

Key points

4. The theme for the presentation and discussion section meeting was “*Strategy for Learning and Teaching*”. Professor Jeffery, Senior Vice-Principal, emphasised that learning and teaching is an unambiguous priority at the University, and presented an analysis of the wider challenges around student experience, teaching and learning at the University. Professor Norman, Vice-Principal People and Culture, spoke on how the University can strengthen its culture and expectations of high performance in learning and teaching via reward and recognition mechanisms. Pauline Jones, Head of Strategic Performance and Research Policy, invited Senate to discuss the next Strategic Plan’s possible content and structure.

5. Following the presentation, key areas discussed were reward and recognition of learning and teaching, supporting improvement of learning and teaching, assessment and feedback, strategy for learning and teaching, recommendations for the structure of the next Strategic Plan and the simplification and standardisation of processes.

6. As part of formal business, Senate noted developments on the Scottish Government’s draft legislation on Higher Education Governance. Senate discussed specific aspects of the draft legislation that will have a direct impact on Senate and its functioning. Senate also noted the update on plans to introduce a Teaching Excellence Framework (TEF) in England. It was unclear at this stage what form the proposed TEF will take. While it is clear that the proposed TEF will be underpinned by metrics of excellence in teaching, it is not yet clear which metrics will be used as indicators of excellence. The introduction of a TEF is likely to have implications for Higher Education Institutions in Scotland, for instance it is likely to increase the importance of the University’s performance in relation to the indicators contained in the TEF. Senate welcomed EUSA’s priorities for 2015/16.

7. Senate noted that no observations had been received on the draft resolutions contained in “*Resolutions – Chairs*” paper, Paper e-S 15-16 1 F, circulated to Electronic Senate which was conducted from Tuesday 8 September to Wednesday 16 September 2015. All items were therefore approved or noted as required.

Full minute:

8. <http://www.ed.ac.uk/schools-departments/academic-services/committees/senate/agendas-papers>

Equality & Diversity

9. No key implications for equality and diversity were raised by Senate. All paper authors are asked to consider and identify equality and diversity implications.

Further information

10. *Author*

Anne Marie O'Mullane
Academic Services
15 October 2015

Presenter

Principal and Vice-Chancellor Sir Timothy O'Shea

Freedom of Information

11. This paper is open



UNIVERSITY COURT

7 December 2015

Resolutions

Description of paper

1. The paper invites Court to approve Resolutions to establish Chairs and change the names of existing Chairs and to consider a draft Resolution in relation to the renaming of the College of Humanities and Social Science, in accordance with the agreed arrangements and the requirements set out in the Universities (Scotland) Act 1966.

Action requested/Recommendation

2. Court is invited to approve the Resolutions presented in final format and to refer the draft Resolution to the General Council, Senate and any other interested parties for observations.

Background and context

3. In accordance with the Universities (Scotland) Act 1966, Court has powers exercisable by Resolution in respect of a number of matters. The Act also stipulates that Senate, the General Council and any other body or person having an interest require to be consulted on draft Resolutions throughout the period of a month with the months of August and September not taken into account when calculating the consultation period. The University also has approval arrangements for the creation of established or personal Chairs which involves the Central Management Group and the Central Academic Promotion Committee.

4. Edinburgh College of Art became part of the University of Edinburgh's College of Humanities & Social Science in 2011. This substantially broadened the range of Arts-focused disciplines accommodated within the College, which now spans, *inter alia*, Art, Design, Architecture and Landscape Architecture, History of Art and Music. The name of the College has not yet similarly adapted and it is, arguably, insufficiently descriptive of the range of its teaching and research activities. The Central Management Group has endorsed the change of name from 'College of Humanities and Social Science' to 'College of Arts, Humanities and Social Sciences'.

Discussion

5. In accordance with the agreed processes and with no observations having been received from Senate, the General Council or any other body or person having an interest, Court is invited to approve the following Resolutions:

- Resolution No.64/2015: Foundation of a Personal Chair of Biocatalysis
- Resolution No.65/2015: Foundation of a Personal Chair of Global Public Health
- Resolution No.66/2015: Foundation of a Chair of Future Infrastructure
- Resolution No.67/2015: Foundation of a Chair of Structural Engineering

6. Court is invited to consider the following draft Resolution and in accordance with the agreed processes to refer to the General Council and to the Senate for observations:

Draft Resolution No.1/2016: Alteration of the title of the College of Humanities and Social Science

7. The full text of the Resolutions in draft and final format is available at:

<https://www.wiki.ed.ac.uk/display/UCC/University+Court>

Resource implications

8. Part of the approval process for new Chairs involved confirmation of the funding in place to support the post. Costs related to the change of name for the College of Humanities and Social Science, including changes to electronic and printed stationery, will be encompassed within the current budget for College and departmental costs. The timing of the name change will be determined in such a way as to minimise any such costs.

Risk Management

9. There are reputational considerations, which are considered as part of the University's approval processes.

Equality & Diversity

10. There are no specific equality and diversity issues associated with this paper. However equality and diversity best practice and agreed procedures are adopted in appointing individuals to Chairs.

Next steps/implications

11. Senate and the General Council will be informed of the approval of the final Resolutions and invited to comment on the draft Resolution and notice will be displayed on the Old College noticeboard and published on the web. Final Resolutions will be referred to Court on 8 February 2015 for consideration and approval. The list of approved Resolutions is annually reviewed and published on the University's website.

Consultation

12. Senate and the General Council are asked for observations on Resolutions and a notice displayed on the Old College notice board and published on the web to enable observation from any other body or person having an interest to express observations.

Further information

13. Author

Ms Kirstie Graham
Deputy Head of Court Services
November 2015

Freedom of Information

14. This paper is open.



UNIVERSITY COURT

7 December 2015

Donations and Legacies to be notified

Description of paper

1. A report on legacies and donations received by the University of Edinburgh Development Trust from 4 September 2015 to 16 November 2015.

Action requested

2. Court is invited to note the legacies and donations received.

Recommendation

3. No further action is recommended at this time.

Paragraphs 4 – 5 have been removed as exempt from release due to FOI.

Resource implications

6. There are no specific resource implications associated with this paper. The funds received will be appropriately managed in line with the donors' wishes.

Risk Management

7. Policies and procedures are in place to mitigate risks associated with funding activities including the procedure for the ethical screening of donations.

Equality & Diversity

8. There are no specific equality and diversity issues associated with the paper. Cognisance is however taken of the wishes of donors' to ensure these reflect the University's approach to equality and diversity and that these comply with legal requirements.

Next steps/implications

9. The University is grateful for the support provided to enable it to continue to provide high quality learning and research.

Consultation

10. This paper has been reviewed and approved by:
Paul Weighand, Interim Director of Development & Alumni Services.

Further information

11. Author

Natalie Fergusson
Donor Relations Officer,
Development & Alumni
19 November 2015

Presenter

Paul Weighand
Interim Director of Development & Alumni
Services/Deputy Secretary, University of
Edinburgh Development Trust

Freedom of Information

12. Closed - Its disclosure would substantially prejudice the effective conduct of public affairs.