



THE UNIVERSITY of EDINBURGH

University Court
Nine BioQuarter, Little France
Monday, 25 April 2016, 2.00pm

AGENDA

- 1 Minute**
To approve:
 - The minute of the meeting held on 8 February 2016 **A1**
 - The note of the seminar held on 8 February 2016 **A2**
- 2 Matters Arising** **Verbal**
To raise any matters arising
- 3 Principal's Communications** **B**
To receive an update by the Principal
- 4 Vice/Assistant Principals**
 - New **C1**
 - Renewal **C2**
- 5 Policy & Resources Committee Report** **D**
To receive a report from the Convener of Policy & Resources Committee

SUBSTANTIVE ITEMS

- 6 Student Experience Update** **E**
To receive an update from the Senior Vice-Principal
- 7 City Deal Update** **Verbal**
To receive an update from the Senior Vice-Principal
- 8 Finance Director's Update** **F**
To receive a report from the Director of Finance
- 9 Quartermile Development** **G**
To approve a proposal from the Vice-Principal Planning, Resources & Research Policy
- 10 Final Outcome Agreement 2016-17** **H**
To approve the submission by the Deputy Secretary, Strategic Planning
- 11 Higher Education Governance Bill: Briefing Note** **I**
To receive a briefing note from the University Secretary

ITEMS FOR NOTING OR FORMAL APPROVAL

- | | |
|--|---|
| 12 EUSA President's Report
To <u>receive</u> an update by the EUSA President | J |
| 13 Enhancement-Led Institutional Review (ELIR) Report
To <u>receive</u> a report by the Senior Vice-Principal | K |
| 14 Committee Reports <ul style="list-style-type: none">• Exception Committee• Nominations Committee• Audit & Risk Committee• Knowledge Strategy Committee• Senatus Academicus | L1
L2
L3
L4
L5 |
| 15 Resolutions
To <u>approve</u> | M |
| 16 Donations and Legacies
To <u>note</u> | N |
| 17 Uses of the Seal
To <u>note</u> | |
| 18 Any Other Business
To <u>consider</u> any other matters | |
| 19 Date of next meeting
Monday, 20 June 2016 in the Business School | |



UNIVERSITY COURT

8 February 2016

[DRAFT] Minute

Present: Mr Steve Morrison, Rector (in chair)
The Principal, Professor Sir Timothy O'Shea
Dr Anne Richards, Vice-Convenor
Sheriff Principal Edward Bowen
Ms Doreen Davidson
Dr Alan Brown
Mr Ritchie Walker
Dr Marialuisa Aliotta
Professor Jake Ansell
Ms Angi Lamb
Mr David Bentley
Dr Chris Masters
Mr Alan Johnston
Mr Peter Budd
Mr Jonny Ross-Tatam, President, Students' Association
Ms Urte Macikene, Vice-President, Students' Association

In attendance: University Secretary, Ms Sarah Smith
Senior Vice-Principal Professor Charlie Jeffrey
Vice-Principal Professor Lesley Yellowlees
Vice-Principal Professor Jonathan Seckl
Mr Hugh Edmiston, Director of Corporate Services
Mr Gavin McLachlan, Chief Information Officer & Librarian to the University
Ms Tracey Slaven, Deputy Secretary, Strategic Planning
Mr Phil McNaull, Director of Finance
Ms Leigh Chalmers, Director of Legal Services
Mr Gary Jebb, Director of Estates & Buildings
Ms Zoe Lewandowski, Director of Human Resources
Ms Fiona Boyd, Head of Stakeholder Relations
Ms Kirstie Graham, Deputy Head of Court Services
Dr Lewis Allan, Head of Court Services

Apologies: Professor Sarah Cooper
Dr Claire Phillips
Dr Robert Black
The Rt Hon Donald Wilson, Lord Provost of the City of Edinburgh
Lady Susan Rice
Ms Alison Grant

2 Matters Arising **Verbal**

Court congratulated the Vice-Convener on her appointment as Chief Executive of M&G Investments.

3 Principal's Communications **Paper B**

Court noted the content of the Principal's Report and the additional information on: ongoing discussions with the Scottish Government on higher education funding following the draft financial statement published on 16 December and receipt of an indicative funding letter; the progress of the Higher Education Governance (Scotland) Bill, with the Senatus Academicus signalling their unanimous opposition to the Bill in its present form; and funding negotiations for the Digital Health Institute.

In relation to the Governance Bill, Court reiterated its support for the 'Edinburgh model' of a Rector elected by staff and students who presides at Court and a Vice-Convener appointed by Court who acts as Chair of the institution and noted evidence from organisations who had introduced elected Chairs (the Co-Operative Group, Scottish NHS Trusts) and later reverted to appointing their Chairs.

Court recommended that the Scottish Funding Council be requested to commission a review of the Digital Health Institute with the University and the Glasgow School of Art represented on the review group, taking account of time constraints and funding for the Institute.

4 Policy & Resources Committee Report **Paper C**

The Vice-Convener summarised key items considered by Policy & Resources Committee, highlighting the importance of the Annual TRAC return and Full Economic Cost rates 2014/15 and noting that discussions on a proposed joint venture with a Chinese medical company are ongoing, with a paper to be submitted in due course.

SUBSTANTIVE ITEMS

5 Student Experience Update **Paper D**

A Student Experience update relating to visits by the Senior Vice-Principal and Deputy Secretary, Student Experience, to all Schools to discuss the 2015 National Student Survey results and wider issues in learning and teaching was presented. The following points were discussed:

- An update on discussions around rescheduling of the academic year;
- Improving the personal tutor system by disseminating best practice and providing benchmarking and training as appropriate;
- Implications for the growth in student numbers for the University estate – although pedagogical changes may change demand for teaching space;

- Simplification of processes, including performance management, linked to addressing staff workload concerns.

6 City Deal Update

Paper E

Following initial discussion at the 21 September 2015 meeting, Court received an update on the proposal for a Edinburgh City Deal between local authorities in the region and the UK and Scottish governments. It was noted that formal discussion of the governance arrangements relating to the University's potential involvement have yet to take place but that if the UK Government announces a commitment to an Edinburgh City Deal, a process of detailed discussion and negotiation would commence prior to finalisation by June 2016. Court agreed to establish a City Deal Sub-Group comprising of co-opted members Mr Alan Johnston, Lady Susan Rice and Ms Alison Grant plus the Principal, the Senior Vice-Principal, the Director of Corporate Services and the University Secretary to act if significant decisions are required outwith the scheduled meeting pattern of Policy & Resources Committee and Court.

7 Strategic Planning

• Draft Strategic Plan 2016

Paper F1

A high level draft of the Strategic Plan 2016 was reviewed. Building on initial discussions with staff and students, it was noted that the Strategic Plan will be produced in a manner that is accessible to all stakeholders (in terms of format and language) and that highlights the University's distinctiveness, particularly in those aspects of the University's present and future deemed crucial to its success over a five to ten year period.

Court approved dissemination of the high level draft for consultation with staff and students between February and April, with a final draft to be submitted to the June meeting.

• Undergraduate Bursary Review

Paper F2

An evaluation of the University of Edinburgh and Scotland Accommodation bursary schemes introduced in 2012/13 and 2013/14 respectively was considered. Members welcomed the evaluation and discussed the appropriate level of bursary expenditure in different household income brackets compared with offerings from comparable institutions. EUSA representatives welcomed the protection of undergraduate bursary expenditure and the high levels of support for the lowest income groups and added that they would also wish to see an increase in support for those from lower-middle income households.

Court agreed that the University of Edinburgh and Scotland Accommodation bursary schemes are effective and should not be substantially changed, but that more work should be done to: ensure that the full support available for students is more visible; to understand why retention rates for Rest of UK students in receipts of bursaries are lower than the norm; and, once information is available, to assess the impact

of the maintenance grant removal for English-domiciled students in receipt of bursaries. It was noted that the replacement of maintenance grants by loans for English-domiciled students from 2016/17 may lead to a further review in the following year, with the balance of bursary expenditure across different household income brackets to continue to be reviewed in future years.

- **Outcome Agreement Update**

Paper F3

Court noted the Outcome Agreement process update and agreed that discussion on the University's Outcome Agreement continue with the Scottish Funding Council, with meetings scheduled for mid-February and early March to conclude negotiations.

8 UNPRI Responsible Investment Policy Statement

Paper G

Court considered a policy statement summarising the approach the University takes to responsible investing and highlighting the progress made along with actions planned in response to policy decisions and strategic objectives relating to environmental, social and governance considerations. The student representatives welcomed the statement, including the pro-active stance taken and the intention to communicate the statement to students and to the wider public.

The approach taken in responsible investing and the responsible investment policy statement was approved.

9 Roslin Technologies

Paper H

The Director of Corporate Services introduced a summary of the business case and legal arrangements proposed between the University and JB Equity Ltd for the creation of Roslin Technologies Ltd, following consideration by Policy & Resources Committee and its Sub-Group. The Convener of the Sub-Group highlighted the scrutiny the proposal had been subject to and signalled that the Sub-Group and Policy & Resources Committee recommended the proposal to Court.

On the basis that the final legal agreements reflect the principles set out in the paper, Court agreed to delegate authority to the Director of Corporate Services to work with the Directors of JB Equity to conclude the legal agreements and to present them to the University for signature, with signing authority granted to the University Secretary.

10 Finance Director's Update

Paper I

The Director of Finance updated Court on the:

- Project to raise external funding – with the £200M European Investment Bank loan facility expected to be finalised within the coming weeks and the £100M private placement from a US investment fund agreed in December 2015;
- Latest iteration of the Ten Year Forecast, including projected cash movements and scale of capital investment implied by the emerging Estates Strategy;

- University Management Accounts to December 2015.

Members discussed inflation rates contained with the Ten Year Forecast, noting that inflation in the higher education sector is typically higher than in the economy as a whole, the inclusion of an estimate of the underlying surplus, projected reductions in Scottish Funding Council grants, with partial inclusion of the reductions and full inclusion to follow within the next iteration. The Principal welcomed the encouraging income growth figures contained within the Management Accounts.

ITEMS FOR NOTING OR FORMAL APPROVAL

11 EUSA President's Report

Paper J

The EUSA President reported on activities since the last meeting including the Democracy Review, with a student referendum to seek agreement to the recommendations of the review to be held in March. The President thanked other Court members for earlier approval of a number of student experience-related estates projects which are now underway.

Members discussed the recommendations of the Democracy Review; financial performance of the association including work to improve financial information provided to commercial managers and expected higher staffing costs owing to increases in pension costs, National Living Wage and national insurance contributions; and publicising student teaching awards.

12 Committee Reports

- **Exception Committee Report**

Paper K1

The following matter approved by the Exception Committee on behalf of Court was noted:

- *LARIF (Large Animal Research and Imaging Facility)*
Approval of the proposed approach, including £13.2M funding support from the University Capital Investment Fund towards the LARIF construction, with £11.3M funding from Innovate UK, as part of the Centre of Innovation and Excellence in Livestock (CIEL). Delegation of authority to the Director of Corporate Services (in consultation with the Director of Finance and the Director of Legal Services) to approve final arrangements for membership and governance of CIEL and the charge over or lease of the facility.

- **Nominations Committee Report**

K2

The Vice-Convenor vacated the meeting for the duration of the item below.

On the recommendation of Nominations Committee, Court approved the extension of Dr Anne Richards' appointment as Vice-Convener of Court until 31 July 2020.

The Vice-Convener re-entered the meeting and was congratulated by members on the extension of her term.

Court noted the appointment by Nominations Committee of Ms Jacqueline McCluskey as an external member of People Committee for a three year term with immediate effect.

• **Court US GAAP Sub-Group Report**

K3

Confirmation of the approval by the Court Sub-Group of the Annual Report and Accounts 2014/15 in accordance with the US GAAP requirements was noted. Members thanked the Audit & Risk and Court Sub-Groups for their work in scrutinising the documents.

• **Knowledge Strategy Committee Report**

K4

Key points in the report were noted, including the appointment of Mr Alistair Fenemore as Chief Information Security Officer and initial presentations on a 10 Year Strategy for Information Services Group.

• **Senatus Academicus Report**

K5

The report was noted, with the Principal highlighting the recent presentation and discussion at Senate on the theme of Edinburgh Global.

13 EDMARC – Equality, Diversity Monitoring and Research Committee Report

L

The Equality, Diversity Monitoring and Research Committee staff and student reports 2015 were approved.

14 Dignity and Respect Policy

M

The revised Dignity and Respect policy was approved following recommendation by Central Management Group.

15 Genomic Investment update

N

An update on Edinburgh Genomics following Court approval (3 November 2014 meeting) of capital funding to purchase an Illumina HiSeq X genome sequencing machine was noted. Members welcomed the higher than forecast utilisation rate of the technology and the expectation of further increases in utilisation rates.

16 Bank Account for Latin American Office **O**

The opening of a bank account with Santander Bank in Santiago, in the name of the Foundation of the University of Edinburgh, Chile (FUNDACIÓN ACADÉMICA THE UNIVERSITY OF EDINBURGH – CHILE) was approved.

17 Resolutions **P**

The following Resolutions were approved:

- Resolution No. 1/2016: Alteration of the title of the College of Humanities and Social Science
- Resolution No. 2/2016: Alteration of the title of the Morrison Chair of International Business
- Resolution No. 3/2016: Foundation of a Chair of Cognitive Ageing and/or Cognitive Epidemiology
- Resolution No. 4/2016: Foundation of a Personal Chair of Neurobiology

18 Donations and Legacies **Q**

Donations and legacies received by the Development Trust from 17 November 2015 to 21 January 2016 were noted.

19 Alan Turing Institute – subsidiary company **R**

Court approved the delegation of authority to the University Secretary to approve certain matters in relation to the Alan Turing Institute, namely:
(i) the incorporation of a wholly-owned trading subsidiary of the Alan Turing Institute subject to confirmation from the Director of Corporate Services that he is content with the business case for the subsidiary and agrees that the subsidiary should be incorporated; and
(ii) any other 'reserved matters' under the Joint Venture Agreement (listed within an appendix to the paper) without further recourse to Court, subject to consultation with the Vice-Convener of Court, the Principal, the Director of Corporate Services and the Director of Legal Services.

20 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.

21 Any Other Business

There was no other business.

22 Date of next meeting

Monday, 25 April 2016 at Little France



UNIVERSITY COURT SEMINAR

8 February 2016

Note

Strategic Partnerships

The Vice-Principal Planning, Resources & Research Policy presented on the topic of strategic partnerships with other universities and research organisations, providing an overview of:

- The teaching, research and innovation benefits from partnerships;
- Activity by the University in this area in recent years (Edinburgh College of Art merger, Roslin Institute, MRC Human Genetics Unit, REF2014 partnerships, Memorandums of Understanding, Memorandums of Agreement);
- Principles to aid in assessing partnerships; and,
- Opportunities in Scotland, the rest of the United Kingdom and internationally.

Members discussed the benefits to students of partnerships (e.g. international experiences, learning from a wider pool of expert academics), the importance of preparatory work before initiating partnerships, funding and regulatory implications of cross-border partnerships, what the University can offer from the point of view of prospective partners and the benefits of developing subject-level 'organic' partnerships operating alongside the development of strategic partnerships at institutional level.

Equality and Diversity: EDMARC report

In advance of consideration by Court of the Equality, Diversity Monitoring and Research Committee (EDMARC) 2015 staff and student reports, the Vice-Principal People & Culture presented on equality and diversity activities, including key findings from the EDMARC reports. Topics covered included:

- Importance of equality and inclusion issues for Court (fairness/natural justice, good business sense, legal obligations);
- The Scottish Funding Council gender action plan regarding gender imbalances in course uptake in further and higher education;
- University and Russell Group statistics on student admissions and attainment by gender, race and disability; staff gender and race statistics; and,
- University initiatives to promote gender equality (e.g. support for pregnant women and their families, unconscious bias training, tackling the gender pay gap).

In discussion, members welcomed work to improve the gender pay gap, noted that the 'leaky pipeline' is also common in other sectors, commented that flexibility for fathers (part-time, flexi-working etc) is also important and noted that perceptions in society can lag reality (e.g. higher number of families with females as the highest earner than commonly believed). It was suggested that, for courses with an uneven gender mix, advertising that may appeal more to the under-represented gender could be introduced. The University was encouraged to continue its work to actively

encourage applications for promotion from under-represented groups and it was noted that disability issues include both mental and physical health.

Introduction to the School of Informatics

The Head of the School of Informatics provided an overview of the School, including:

- Research volume – the largest in the UK (Oxford 2nd, UCL 3rd, Manchester 4th);
Student numbers – approximately 1300 in total, 700 undergraduates and 600 postgraduates;
- Centres for Doctoral Training and their industrial partners – Robotics & Autonomous Systems, Pervasive Parallelism, Data Science;
- Interaction with other academic disciplines in the University – joint degrees and research links;
- Wider impact – green computer systems, high speed internet to rural communities, 'Li-Fi';
- Local technological start-up companies and established technological companies drawn to invest in Edinburgh, with 16 technological incubators; and,
- Key partnerships (European Institute of Technology, Digital Catapult, Alan Turing Institute), cyber security and future developments.

Tour of the Robotics Laboratory

The seminar concluded with a tour of the Robotics Laboratory within the Informatics Forum.

Attendees

Dr Anne Richards, Vice-Convener
Mr Steve Morrison, Rector
The Principal, Professor Sir Timothy O'Shea
Professor Jake Ansell
Dr Marialuisa Aliotta
Ms Angi Lamb
Dr Alan Brown
Mr Ritchie Walker
Mr Peter Budd
Lady Susan Rice
Dr Chris Masters
Mr David Bentley
Mr Alan Johnston
Mr Jonny Ross-Tatam
Ms Sarah Smith, University Secretary
Senior Vice-Principal Professor Charlie Jeffery
Vice-Principal Professor Jonathan Seckl
Mr Hugh Edmiston, Director of Corporate Services
Mrs Tracey Slaven, Deputy Secretary, Strategic Planning
Mr Gavin McLachlan, Chief Information Officer and Librarian to the University
Mr Phil McNaull, Director of Finance
Mr Gary Jebb, Director of Estates
Ms Leigh Chalmers, Director of Legal Services
Ms Kirstie Graham, Deputy Head of Court Services
Dr Lewis Allan, Head of Court Services

UNIVERSITY COURT SEMINAR

8 February 2016, 10.00-13.00

Informatics Forum, Room G.07

- 10.00am **Strategic Partnerships**
Vice-Principal Professor Jonathan Seckl
- 10.45am *Coffee Break*
- 11.00am **Equality & Diversity**
Vice-Principal Professor Jane Norman
- 11.45am **Introduction to the School of Informatics**
Professors Johanna Moore and Michael Fourman
- 12.15pm **Tour of the Robotics Laboratory**
Professor Barbara Webb
- 1pm *Lunch*



UNIVERSITY COURT

25 April 2016

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 invited to note the information presented. No specific action is required of Court, 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) European Union Referendum

Court will recall that following discussion at the meeting last June on the implications for the University should there be a vote for Britain to leave the European Union, Court approved a pro EU membership institutional public position. Since then, in partnership with Universities UK and on behalf of the Institution, I signed a pro EU membership letter to the Sunday Times in February and I have recently discussed the financial implications of the issue with senior staff.

b) Mastercard Foundation

A bid to the Mastercard Foundation led by the Vice-Principal International, International Office and Development & Alumni, for \$25million has been successful. This will fund a MasterCard Foundation Scholars Program that will last for seven years and support at least 200 disadvantaged and talented African students to complete undergraduate and postgraduate study at the University of Edinburgh, alongside extracurricular training in leadership, entrepreneurship and service to their communities and countries. The aim is to equip scholars to make a significant societal impact upon their return to their home countries.

c) Queen's Anniversary Prize

I was delighted to accompany Professor Dave Newby and his winning team to accept the Queen's Anniversary Prize at a ceremony at Buckingham Palace in February. The award was presented to acknowledge the work into cardiovascular disease led by Professor Newby and is our second consecutive win following our award in 2013 for our distance learning course for surgical trainees led by Professor James Garden.

d) Science Festival

It was great to see the University having such a strong presence at the Science Festival again this year. We hosted a range of activities in the National Museum, many of them free and aimed at children, and there was a programme at the Edinburgh Centre for Carbon Innovation. I was also very pleased to open the high profile Symmetries in Light exhibition, marking the creation of the kaleidoscope in 1816 by Professor Sir David Brewster, a former Principal of the University, which was organised by Vice-Principal Bownes.

e) Student Protest

The student action group on world poverty and the environment, People & Planet, led an occupation of Charles Stewart House for a number of days at the beginning of April. Calling for the University to fully divest from all fossil fuels, the protest ended amicably and discussions continue between representatives from the group and senior staff.

f) Disability Services Review

Following an investigation by *The Student*, and concerns raised by EUSA, the University has committed to a review of our current arrangements to support students with disabilities.

The review will be led by Vice-Principal People and Culture Professor Jane Norman, and include a EUSA sabbatical officer, a member of University Court and the Deputy Secretary Student Experience.

g) Conflict Minerals Policy

The University has taken steps to ensure that the goods it buys do not contain so-called conflict minerals by adopting a formal policy on the issue. The move, a first for a UK university, will seek to put pressure on suppliers to eradicate minerals associated with financing wars in Africa from their supply chains.

h) Student Success

Our student body regularly does many things of note and I mention just a couple of the recent achievements that have been brought to my attention:

- **Swimming** – two of our University swimmers have posted qualifying times to compete at the Rio Olympic Games. Nicholas Quinn (4th year Psychology) will now represent Ireland in the 200m breast-stroke, with Yvette Kong (MSc candidate 2016-17) being selected for Hong Kong in the 100m breast-stroke. In addition we have 20 student athletes currently competing in the GB Swim Championships and Olympic Trials.
- Our Women's **Basketball** Club have won the Scottish National League, Scottish Cup and Scottish Play-offs – in fact they have won every game they've played in Scottish competition this year making them the undisputed top team in the country. They reached the final of the British Universities Championship, only losing out narrowly to Sheffield University.
- Our Men's and Women's **Hockey** teams have both progressed to the final of the Scottish Cup, with the women's team going on to win the cup 4-2. The women's team has also won, for the second successive year, the

Scottish league, which qualifies them to represent Scotland in the European Cup in 2017.

- Finally, the relatively new Edinburgh student ENACTUS group, who are an international non-profit organization dedicated to inspiring students to improve the world through entrepreneurial action, came third in the UK National Championships.

i) New JNCHES negotiating round 2016-17

At the first of three scheduled Joint Negotiating Committee for Higher Education Staff (JNCHES) meetings held on 22 March 2016, negotiators on behalf of UCU, EIS, Unite, GMB and UNISON collectively rejected the Universities and Colleges Employers Association's (UCEA) opening offer of a 1% uplift on all spine points on the national pay scale.

UCU is currently balloting its members on whether they are prepared to take industrial action. No such action has been taken by any of the other four unions.

If there is a vote in favour, and no change to UCEA's offer, UCU may ask members to begin a campaign of industrial action, starting with a two-day strike. Based on the ballot closing date (4 May) and the dates of the two further negotiating meetings (28 April and 19 May,) action could begin in the week commencing 23 May 2016. The University has commenced contingency planning to assess the risk and mitigate the impact of any potential industrial action.

j) Learning Technology Conferences

I am very pleased that the University is hosting two conferences in my own area of interest at the end of April: the 6th International Conference on Learning Analytics & Knowledge and the 3rd Annual Conference on Learning at Scale. This activity, covering online learning models and research into novel ways of using data to understand and enhance learning, further cements the University's credentials in this area.

k) High Level Visits and Meetings

I was very pleased to co-host a dinner with our Chancellor at Buckingham Palace in February to showcase the work of the Global Academies. The event brought together those leading the Global Academies with students who are involved and key supporters, it was a great success.

I have had a very positive sabbatical research leave based at Stanford University for much of March and have also engaged in Development and Alumni related activities including a 3 day pop-up campus in San Francisco. This involved: a meeting with David and Francesca McCrossan of the St Andrews Society of San Francisco; the Big Edinburgh Data event held at the Stanford Faculty Club; 'Transforming Energy Innovation: Global Opportunities, Local Solutions' event at the British Consulate-General; visits to International House at Berkeley, the Asia Foundation, and SRI International; 'Perspectives on Compassion – New Thinking From Stanford University and the University of Edinburgh' event at the Tresidder Memorial Union; and an Alumni reception in Mozilla San Francisco.

I also gave a talk at Google on 'How New Technologies Can Enhance Learner Autonomy', served on a panel addressing the cutting edge of compassion research involving artificial intelligence, machine learning, and robotics entitled 'The Compassionate Robot: Myth, Nightmare, or Solution?' at the Stanford University Compassion Conference, and participated in the Conference on Computer-Supported Cooperative Work and Social Computing in San Francisco.

During April I will be spending time in Boston with meetings at MIT, Harvard, EdX and also host events with alumni, potential supporters and give talks at MIT and the University of Maryland.

5. International News

a) Edinburgh Global Pop Up Campus

Pop Up Campus events took place in **India** in February and in the **USA** in March 2016. Both events aimed to:

- develop research and teaching partnerships with leading universities
- build partnership with industry around innovation and entrepreneurship
- develop relationships with public sector bodies
- provide opportunities for Edinburgh students to engage with peers
- strengthen our engagement with alumni
- engage with potential students

Events in India took place with partners in Pune, Mumbai, Chennai, Bangalore and Delhi and involved staff from Engineering, Medicine & Veterinary Medicine and Geosciences.

Events in the US Bay Area were as noted above.

b) Consular Corps

The University (International Office) has signed an MOU/MOA with the Consular Corps in Edinburgh and Leith agreeing jointly to fund a bursary and generally to improve communications between the Corps and University.

c) Professor Charlotte Clarke has been appointed Dean International for the College of Humanities and Social Science.

d) Commonwealth Scholarships Commission Distance Learning Award

The Global Health Academy has been awarded 30 full MSc scholarships from the Commonwealth Scholarships Commission for 2 interdisciplinary cohorts of distance learners: One Health, One Medicine (Vice Principal Global Access); and Global Health innovation and education (Assistant Principal Global Health). The award (£511,650) also funds Edinburgh to support institutional capacity building in online distance learning for partner universities Makerere University in Uganda and The University of Rwanda.

e) International high-level delegations were received in February/March as follows:

Qassim University
Andhra Pradesh State universities

Saudi Arabia
India

Colombian Ambassador, Nestor Osorio Londoño	Colombia
Universidade Minas Gerais (UFMG)	Brazil
Utrecht University	Netherlands
High Commissioner	Singapore
Chilean Ambassador, Ronaldo Drago	Chile
British Ambassador	Mexico
Shanghai Jiao Tong University	China

6. Higher Education Sector

a) Budget Statement

The Chancellor made his Budget Statement on 16 March 2016 referencing the Edinburgh City Deal and announcing Edinburgh as one of the areas for a Science and Innovation Audit. The audit, one of 5 in different areas of the UK aims to identify opportunities for research and help drive benefits across a range of sectors from health to tourism.

Further higher education relevant details were noted in the full document pack rather than the speech itself in particular a key announcement related to support for PGR students as loans of up to £25,000 will be available to any English student without a Research Council living allowance who can secure a place for doctoral study at a UK university.

b) UK Government Higher Education White Paper

Universities UK note that a Higher Education White Paper is anticipated, although exact timescales are not yet known, and there is almost certainly likely to be a Higher Education Bill announced in the Queen's Speech on 18 May 2016.

BIS are currently working on the development of a Technical Consultation on the Teaching Excellence Framework (TEF), likely to be published alongside the White Paper. Universities UK are observers on the group overseeing this work.

c) Immigration Skills Charge

The government announced on 22 March 2016 that the proposed Immigration Skills Charge will not apply to jobs skilled to PhD level or to international students undertaking post-study work in the UK.

The Immigration Skills Charge is a proposed levy on employers sponsoring Tier 2 visas. The government had asked for advice from the Migration Advisory Committee (MAC) as to details of how the charge, which is being legislated for in the Immigration Bill currently nearing the end of its scrutiny in Parliament, should be applied. The MAC had proposed a levy of £1,000 per year of the visa for every sponsored employee, with no exemptions. Following lobbying the government has announced an exemption for PhD-level jobs and for those switching from Tier 4 visas.

d) Regulation of Fundraising

Consultation is taking place on the options for the development of a Fundraising Preference Service with Universities UK, the Russell Group and the Council for Advancement and Support of Education (CASE) all working to influence the

ongoing discussions. The University, via Vice-Principal Chris Cox, has fed into the responses and has worked with the University of Glasgow on the Scottish Council for Voluntary Organisations consultation which will be key to determining the future model of fundraising regulation in Scotland.

Resource implications

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

Risk Management

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

Equality & Diversity

9. No specific Equality and Diversity issues are identified.

Next steps/implications

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

Consultation

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

Further information

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

13. *Author and Presenter*

Principal and Vice-Chancellor Professor Sir Timothy O'Shea

14 April 2016

Freedom of Information

14. Open Paper.



UNIVERSITY COURT

25 April 2016

Assistant Principal Designations

Description of paper

1. The paper concerns the recommendation for an Assistant Principal Data Technology, Assistant Principal Digital Education and Assistant Principal Online Learning.

Action requested/Recommendation

2. Court is invited to approve:

- The request to establish an Assistant Principal Data Technology for an initial period of 3 years with immediate effect until 31 July 2019. This Assistant Principal role relates to Professor Jon Oberlander's existing role as Director of the Data Technology Institute and it is not therefore necessary to indicate an FTE.
- The request to establish an Assistant Principal Digital Education for an initial period of 2 years from 1 September 2016 to 31 July 2018 on a 0.5 FTE basis.
- The request to establish an Assistant Principal Online Learning for an initial period of 2 years from 1 September 2016 to 31 July 2018 on a 0.5 FTE basis.

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. Court is aware of the importance of data science to the University. A key component of our strategy is the establishment of a Data Technology Institute (DTI). To be housed in a purpose-built facility in Potterrow, the Institute will bring together groups within and beyond the University, with the mission to excel in data technology, creating positive disruption from talent and ideas. The DTI will help the University generate and share new ideas, providing a focus for interdisciplinary data-driven research and engineering; it will attract and grow talent, equipping novel combinations of data scientists, researchers, engineers, designers and entrepreneurs; and it will chart and shape positive disruption, applying data engineering tools, expertise and commercialisation support, and working with partners at local and global levels, to benefit research, society and the economy.

5. For much of the last decade Professor Jon Oberlander has led programmes of significant strategic value to the University. He has performed these roles with distinction, especially as founding director of the Scottish Informatics and Computer Science Alliance, and as Co-Director of the Centre for Design Informatics, in both cases placing particular emphasis on knowledge exchange, supporting colleagues who have helped transform the data-driven innovation ecosystem in the City. Our strategy around such innovation is moving to a new phase with the establishment of the DTI, which Professor Oberlander now leads. As well as continuing to foster entrepreneurship, we aim to secure and strengthen strategic relationships with major

external partners, public and private. At the same time, we aim to foster new collaborations across traditional academic borders within the University. For these reasons, I therefore propose to designate Professor Oberlander as Assistant Principal Data Technology. This will signal our commitment to establishing lasting interdisciplinary partnerships within and beyond the University, facilitate Professor Oberlander in his important academic and ambassadorial work via the Data Technology Institute, and support the work of the Vice-Principal Data Science.

6. Court is aware that Vice-Principal Digital Education, Professor Jeff Haywood, retires at the end of April 2016. In order to ensure that the University does not lose any momentum in this important area, where we are nationally and internationally prominent, I wish to appoint a replacement.

7. Senior Vice-Principal, Professor Charlie Jeffery undertook to discuss this intention with Knowledge Strategy Committee at their meeting in March in order that the recruitment process could move forward.

8. The original intention was to appoint a 0.5 FTE Assistant Principal however on reflection, and due to the highly qualified nature of the applicants, the panel revised their approach and I now recommend that we appoint two 0.5 FTE Assistant Principals each with a specialist slant on our needs in the digital education field: Professor Sian Bayne, Professor of Digital Education in the School of Education, who provides outstanding research and pedagogical expertise; and Ms Melissa Highton, Director Learning, Teaching and Web Services in the Information Services Group, who provides expertise in learning technologies. These appointments in combination will enable Edinburgh to continue to capitalise on the legacy left by Jeff at a similar pace.

9. The post holders will work closely together and will jointly deliver: Effective coordination in, and support for, the delivery of digital education across the University, harnessing research, pedagogical and infrastructural expertise in Schools, Information Services Group, the Institute for Academic Development and Academic Services, including:

- Review structures for the governance and delivery of digital education policy and strategy across the University.
- Membership of Learning and Teaching Committee and Knowledge Strategy Committee.

And develop further the University's international leadership position in digital education, including:

- Representation in key UK and international conferences, networks and advisory groups.
- Development of partnerships with universities and technology providers.

10. In addition **Assistant Principal Digital Education** is expected to:

Provide strategic direction for the University in digital education, including:

- Development and implementation of a medium-term vision that places the University at the leading edge of digital education.
- Support research and development of innovative online pedagogies in both distance and on-campus education.
- Developing a university-wide community of practice in digital education.
- Development of the flexible PhD policy and strategy.
- Support and promote best practice in the development and application of learning analytics.

11. In addition **Assistant Principal Online Learning** is expected to:

- Work with Colleges to develop benchmarks for significant growth of distance education student numbers and to ensure sustainable capacities to deliver a growing portfolio of distance learning programmes.
- Evaluation and further development of the MOOC strategy.
- Explore possibilities for educational technology innovation and commercialisation with local and international partners.
- Act as Business Owner for key Information Services Group Learning and Teaching Services.

12. I therefore wish to recommend to Court that Professor Sian Bayne be appointed Assistant Principal Digital Education and Ms Melisa Highton be appointed Assistant Principal Online Learning.

Reporting

13. Assistant Principal Data Technology will report to Vice-Principal Lesley Yellowlees, Head of College of Science and Engineering. Assistant Principal Digital Education and Assistant Principal Online Learning will report to the Senior Vice-Principal Professor Charlie Jeffery.

Resource implications

14. There are no specific new resource implications as costs will be met from within existing plans.

Risk Management

15. There are reputational and regulatory risks if the University is not seen to be fully committed to this portfolio.

Equality & Diversity

16. 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

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

Consultation

18. Consultation has taken place with those individuals involved.

Further information

19. Author and Presenter

Principal and Vice-Chancellor Professor Sir Timothy O'Shea

14 April 2016

Freedom of Information

20. Open Paper



UNIVERSITY COURT

25 April 2016

Vice and Assistant Principal Extensions

Description of paper

1. The paper concerns the extension of the term of office for Senior Vice-Principal Professor Charlie Jeffery, Vice-Principal and Head of CHSS Professor Dorothy Miell and Assistant Principal Researcher Development Professor Jeremy Bradshaw.

Action requested/Recommendation

2. Court is invited to approve:

- The request to extend Senior Vice-Principal Jeffery's term of office until 31 July 2018.
- The request to extend Vice-Principal and Head of the College of Humanities and Social Science Miell's term of office until 31 July 2018.
- The request to extend Assistant Principal Bradshaw's term of office for a further 3 years with effect from 1 August 2016 to 31 July 2019.

Background and context

3. The paper is concerned with the ongoing management of Vice and 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. All of these officers are performing well in their respective roles and I wish to extend as indicated under the existing terms.

Resource implications

5. There are no specific new resource implications as costs will be met from within existing plans.

Risk Management

6. There are reputational and regulatory risks if the University is not seen to be fully committed to this portfolio.

Equality & Diversity

7. 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

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

Consultation

9. Consultation has taken place with those individuals involved.

Further information

10. Author and Presenter

Principal and Vice-Chancellor Professor Sir Timothy O'Shea

31 March 2016

Freedom of Information

11. Open Paper



UNIVERSITY COURT

25 April 2016

Policy & Resources Committee Report

Committee Name

1. Policy & Resources Committee.

Date of Meeting

2. 4 April 2016.

Action Required

3. Court is invited to note the key items discussed at the meeting as detailed below.

Key points

Business Planning Round 2016-19

4. The Deputy Secretary, Strategic Planning, presented a first overview of the draft plans submitted by major budget owners, including a financial assessment and contextual information on the wider financial environment.
5. The following points were raised in discussion:
 - Bids for the creation of a Global Academy of Agriculture and Food Security and digital transformation projects are included;
 - While the Planning Round is at a slightly earlier stage than in previous years given the later than expected funding announcement by the Scottish Government, the draft plans are well developed;
 - The projected surplus appears low for an organisation of the University's size and relative to the financial strategy though the impact of external cuts were recognised. Some members expressed support for increases in the projected underlying surpluses. It was noted that the Service Excellence Programme referred to in the paper and other cost management initiatives should improve both efficiency and effectiveness – although caution was expressed over estimating the size of financial benefits to be gained from IT projects in relatively short time periods;
 - Reporting of surpluses and the wider political environment.
6. It was noted that final draft plans will be submitted at the next meeting for recommendation for approval by Court on 20 June 2016.

Finance Director's Update

7. The Director of Finance summarised the financial update report, highlighting the conclusion of the external debt raising project, the 2015/16 Quarter Two forecast with an expected surplus currently above the Court approved level, the monthly Management Accounts for Period 07 (to 29 February) and revisions to the Universities Superannuation Scheme to take effect from 1 April.

Ten Year Forecast

8. A summary of the latest iteration of the Ten Year Forecast was considered ahead of presentation to Court. The Committee discussed the methodology for recording and calculating the surplus; major Estates business cases expected in the second half of the ten year period and the reassurance this provides Court in terms of financial control; University inflation levels and the link to overseas tuition fees; the growing importance of the digital estate – noting that online students spend 100% of their time in the digital estate and Edinburgh-based students spend increasing time using the digital estate.

Staff Benefits Scheme

9. The outcome of the Staff Benefits Scheme (SBS) Triennial Valuation and a proposed response from the University to the SBS Trustees with regard to their request for additional funding to repair the existing deficit and provide for future benefits was reviewed.

10. The proposal to contribute cash lump sums to aid deficit repair along with negotiation of a revised package of benefits to broadly align SBS with the restructured Universities Superannuation Scheme (USS) and to agree a package of measures to eliminate the deficit within a 14 year time frame was supported. Members noted that proposal did not exactly align with USS given actuarial differences in the two schemes and that all relevant contracts of employment would be checked with regard to references to guaranteed benefits.

11. The Committee approved the proposed approach set out in the paper and requested that the University's nominated negotiating group (Director of HR, Director of Finance, Director of Corporate Services, the Senior Vice-Principal and lay member of Court Mr David Bentley) take forward the negotiation of a revised package of benefits with the SBS Trustees that can be recommended to their members for acceptance.

Internal Loan arrangements

12. Circumstances under which internal loan arrangements may be entered into, procedures for seeking internal loan funding and the terms under which such loans will be provided were approved as set out in the paper.

Quartermile Development

13. A progress update on the Quartermile development, a request for endorsement of funding to progress enabling works and an update on the emerging academic vision for the project was received. Members commented that the contingency (£535k) appeared relatively low, noting however that the current funding request is for preparatory works and that a larger funding request, with a larger contingency, will follow.

14. The Committee:

- agreed to recommend to Court the approval of £10.3M funding from University Corporate Resources to allow the investigative and detailed surveys to be progressed as well as the enabling and strip out work, asbestos and demolition packages, and for professional fees up to Stage D and for other costs incurred by

the project in progressing the work packages – with a request for a larger contingency to be considered and incorporated if appropriate;

- noted the executive summary of the academic vision for the development as endorsed by the Principal's Strategy Group;
- noted that an outline business case for the project will be prepared for approval by Court at the completion of Stage A/B in line with an agreed academic vision and a further detailed business case will be prepared at the completion of Stage D.

EDINA and Digital Curation Centre – Initial Approach

15. The Chief Information Officer provided an initial briefing on the approach being adopted for future funding opportunities for EDINA (a UK data centre based at the University of Edinburgh) and the Digital Curation Centre. The initial approach was supported and it was noted that a business case will be submitted to the next meeting.

Visa and Immigration Health Surcharge – Repayment Policy

16. Following a paper at the August 2015 meeting, proposals for the University to provide financial support to its international staff through the repayment of costs incurred to enter and remain in the UK were considered.

17. The Committee approved the implementation of the visa and Immigration Health Surcharge (IHS) repayment policy detailed in the paper, the costs of which will be funded at School/College or business unit level, including:

- the fees which will (visa application fees and the IHS for new staff and dependents, visa extension fees and the IHS for existing staff and their dependants) and will not (any costs associated with securing indefinite leave to remain, costs associated with transferring visa status details from an old to a new passport, any tax payable) be repaid by the University;
- the effective date and back-dated implementation of the policy (6 April 2016)
- the additional employment costs which will arise from the introduction of the policy.

Other items

18. Other items discussed at the meeting included: updates on Sunergos Innovations and Roslin Technologies, noting a possible request for approval of a capital injection should a partner university join Sunergos; an update on implementing the responsible investment policy, with the description of the University by investment advisers Mercer as a significant leader in responsible investment in the UK higher education sector welcomed; a ballot of University and College Union members on the UK-wide 2016-17 pay offer of 1% and the potential for industrial action.

Full minute:

19. 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

20. Issues related to equality and diversity were considered within each paper as appropriate.

Further information

21. Author

Dr Lewis Allan
Head of Court Services
15 April 2016

Presenter

Lady Susan Rice
Lay member, Policy & Resources
Committee

Freedom of Information

22. The paper is open.



UNIVERSITY COURT

25 April 2016

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 invited to note and discuss the content of this paper.

Background and context

3. *Student Experience: Ongoing Work and New Policy Issues*

This paper provides an update on the work of the Senior Vice-Principal and his team in embedding the unambiguous priority of learning and teaching at the University, sets out responses to concerns around support for disabled students and students with mental health concerns, introduces the current review of academic year dates, and identifies recent policy developments which are likely to impact on the University.

Discussion

4. *Student Experience, Learning and Teaching Update*

Court will recall discussion of a number of themes at its September 2015 meeting designed to underline the unambiguous priority of learning and teaching at the University, including: clear expressions of commitment to this unambiguous priority at all levels of the University; well-understood policies that recognise and reward outstanding teaching and student experience, but also hold poor standards to account in appropriate ways; the celebration of excellent practice in learning and teaching and of wider measures to enhance students' experience; and simplification of how we regulate and organise teaching and assess learning.

5. *Developing the unambiguous priority with Heads of School*

Subsequent meetings of Court have discussed progress against these themes. At its last meeting in February 2015 Court discussed a paper recounting insights gained from a series of visits by the Senior Vice-Principal and the Deputy Secretary Student Experience to the leadership teams of all Schools in the late autumn. Those insights were also discussed in February at Senate and at Academic Strategy Group (which brings together Heads of School several times a year to discuss issues of strategic importance across the University).

6. There was a clear consensus among Heads of School to establishing clear and common benchmarks across the University for how we approach core issues related to student experience, including personal tutor training, expectations for new and existing teaching staff of completion of accredited professional development programmes in teaching; providing time for teaching innovation in workload modelling; ensuring teaching is given prominence equivalent to that of research in staff recruitment; ensuring there is evidence of strong teaching

performance in all promotions to grade 9 and 10 (provided teaching is part of the contractual role); creating mechanisms for receiving and responding to mid-course feedback from students; and embedding evaluation of teaching activities in annual review.

7. These and other issues are being pursued in a work programme monitored by the Learning and Teaching Policy Group and carried out through the relevant Senate Committees or in some cases People Committee or Central Management Group. The aim is, as far as possible, for changes in policy and guidance to be in place for the start of the 2016-17 academic year.

8. *Communicating the priority of teaching to all staff*

Most recently there has been a strong emphasis on communicating the unambiguous priority of teaching and learning direct to academic staff across the University.

9. The Senior Vice-Principal is around three-quarters of the way through a round of visits to open meetings of staff in all twenty Schools. The aim has been to build awareness and get feedback from the 'teaching coalface' on the changes set in motion over the last nine months. Regular points of discussion have included: turnaround times for returning assessments; the balance of research and teaching in academic workloads; the recognition of teaching performance in the promotions process; and the scope to simplify regulations and practices with view to releasing time for reflection and innovation in teaching.

10. The new Teaching Matters website (at <http://www.ed.ac.uk/staff/teaching-matters>) and its associated blog (at <http://www.teaching-matters-blog.ed.ac.uk/>) are now building momentum and readership. There is a particularly engaging set of blog contributions this month on digital education. The ambition is to build the site into the go-to place for discussion of teaching issues and for sharing experience and good practice.

11. *Student support issues*

Court members may be aware of recent student media coverage of concerns raised by disabled students about access to support and the estate. The Principal has instigated a review of how the University supports disabled students and asked Vice-Principal Professor Jane Norman to lead the review. The review will commence shortly and is likely to run over the summer. A small panel including EUSA representatives has been established to support Professor Norman. Professor Sandy Tudhope, Head of the School of Geosciences and Senate Assessor elect, will represent Court on the review.

12. In common with most other institutions, the University is facing continued and rapid increases in the number of students needing support with mental health issues. Indeed, demand for Counselling Services has grown very rapidly. The University has more than doubled its funding for student counselling services since 2010 has already agreed to support further investment in the Student Counselling Service of £70k in 16/17 and again in 17/18. Meanwhile the Student Mental Health Strategy Group, chaired by Professor Helen Cameron (Medical School), was set up last year to develop a sustainable, medium term strategy for student mental

health, and will report later in 2016. It will be able to draw on the findings of the recent Thematic Review of Mental Health Services carried out by Senate Quality Assurance Committee.

13. *Academic year dates*

The Senior Vice-Principal's discussions with School leadership teams last autumn revealed widespread concerns about the asymmetry of length of semesters one and two. EUSA's Vice-President for Academic Affairs has raised similar concerns. Semester one has both a shorter teaching period, without the period of pause and reflection provided by innovative learning week in semester two, and a shorter exam diet. The semester is felt as a result to be 'crammed' and tiring for both students and staff. The short, late exam diet can cause difficulties in particular for international students in making arrangements to return home for the holiday period. And the absence of a significant period for revision also leads many courses across the University to schedule exams in the longer diet at the end of semester two, but postponing the flow of feedback which informs students' academic development as a result.

14. At its meeting on 27 January 2016, the Senate Learning and Teaching Committee agreed to establish a task group to review the University's academic year structure in light of these concerns. The task group has considered a number of options and identified the following as an option to consult on:

- Starting the academic year one week later than at present;
- Holding examinations for Semester one courses in January (rather than December, as at present), with an initial revision week on return in January prior to exams
- Introducing a one-week break in the middle of each Semester, but replacing the current Spring Break with teaching weeks
- Holding graduations in late June / early July as at present

15. The task group will be consulting staff, students, and trade unions on these proposals during April / May 2016, with a view to submitting its final report to Learning and Teaching Committee for consideration at its meeting on 21 September 2016. The report will be discussed at the meeting of the University's Senate on 28 September 2016 with view to any changes being introduced for the academic year 2018-19

16. *Policy issues*

There are two current policy issues that relate to student experience, learning and teaching which Court will want to be aware of.

17. *Teaching Excellence Framework*

The UK Government has announced its commitment to introduce a Teaching Excellence Framework in England which is intended to identify the attainment of different levels of teaching excellence by universities at institutional level and, if the current vision is achieved, in due course also at subject level. The UK Government envisages that (marginally) differential fees may be charged by institutions at

different levels of excellence. While this is an England-only policy it will establish benchmarks which may be seen by prospective students as important market information. There is a risk that the absence of such benchmarks for Scottish universities may be seen as indicating absence of 'excellence' here, especially by students from the rest of the UK and international students. In order to mitigate that risk we have been engaged in discussions via Universities Scotland and direct with both the Scottish and the UK Governments to explore how the current system of quality assurance and enhancement in Scotland (widely seen as more searching than that in England) might 'map onto' different TEF levels and provide an alternative route to formal TEF accreditation. A technical consultation on how TEF will operate in practice is expected to be announced in May. This will provide additional opportunity to explore an 'equivalent but distinctive' Scottish route to TEF accreditation.

18. Commission on Widening Access

The Commission on Widening Access reported to the Scottish Government in March. The report, *A Blueprint for Fairness*, is available at <http://www.gov.scot/Resource/0049/00496619.pdf>. The report has been endorsed by all the main political parties in Scotland. While the report understands the problem of widening access to require holistic solutions from early years education upwards, most of its key recommendations focus on the point of admission to University, including: outreach and bridging programmes that raise aspirations and facilitate access, articulation from further to higher education, access thresholds for contextualising admission requirements, and recruitment targets for students from the most deprived communities in Scotland as identified by the Scottish Index of Multiple Deprivation (often known as SIMD 20). A Commissioner on Widening Access, likely accountable to the Scottish Parliament, is also recommended to lead efforts to drive access and report on progress. If adopted, as they are likely to be, a number of the recommendations (for example on articulation and SIMD 20 entry) will be challenging for the University. Others (for example on contextualised admissions) will enable us to show leadership and underline our strong, institutional commitment to widening participation.

Resource implications

19. 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

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

Equality & Diversity

21. 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

22. Regular updates will continue to be provided to Court on work to underline the unambiguous priority of learning and teaching at the University.

Further Information

23. Authors

Senior Vice-Principal Professor
Charlie Jeffery
Mr Gavin Douglas, Deputy
Secretary Student Experience

Presenter

Senior Vice-Principal Professor
Charlie Jeffery

Freedom of Information

24. Open Paper.



UNIVERSITY COURT

25 April 2016

Finance Director's Update

Description of paper

1. This paper covers three significant matters relating to University finances of interest to Court members. The first is an update on the successful conclusion of 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. It also presents a summary of the latest April 2016 iteration of the Ten Year Forecast (TYF).
3. As well as the items above, the paper includes the University Management Accounts to March 2016 (Period 08) and summarises other recent relevant Finance Department initiatives.

Action requested/Recommendation

4. Court is invited to note and comment on:
 - The successful conclusion of 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 March 2016 (Period 08) presented in Appendix B.

Paragraphs 5 – 35 have been removed as exempt from release due to FOI.

Risk Management

36. 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. An updated risk register entry related to Finance has been submitted to the Risk Management Group.

Equality & Diversity

37. The paper has no equality or diversity implications.

Paragraph 38 has been removed as exempt from release due to FOI.

Consultation

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

Further information

40. Author
Lee Hamill
Deputy Director of Finance
15 April 2016

Presenter
Phil McNaull
Finance Director

Freedom of Information

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



UNIVERSITY COURT

25 April 2016

Quartermile Development

Description of paper

1. To provide Court with an update on the progress with the development and seek approval for funding.

Action requested/Recommendation

2. Court is invited to:

- **approve** funding from University Corporate ;
- **note** the executive summary;
- **note** that an outline business case for the project will be prepared for approval by Court.

Paragraphs 3 – 13 have been removed as exempt from release due to FOI.

Risk Management

14. A detailed project risk register has been prepared and a significant factor in mitigating the phasing and programme risks which have been identified will be the ability to progress with the investigative and detailed surveys as well as the initial strip out and enabling packages as well as the asbestos removal and demolition works.

Equality & Diversity

15. There are no equality and diversity issues identified at this point.

Paragraph 16 has been removed as exempt from release due to FOI.

Consultation

17. The College of Humanities and Social Science have been consulted and Estates Committee and Policy & Resources Committee have considered and endorsed the paper.

Further information

18. Authors

Professor Dorothy Miell, Vice-Principal
and Head of College for Humanities and
Social Science
Jane Johnston, Head of Estates Planning
and Special Projects
23 March 2016

Presenter

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

Freedom of Information

19. The paper should remain closed until any commercial or construction contracts have been concluded. Court should also note that QVL have requested that the acquisition price remain confidential.



UNIVERSITY COURT

25 April 2016

Final Outcome Agreement – 2016-17

Description of paper

1. The paper outlines the process undertaken and issues considered in the production of the draft final Outcome Agreement to be submitted to the Scottish Funding Council (SFC). In line with the approach used in 2015-16, this is a single year update to the existing 2014-17 Outcome Agreement. Final funding allocations have not been received from SFC, and these are expected sometime after SFC's Board meets on 22 April.

Action Requested/Recommendation

2. Court is invited to agree to the content of the single year Outcome Agreement for 2016-17 in Appendix 1 and to delegate authority to the Deputy Secretary, Strategic Planning, for submission to the Scottish Funding Council following the announcement of final funding allocations.

Paragraphs 3 – 10 have been removed as exempt from release due to FOI.

Risk Management

11. The Outcome Agreement document is a public statement and thus failure to provide SFC with an Outcome Agreement could potentially impact on our reputation with Government, stakeholders and staff.

Equality & Diversity

12. Equality & diversity objectives are positively targeted during the Outcome Agreement process which includes the statutory requirement for a widening access agreement.

Paragraph 13 has been removed as exempt from release due to FOI.

Consultation

14. The Outcome Agreement process has gone through a full internal process involving EUSA and issue leads across the University. The revised draft has been developed by the Head of Strategic Performance and Research Policy, in consultation with the Deputy Secretary Strategic Planning, the Senior Vice-Principal and Vice-Principal Planning, Resources and Research Policy.

Further Information

15. Author

Jennifer McGregor
Senior Strategic Planner
13 April 2015

Presenter

Tracey Slaven
Deputy Secretary, Strategic Planning

Freedom of Information

16. Closed until publication of the Outcome Agreement by the Scottish Funding Council.



UNIVERSITY COURT

25 April 2016

Higher Education Governance (Scotland) Bill: Briefing Note

Description of paper

1. This paper provides an initial briefing on the key provisions in the Higher Education Governance (Scotland) Bill, passed on 8 March 2016 by 92 votes to 17 (SNP, Labour, Green and Independents for, Conservatives and Liberal Democrats against). The full Bill is available on the Court wiki site [here](#).

Action requested/Recommendation

2. Court is invited to note the key provisions.

Background and context

3. The Bill was introduced to the Scottish Parliament in June 2015 with the stated intention to 'enable a framework for higher education governance that is more modern, inclusive and accountable' and to implement some of the recommendations of the 2012 von Prondzynski Review of Higher Education Governance in Scotland requiring primary legislation.

4. The University responded to the consultation held prior to the introduction of the Bill and to the calls for evidence initiated by the Parliamentary Finance Committee and Education & Culture Committee. In addition, the Principal gave evidence in person to the Education and Culture Committee on 6 October 2015. In all instances, the University expressed deep concerns about the scope and provisions of the Bill. As the Bill progressed through Parliament, the Scottish Government made a number of concessions, which met some but not all of our concerns.

Discussion

5. The main provisions in the final Bill are:

Senior lay member position

6. The governing body must include a senior lay member (however the institution chooses to name the position) elected by all staff, students and Court members, who has responsibility for:

- The leadership and effectiveness of the governing body; and,
- Ensuring there is an appropriate balance of authority between the governing body and the Principal.

7. The period of appointment and extension for the senior lay member is to be decided by Court. Another Court member may be selected to exercise these functions in the absence of the senior lay member or while the position is vacant. The role of the Rector as the presiding officer at Court meetings with a deliberative and casting vote remains unchanged.

Election of senior lay member

8. Court shall delegate to a committee responsibility for devising the relevant criteria and ensuring the efficiency and fairness of the election process. The

committee must include a staff and student member (note: the Nominations Committee meets these requirements). The post of senior lay member must be widely advertised and all applicants who appear to meet the criteria invited for interview. All candidates that demonstrate at interview that they meet the criteria are eligible to stand for election. Candidates will have interview expenses reimbursed and their election expenses reimbursed up to a limit specified by Court. The committee must make publicly available an overview report of the number of applicants and their protected characteristics under the Equality Act 2010, if disclosed.

9. An election will be convened if two or more candidates pass the interview stage. The election franchise consists of staff, students and Court members and is won by simple majority (note: the voting system used for Rectors at Edinburgh and other similar universities is Single Transferable Vote).

Remuneration of senior lay member

10. The senior lay member, on their request, is to receive such remuneration and allowances as Court considers reasonable.

Composition of the governing body

<p>Governance Bill The Court is to be composed of:</p> <ul style="list-style-type: none"> • The person appointed to the position of senior lay member • 2 persons elected by staff from among their own number • 1 person nominated by a trade union from among the academic staff • 1 person nominated by a trade union from among the support staff • 2 persons nominated by a students' association from among the students • Such other persons as are appointed by virtue of an enactment, or in accordance with the governing document of the institution (for Edinburgh, this includes the position of Rector). <p>In addition, the Governance Bill amends the Universities (Scotland) Act 1889 to remove the requirement for the position of Chancellor's Assessor.</p>	<p>Ordinance No 187 (currently in force) Court shall consist of:</p> <ul style="list-style-type: none"> • The Rector • The Principal • 4 assessors elected from its members by the Senatus Academicus • An assessor nominated by the Chancellor • 3 assessors nominated by the General Council • An assessor nominated by City of Edinburgh Council • An assessor nominated by the members of the non-teaching staff from among their own number • 2 fully-matriculated students nominated by the Students' Representative Council • Such persons not exceeding 8, at least one male and female, as may be co-opted by the Court. <p>Total membership = 22</p>
--	--

Resignation and removal of Court members

11. Rules made by Court may contain provision about the procedure for the resignation or removal of the senior lay member and other members.

Academic board (Senate)

12. The membership of the Senate is to include: the Principal; heads of school of the institution; persons elected by academic staff from among their own number; persons elected by students from among their own number; and such other persons as are appointed in accordance with the governing documents of the institution. At least 50% of the membership is to be elected and 10% is to be elected by students (capped at an upper limit of 30 students). The section of the 1858 Act whereby all professors are automatically members of Senate is repealed. Further clarification is needed on the interpretation of the position of 'heads of school' as this has a range of definitions across the sector.

Impact on Ordinances

Ordinances requiring revision:

Ordinance No 187 – Composition of the University Court

Ordinances 204 & 206 – Composition of the Senatus Academicus

Consider the impact on:

Ordinance 192 – Local Authority Membership of the University Court

Ordinance 197 – Rectorial Election

Ordinance 210 – Election of Chancellor and General Council Assessors and Chairing of General Council Meetings.

Be aware of:

Ordinance 200 – Removal of Co-opted Members of Court

Ordinance 201 – Composition of a Quorum for Meetings of Court

Resource implications

13. There are resource implications in the cost of the recruitment and election process for the senior lay member including advertisement costs, reimbursement of candidates' expenses and staff time in running the process and potentially remuneration of the senior lay member. There are also resource implications in relation to staff time and resource in preparation for implementation of the Bill and the revision of Ordinances through the Privy Council.

Risk Management

14. The University's Risk Policy and Risk Appetite statement refers to the University holding 'no appetite for any breaches in statute, regulation'.

Equality & Diversity

15. Changes to the membership of the Court may have gender balance implications. An amendment that would require a minimum of 40% female Court membership was not passed as it was deemed to be outside the competence of the Scottish Parliament. Separately, the Committee of Scottish Chairs has made a commitment to achieving a 40% minimum of each gender amongst the co-opted members of Court.

Next steps/implications

16. Ministers of a post-election Scottish government will decide on the commencement and transition arrangements. The Policy Memorandum produced at the introduction of the Bill stated that the provisions on the compositions of Courts and Senates 'would come into force after a period of four years in order to allow current governing body and academic board members to finish their terms of offices'. It would seem sensible for a future Nominations Committee meeting to hold a first discussion about implications.

Consultation

17. This paper has been reviewed and approved by the University Secretary.

Further information

18. Authors

Ms Kirstie Graham, Dr Lewis Allan
Court Services Office

Presenter

University Secretary, Ms Sarah
Smith

Freedom of Information

19. Open Paper.



UNIVERSITY COURT

25 April 2016

EUSA President's Report

Description of paper

1. This paper is to note developments at Edinburgh University Students' Association (EUSA) since the last Court meeting, and to provide an update on current work and initiatives.

Action requested/Recommendation

2. Court is invited to note the report and note that this information 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

Finance update

4. EUSA's financial year ended on 31 March 2016, and results will be comfortably ahead of budget: the surplus before any year-end adjustments will be in the region of £300-350,000. This will lift EUSA's reserves to something over £700,000.

5. Big challenges however lie ahead, and the triple whammy of National Living Wage, USS pension contribution increase and National Insurance contribution increases alone are adding £200,000 to our cost base from 1 April 2016. We have reluctantly produced a deficit budget of £210,000 for 2016/17. This includes strategic investments (principally in time-limited staffing) of £110,000 leaving a 'core' deficit of £100,000.

6. Our strategic investments are intended to help address this underlying core deficit. Cost pressures will continue to rise in the four years beyond this, and we therefore will be prioritising in the year ahead actions to move back to a surplus position.

Estates Update

7. We are continuing to work alongside colleagues in the Estates Department on key projects relating to EUSA. The renovation work on site at the Pleasance is progressing satisfactorily and we are planning the phase two works which start in September. We are taking an active part, along with colleagues from Student Services in developing the proposals, designs and business case for the new Student Centre project in the Central Area. We are also trying to progress with the small refurbishment of King's Buildings, but timescales are proving challenging, and at the time of writing there is some concern over whether this can be achieved by the Estates Department. We continue to complete minor works to improve the offer in our current buildings, and outwith major schemes will be refurbishing the King's Building gym and the Loft bar in Teviot Row House over the next two months.

Commercial update

8. We are now in a position to provide an update following the departure of our previous Commercial Director and Business Development Manager earlier this year. We have been working with an external consultancy, Greenhouse, to review EUSA's current commercial positioning, opportunities and identify options for future development. The previous Commercial Director role included responsibility for EUSA's full commercial offering, our estates development, and our Festival activity (in itself, crucial to EUSA's financial success). We are now progressing with recruitment of 2 roles – a Commercial Director (who will focus on commercial service delivery and development), and a Festival Manager. Our Estates function will now report in directly to the CEO, and we are investing on a project basis in some key areas of estates work over the next year. These changes will enable a clearer focus for the Commercial Director role which we hope will lead to a step change in the Association's offer for our members and financial performance.

EUSA Elections and Referenda 2016

9. March saw our annual student elections take place. These were running alongside our referendum, which aimed to deliver a student mandate for our proposed democracy changes, and a change of name, from Edinburgh University Students' Association to University of Edinburgh Students' Union (being explored as part of a strategic change project focussed on membership engagement and communication).

10. It is worth noting here the very positive overall engagement with both processes, with 7077 students (20% of the student population) engaging with one or other or both of the processes, which brought our total turnout to almost 20%, and represents an increase of 20% on the number of students exercising a vote in some way at the same time last year. Election voting turnout alone remained steady – with 5782 students casting a vote (compared to 5836 the previous year). We have been making a concerted effort since last year to improve engagement with our elections, and the candidate experience overall (we secured a large increase in turnout last year following a 4 year period of decline), and are adding to the support we provide for candidates each year in terms of training and development, and access to information and support throughout the process. 75% of respondents to our candidates' survey indicated this year that support from the Association had a positive impact on their election experience.

11. We now have a very strong and positive steer for our Democracy changes, with 80% of those voting in voting in that question voting Yes to the changes. We will now be progressing our Democracy changes by developing more detailed role descriptions, and supporting regulations, which will require further approval via our Trustee Board, and some aspects will also require Court approval – more detailed proposals will be brought to Court in due course. We are also considering phasing and resource requirements. We are aiming to have the key student representative role changes ready to be elected in the March 2017 elections.

12. The proposed name change did not pass and we will remain Edinburgh University Students' Association, with our work on rebranding and membership communications continuing now this is resolved.

13. We are now preparing to welcome our **new sabbatical team**. The official handover period begins on 23 May, followed by a 4 day residential training with our

Senior Management Team from 30 May, and then our summer training/development programme focussing on developing the team, equipping the individual officers for their roles, and progressing manifesto points into clear objectives for the team and each officer. Much of this programme focusses on introducing the team to key colleagues, projects and plans across the University. The new team for 2016/17 are:

President: Alec Edgecliffe-Johnson VP Academic Affairs: Patrick Garret
VP Services: Jenna Kelly VP Societies and Activities: Jessica Husbands

Student Celebration Season

14. We have now held 2 out of 3 of our key Awards events for 2015-16.

- **Activities Awards**

15 March saw 420 guests attend our Activities Awards, hosted by the Association at the Assembly Rooms on George Street. We were joined on the evening by Senior Vice-Principal Professor Charlie Jeffery, Principal of ECA Professor Chris Breward, and Director of Careers Ms Shelagh Green. The evening saw the audience enjoy several brilliant society performances, including the Drumming Society, Footlights Showchoir, Acapella Society, and a Ceilidh with music from Folksoc. 296 nominations were submitted in total. 12 individual students were recognised for the effort and commitment to their Society or Volunteering Group, 7 groups recognised as the best group in their particular activity category, awards for Best New Group, Most Sociable Group, and Group Event, and in the end Edinburgh Young Scientific Researchers Society was recognised as Best Student Group of the Year. This event is growing in popularity and enables us to celebrate and thank our Societies and Volunteering Groups for the contribution they make to student life, and to the local community.

The full shortlist and winners are available here:

<https://www.eusa.ed.ac.uk/activities/activitiesawards/>

- **Impact Awards**

Our Impact Awards recognise student commitment and achievement across a range of our activities, including student representation, peer learning and support, and those involved in internationalisation work to improve the international student experience or bring home and international students together. The ceremony was held in Teviot on 23 March 2016, and after receiving 105 nominations from students, and University staff, saw a range of individual students and student groups receive awards in the following categories: **Global Impact Abroad, Global Impact at Home, Best PAL Scheme, Best Peer Support Group, Outstanding Class Representative, Outstanding Elected Representative, Best Student-Staff Collaboration, Outstanding Student Leader, Best New Project, Most Innovative Project.** A strong theme throughout the evening was the notion of student/university partnership – it is clear that some staff strongly value the contribution students make as part of the university community, and we were very pleased to see so many students nominated by University staff as well as by their peers.

The full shortlist and winners are available here:

https://www.eusa.ed.ac.uk/representation/impact_awards/

- **Teaching Awards**

Our Teaching Awards take place on 22 April 2016 – we received over 2000 nominations this year, and the Awards continue to be very well received by students, and by staff. They continue to demonstrate the value students place on good teaching, and we are pleased that this year there has been strong recognition of this, with the inclusion of Teaching and Learning into the Senior Vice-Principal Professor Charlie Jeffery's remit, and his articulation of Teaching and Learning as 'an unambiguous priority' for the institution. This year we have also secured a Principal's Teaching Award grant to enable us to undertake detailed analysis of the student nominations in order to present key themes and student priorities to the University.

EUSA recognition in national surveys

15. EUSA was nominated for **NUS Scotland Awards** this year – and although we did not win, we were pleased to have been shortlisted in 2 categories: in the Education category for our work on Peer Support, and in the HE Student Union of the year (which we were awarded last year). We will also be submitting nominations for the NUS UK Awards later in the year.

16. The **Times Higher Education Survey** results were released last week. Interestingly, Edinburgh jumped up 10 places in the rankings, from 50 to joint 41st. Some initial analysis shows that EUSA's progress has also contributed positively here – and perhaps begins also to demonstrate some positive changes in perception as a result of early work in line with our Strategic Plan. EUSA scored highly in relation to other students' unions.

- Societies/Extra Curricular activities: 6.3 (up from 6.0 last year)
- Good Students' Union: 5.9 (up from 5.4 last year)
- Cheap shop/bar etc: 4.9 (up from 4.6 last year)

The full results can be downloaded here:

<http://digital.timeshighereducation.com/SES2016/index.html>

EUSA Sabbatical Team updates

17. On behalf of the EUSA Sabbatical team, I want to thank Court for our productive, constructive and collaborative relationship this year. While we certainly will not and do not agree on everything, we are here to work in partnership to get the best for students - long may this kind of working relationship continue for future years.

Democracy Referendum

18. Following an external review of how EUSA democracy works, in which over 5000 students were consulted, we proposed some key changes in a referendum during the election period, which saw high student engagement. The number of students voting during our 1-week campaign/election period was **7,077, a 20% increase on last year**.

19. 4005 students voted on our constitutional changes in our referendum, well over our target of 3000. Despite some opposition from a vocal minority, our changes were emphatically supported with **79.7% of support**.

20. The key changes include:

- **A 5th full-time Sabbatical Officer with the role of Vice President Welfare.** This came from consultation which clearly said that welfare/wellbeing was the no.1 issue that students wanted representation on. Currently, welfare sits in the VP Societies & Activities remit. Students also said they valued representation on societies/activities as well as housing and community issues, so these proposals also include a full-time **VP Activities** and a **VP Community**. The 5 full-time roles that were supported by students are: **President, VP Welfare, VP Education, VP Activities, VP Community**.
- **An online referendum for contentious issues that receive between 1/3rd and 2/3rds of the vote at EUSA Student Council.** This opens up big and contentious decisions to students who cannot make it to Student Council meetings. The issues with the current/old system was partly exposed by the most recent Council meeting.
- **Part-time paid liberation officers, to represent Women, BME, LGBT+ and Disabled students.** This means these elected reps can focus on their important roles without having to take on part-time work to support themselves.
- **Part-time paid College reps for CSE, CMVM and CHSS.** This aims to better represent students on satellite campuses, who often feel removed from a central-centric EUSA. The idea of part-time reps who could specifically focus on local College issues and provide a student voice at the College level was particularly attractive to students at King's Buildings, Easter Bush and Little France during the election campaign.
- **More voting responsibility for elected reps and representation of the Sports Union, Edinburgh Students Charity Appeal (ESCA) and Societies & Volunteering reps at our Student Council.** Elected school reps will get 1.5 votes, as opposed to 1 vote for every student that turns up, and there will be honorary positions for the Sports Union and ESCA Presidents, as well as 16 elected Activities (societies & volunteering) reps.

21. We are currently discussing the implications of this in our Planning Round submission.

Recent Sabbatical successes

22. **Protected levels and £2 million spending increase on UG Bursaries.** We were pleased that UG bursaries were protected, but we believe that the levels should be raised for those students on lower-middle incomes, with household incomes of between £20k-£30k p/a. The University *does* have the most generous bursary scheme for those from the lowest income households, which is something to be proud of, but falls significantly short of Imperial College London for those with household incomes of between £20-£30k. We also have conducted research with the University which shows that WP students are less likely to engage in extra-curricular activities (sports, societies, volunteering) than non-WP students.

23. **Mental Health First Aid Training for all 1300 Personal Tutors by 2018.** This has been very well received by students, including student union officers across the UK and there is student appetite to expand this training to Student Support Officers.

24. **Disability Support Review.** We are pleased that the University has launched a review on student disability support. There has been widespread dissatisfaction with learning adjustments not being met and access to some buildings, as well as praise of the work of the Disability Service. This announcement has been well received. We will discuss further about group membership, such as the presence of the Convenor of the Disabled students on the group.

25. **The University is the first in the UK to adopt a Conflict Minerals policy,** something which the Vice President Services worked closely on with Social Responsibility and Sustainability (SRS) and Court members.

26. **University-wide coursework extensions policy,** to make it simpler for students with mental ill-health to get extensions for coursework, part of the efforts on improving mental health support this year. Vice President Academic Affairs, Imogen Wilson was the Sabbatical lead.

27. **New Taxi Scheme,** to get students home from EUSA nights out if they are stranded without money.

28. **Communicating successes with students,** via a #EUSAwins campaign. But there is still more work to do from both EUSA and the University to communicate positive successes with as many students as possible.

29. **There is more work to do:**

- **Increased funding for the Counselling service to deal with increased demand.** Student demand for the Counselling service has risen by 45% this year. This is an issue that students care passionately about. An Edinburgh student petition for more funding for the Counselling Service has received over 500 signatures. We are currently in conversations with Court members on the best way forward in terms of Counselling resource.
- **Including affordable accommodation in the University's Accommodation Strategy.** Vice President Services, Urte Macikene, supported by Deputy Secretary Tracey Slaven, launched a 'Housing Survey' to get data on the expectations and needs of students in terms of cost, location and nature of accommodation. The results will be discussed at Accommodation Strategy Group.
- **Calls for a 24 hour Main Library.** Students at a recent EUSA Student Council demonstrated significant support for 24 hour access to the Main Library, by 301 votes to 26. The debate focused on providing students with a safe and secure place to study, if they were doing so late at night. It was not about late night studying, but an understanding that sometimes students (UG and PG) do study late at night. We will be working with Gavin Douglas, Gary Jebb and the Central Buildings Opening Hours Review Group to find a way forward.

Resource implications

30. There are no resource implications for this report because this report is retrospectively outlining existing projects.

Risk Management

31. Not applicable.

Equality & Diversity

32. 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

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

Consultation

34. 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 information

35. Author

Jonny Ross-Tatam
EUSA President
8 April 2016

Presenter

Jonny Ross-Tatam
EUSA President

Freedom of Information

36. This paper is open.



UNIVERSITY COURT

25 April 2016

Enhancement-Led Institutional Review Report

Description of paper

1. The paper informs Court of the publication by the Quality Assurance Agency of the report on the University's Enhancement-Led Institutional Review (ELIR) held in Semester 1, 2015. The paper also includes actions underway to address the areas for development identified by the ELIR.

Action requested/Recommendation

2. Court is invited to note the content of the paper.

Background and context

3. The paper is relevant to the University's Strategic Plan 2012-16 Strategic Goal of 'excellence in education' and Strategic Theme of 'outstanding student experience'.

4. ELIR is the review method of the Quality Assurance Agency (Scotland) (QAAS) for universities and other higher education institutions in Scotland. The main focus of ELIR is to consider an institution's strategic approach to enhancement, placing a particular emphasis on the arrangements for improving the student learning experience. ELIR also examines the institution's ability to secure the academic standards of its awards. Institutions are reviewed on a four-yearly cycle. ELIR reviews are carried out by a team of six reviewers: one student reviewer, one international reviewer, three senior UK-based academic reviewers and one coordinating reviewer.

5. The University has achieved the highest possible judgement and outcome in the recent ELIR, with the review concluding that: "The University of Edinburgh has **effective** arrangements for managing academic standards and the student learning experience. These arrangements are likely to continue to be effective in the future. This is a positive judgement, which means the University has robust arrangements for securing academic standards and for enhancing the quality of the student experience".

6. The Quality Assurance Agency has published the review reports. These comprise the Outcome Report covering the overarching judgment, the areas of positive practice and the areas for development identified by the review, and the more detailed Technical Report. The Outcome Report is attached as Appendix 1. The Technical Report is available at:

www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10007790

Resource implications

7. Any resource implications will be identified by the theme leads and considered by Learning and Teaching Policy Group in the first instance.

Risk Management

8. The ELIR has been managed within the University's risk management processes.

Equality & Diversity

9. An Equality Impact Assessment is not required.

Next steps/implications

10. Senate Quality Assurance Committee (SQAC) will be responsible for overseeing actions in response to the report. In order to address take these forward in a meaningful and manageable way, a themed approach is being taken. This ensures broad alignment with existing learning and teaching priorities and Assistant/Vice-Principal roles and responsibilities as part of an integrated planning process. The five key themes and their leads are:

- Postgraduate research student experience – Assistant Principal Jeremy Bradshaw
- Personal tutoring system – Assistant Principal Alan Murray
- Student representation (college and school level) – EUSA and college deans of quality
- Assessment and feedback – Assistant Principal Susan Rhind
- Staff engagement in learning and teaching (with a focus on workload allocation models) – Vice-Principal Jane Norman and Senior Vice-Principal Charlie Jeffery

11. The University was also encouraged by the ELIR to progress existing work on the Student Data Dashboard project led by Barry Neilson, Director of Student Systems. Progress with this area will be included in the regular reporting to SQAC.

12. Each theme lead will submit a three-year project plan to the April 2016 meeting of SQAC. This will outline priority actions for year 1 and ensure that all recommendations have been actioned by the end of year 3 and that as far as possible there has been evaluation of the impact of the action. Learning and Teaching Policy Group will provide the strategic space to discuss, coordinate and agree appropriate actions and timelines. Theme leads will report to SQAC every 3 months in year 1, followed by a minimum of every 6 months in the subsequent years.

13. In March 2017, 12 months after publication of the ELIR report, the University will report to QAAS and to the Scottish Funding Council on actions taken. Thereafter progress with actions is discussed at the University's annual discussion with QAAS.

Consultation

14. Senate at its meeting of 3 February 2016 noted the proposed approach to address the areas identified for further development.

Further information

15. Author

Dr Linda Bruce
Academic Services
1 April 2016

Presenter

Senior Vice-Principal Professor Charlie Jeffery

Freedom of Information

16. The paper is open.



Enhancement-led Institutional Review of University of Edinburgh

Outcome Report

November 2015

Contents

About the Enhancement-led Institutional Review method.....	1
About this review.....	1
About University of Edinburgh.....	2
Overarching judgement about University of Edinburgh.....	3
Areas of positive practice	3
Areas for development	4
What happens next?	5
Further information.....	5

About the Enhancement-led Institutional Review method

A dedicated page of the QAA website explains the method for [Enhancement-led Institutional Review](#) of higher education institutions in Scotland and has links to the ELIR handbook and other informative documents.¹ You can also find more information [about QAA](#) and its mission.²

Further details about the enhancement-led approach can be found in an accompanying [ELIR information document](#),³ including an overview of the review method, definitions of the judgement categories, and explanations of follow-up action. It also contains information on the Scottish Funding Council's response to ELIR judgements.

About this review

This is the Outcome Report of the Enhancement-led Institutional Review (ELIR) conducted by the Quality Assurance Agency for Higher Education (QAA) at the University of Edinburgh. The review took place as follows: Part 1 visit on 5 to 7 October 2015 and Part 2 visit on 9 to 13 November 2015. The review was conducted by a team of six reviewers:

- Professor Peter Bush (Academic Reviewer)
- Mr Brian Green (Academic Reviewer)
- Professor Mark Hunt (Academic Reviewer)
- Associate Professor Lena Adamson (International Reviewer)
- Mr David Walker (Student Reviewer)
- Mr Paul Probyn (Coordinating Reviewer).

This report sets out the overarching judgement formed by the ELIR team on:

- the current and likely future effectiveness of the institution's arrangements for managing academic standards and enhancing the quality of the student learning experience.

It is possible for the overarching judgement to be expressed in three levels which indicate that the institution's arrangements are: effective; have limited effectiveness; or are not effective. More detail on these categories is provided in the ELIR information document.

The overarching judgement for this report can be found on page 3, followed by the areas of positive practice and the areas for development.

A more detailed [Technical Report](#) is also available for this review.⁴ The Technical Report sets out the ELIR team's findings under each of the headings in the ELIR 3 method.

¹ Further information about the ELIR method:

www.qaa.ac.uk/reviews-and-reports/how-we-review-higher-education/enhancement-led-institutional-review.

² Further information about QAA: www.qaa.ac.uk/about-us.

³ ELIR information document: www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=61.

⁴ Technical report: www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10007790.

About the University of Edinburgh

The University of Edinburgh is one of Scotland's ancient, research-intensive universities and is the largest higher education provider in Scotland. In 2013-14 it had a total of 33,110 students, of whom 21,773 were undergraduate, 6,530 taught postgraduate and 4,807 postgraduate research students. The University has a large and diverse international student body, with over 30 per cent of the student population in 2013-14 coming from around 120 different countries. Its academic portfolio offers 104 of the 164 principal subjects defined by the Higher Education Statistics Agency, which the University emphasised is the largest breadth of subject provision of any Scottish university. The University describes itself as having strong global partnerships and reach, and a clear commitment to provide a distinctive research-led educational experience, characterised by excellence in learning and teaching.

The academic structure is based on three colleges: the College of Humanities and Social Science, the College of Science and Engineering, and the College of Medicine and Veterinary Medicine. Each college is led by a Vice-Principal and divided into schools. The University has 22 schools in total.

Overarching judgement about University of Edinburgh

The University of Edinburgh has **effective** arrangements for managing academic standards and the student learning experience. These arrangements are likely to continue to be effective in the future.

This is a positive judgement, which means the University has robust arrangements for securing academic standards and for enhancing the quality of the student experience.

Areas of positive practice

1 The ELIR has identified a number of areas of positive practice and these are summarised below.

2 **Strategic approach to enhancing learning and teaching** - the strategic intention to prioritise learning and teaching has been implemented across the University and communicated effectively to staff. The University has targeted strategic priority areas, including: assessment and feedback, academic support and researcher development. The clear focus on learning and teaching is supported by the development of a flexible continuing professional development framework for academic staff and a set of Exemplars of Excellence in Student Education, which academic staff can use to reflect on their approaches to teaching.

3 **Online distance learning** - the University has a progressive and effective approach to online distance learning development and delivery. Students report high levels of satisfaction with their experience, indicating that they feel part of an academic community.

4 **Internationalising the student experience and promoting student mobility** - the University has a strong commitment to internationalising the student experience and promoting student mobility. Students described themselves as members of an international community where opportunities to have an international experience were available both on campus and through a variety of flexible study abroad opportunities. In a particularly positive development, the University is able to provide supported opportunities for students from widening participation backgrounds to study abroad.

5 **Peer-assisted learning support** - the University has an extensive and growing number of peer learning support arrangements whereby students provide support to other students. The schemes are both a valued source of support and an effective opportunity for those providing support to develop their transferable skills.

6 **Systematic approach to promoting and embedding graduate attributes** - the University has systematically embedded graduate attributes throughout the undergraduate and taught postgraduate curricula and has a proactive approach to providing imaginative opportunities for students to develop graduate attributes through the co-curriculum. In particular, the Edinburgh Award provides a flexible framework for all students to gain recognition for their achievements in a wide range of areas, including academic, sporting, volunteering and work-based activities. The Edinburgh Award is highly regarded by staff and students and is being taken up by increasing numbers of students.

7 **Institute for Academic Development** - the Institute for Academic Development provides a key role in helping the University to fulfil its strategic ambition to prioritise learning and teaching. The Institute provides varied, flexible and tailored support to staff and students, contributing to a culture in which the student learning experience is evaluated and enhanced.

8 **Online external examiner reporting** - although in the early stages of implementation at the time of the current ELIR, the External Examiner Project has great potential. External examiners provide their reports online, which supports more consistent reflection on their comments across the school, college and institutional levels. Themes arising across several reports can be extracted and considered, and staff at all levels can be provided with access to the reports and the analysis.

9 **Quality monitoring and review for academic and support services** - the University has comprehensive and detailed arrangements for monitoring and reviewing its courses and programmes. Academic and support staff are committed to the effective implementation of these arrangements. Thematic reviews help to ensure that the academic and support areas make a coherent contribution to enhancing the student learning experience.

10 **Using data to enhance the student learning experience** - the University is making good progress towards introducing an integrated approach to the use of data in decision making and performance monitoring in order to identify and implement enhancements to the student learning experience. Key examples include the student-initiated PATH Project, which is an effective tool for assisting students and Personal Tutors in planning programmes of study.

11 **Effective approach to self-evaluation** - the University makes effective use of a variety of evaluative methods, involving those inside and outside the institution to reflect on institutional policy and practice. Using the University Internal Audit team to review academic areas - such as personal tutoring, assessment and feedback, and academic collaboration - has provided additional independent insight for senior staff into the effectiveness of these areas.

Areas for development

12 The University is asked to consider the areas summarised below.

13 **Postgraduate research student experience** - analyse the needs and experience of postgraduate research students at school, college and University level to ensure that they are effectively supported, particularly given plans to increase research student numbers. The University should review the effectiveness and regularity of supervisor training and ensure that the University's Code of Practice is communicated effectively to all staff and research students and implemented consistently. The University should also make certain that postgraduate research students who teach are appropriately trained and supported for the role.

14 **Personal Tutor system** - build on the positive progress made in the implementation of the Personal Tutor system by reviewing the way it is implemented in schools, ensuring that all students are able to benefit from engaging with a Personal Tutor as intended. There would be value in the University providing additional clarification for students around the aims of the system, and signposting alternative avenues of student support.

15 **Student representation at school and college levels** - building on the existing constructive relationship with Edinburgh University Students' Association, ensure there is more effective coordination of student representation at college and school level. The University should review the processes for appointing students to college and school committees and provide more effective training and preparation for the roles, ensuring that staff also understand the role of student representatives and are able to support students to contribute effectively. There would also be benefit in the University considering the best

ways of providing feedback to the wider student body about the action that is taken in response to matters raised through school and college-level committees.

16 **Assessment and feedback** - implement feedback policy in a clear and consistent manner across the University to ensure that all students receive timely, relevant and high quality feedback at key points during their programmes. There would be benefit in working closely with students at school level to understand their specific issues and needs, and to consider whether students in particular disciplines, locations or modes of study would benefit from contextualised approaches. In carrying out this work, there would be value in the University reflecting on the positive experiences of assessment and feedback reported by online distance learning students.

What happens next?

17 QAA Scotland will continue to engage with the institution through the annual discussion visits, which, among other matters, consider the ways in which the institution is responding to the ELIR outcomes.

18 One year after publication of the ELIR Outcome and Technical Reports, institutions are asked to provide a follow-up report to indicate how they are responding to the outcomes of ELIR. Institutions also engage in a follow-up event with colleagues from other institutions to explore the ways in which the ELIR outcomes are being implemented. The final version of the institution's follow-up report is published on the QAA website.

Further information

19 A more detailed [Technical Report](#) is also available for this review. The Technical Report sets out the ELIR team's findings under each of the headings in the ELIR 3 method.

20 This review and its findings relate to the institution as a whole and do not provide information about individual programmes of study or subjects. For further information about those, contact the institution or visit its [website](#).

21 University sector institutions in Scotland also engage in systematic Enhancement Theme activity. Further information about that work, which has a sector-wide and institutional focus, can be found on the [Enhancement Themes website](#).

22 Further information about QAA Scotland and the enhancement-led approach, including the ELIR method, can be found on the [QAA website](#).

23 For further information about the Scottish Funding Council see www.sfc.ac.uk.

QAA1473 - R4502 - Mar 16

© The Quality Assurance Agency for Higher Education 2016
QAA Scotland, 183 St Vincent Street, Glasgow G2 5QD

Tel 01415 723420
Web www.qaa.ac.uk

Registered charity numbers 1062746 and SC037786



UNIVERSITY COURT

25 April 2016

Exception Committee Report

Committee Name

1. Exception Committee

Date of Meeting

2. The Committee considered business via electronic communications concluded on 30 March 2016.

Action Required

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

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

Full Minute:

6. Papers considered are available at:

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

Equality & Diversity

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

Further information

8. Author

Dr Lewis Allan
Head of Court Services

Presenter

Dr Anne Richards
Convener of Exception Committee

Freedom of Information

9. The paper is closed.



UNIVERSITY COURT

25 April 2016

Nominations Committee Report

Committee Name

1. Nominations Committee

Date of Meeting

2. The Committee considered business via electronic communications concluded on 24 March 2016.

Action Required

3. Court is invited to:
 - approve the following appointments to the Curators of Patronage for a term of office from 1 May 2016 to 30 April 2019:
 - Honorary Assistant Principal Professor Eve Cordelia Johnstone CBE
 - Professor Stephen Hiller OBE
 - note the appointment of Mr Ron Inwood as an external member of People Committee for a three year term.

Key points

Curators of Patronage

4. Four of the Curators of Patronage are appointed by the University Court and the remaining three by the City of Edinburgh Council. Two of the University Court appointments demit office on 1 May 2016 – the other Curators do not demit office until 2017.

5. To fill the two vacancies, Nominations Committee recommend that Court approve the following appointments for a term of office from 1 May 2016 to 30 April 2019:

Professor Eve Cordelia Johnstone is a Professor of Psychiatry and former Head of the Department of Psychiatry. Professor Johnstone was appointed by Court as Honorary Assistant Principal Mental Health Research Development in 2010 and was most recently reappointed to the role in 2015. Professor Johnstone was recognised in the Queen's New Year's Honours List 2002 with the award of a CBE for services to Psychiatry.

Professor Stephen Hiller is a Professor of Reproductive Endocrinology who served as Vice-Principal International from 2008-14. Professor Hillier was recognised in the Queen's New Year's Honours List 2015 with the award of an OBE for services to international higher education.

People Committee: external appointment

6. The appointment of Mr Ron Inwood (HR Director, Amey PLC) as an external member of People Committee for a three year term was approved with immediate effect. This follows the appointment of Ms Jacqueline McCluskey (Partner, Morisons LLP), with both external member positions on People Committee now filled.

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. Author

Dr Lewis Allan
Head of Court Services
March 2016

Presenter

Dr Anne Richards
Convener, Nominations Committee

Freedom of Information

9. This paper is closed.



UNIVERSITY COURT

25 April 2016

Audit & Risk Committee Report

Committee Name

1. Audit & Risk Committee.

Date of Meeting

2. 25 February 2016.

Action Required

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

Key points

Report from Risk Management Committee

4. The Committee noted the ongoing review of the risk management process and that potential enhancements as a result of this would come to the committee in due course. There was discussion around the specific risk in relation to the forthcoming referendum on membership of the EU and members were informed that management were considering contingency plans to mitigate this risk where possible.

Project Book

5. The Committee considered the project plan and update, noting the planned programme of work reviewing financial controls to ensure a robust control environment with good policies and procedures understood by staff and integrated into their work. It was noted that other key systems were also being reviewed through the Service Excellence Programme, led by the University Secretary.

Internal Audit Status Report

6. The Committee noted that several factors had impacted on the delivery of the 2015-16 Internal Audit Plan and it had therefore been reviewed to ensure a good coverage of core basics. Members wished to ensure that there was not a backlog created by carrying audits forward to subsequent years and there would be further work to address this, noting that a new Chief Internal Auditor would join the University in mid-April.

FRS 102 Update

7. The Committee considered an update on the implementation of FRS 102, noted that Finance was working closely with PwC on areas with complex treatments and discussed the issue of developing meaningful Key Performance Indicators under this standard and the work by HESA, BUFDG and the funding councils on this.

Other Issues

8. The Committee received a brief update on an ongoing special investigation.

Full minute:

9. 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

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

Further information

11. Author

Ms Kirstie Graham

April 2016

Presenter

Mr Alan Johnston

Convener, Audit & Risk Committee

Freedom of Information

12. This paper is open.



UNIVERSITY COURT

25 April 2016

Knowledge Strategy Committee Report

Committee Name

1. Knowledge Strategy Committee.

Date of Meeting

2. 11 March 2016.

Action Required

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

Key points

Student Systems Roadmap

4. The Director of Student Systems presented the high level priorities to be used to establish the detailed priorities in the Student Systems Roadmap 2016-19, namely:

- Customer Relationship Management (CRM) to support student recruitment and the admissions phase of the student lifecycle;
- Enhanced use of student data to support learning & teaching, student experience and operational effectiveness;
- Enhanced student digital experience;
- Student & academic administration – faster delivery to support efficiency and effectiveness in Schools;
- Scanning the external environment for possible alternative providers in the medium term.

5. Members discussed an ongoing consultancy project on digital transformation of student systems; the running costs of the existing modular student records management system (SITS) and alternative options; links with the Service Excellence Programme; work to ensure Data Protection requirements are met, including likely new EU requirements; and, requests for CRM systems across the University, with the Vice-Principal Planning, Resources & Research Policy convening a working group to ensure a joined-up approach.

Student Data Dashboards

6. An update on the Student Data Dashboards project was received, including a demonstration dashboard prototype developed using data supplied by the School of Mathematics.

7. Strong demand from Heads of School as well as senior management for clear presentation of School-level data in a dashboard format and for predictive analysis was noted. The importance of building an adequate data architecture, with a data architecture team now established in Information Systems Group, was noted. Other projects to enable better use of data were discussed, with an update on wider Business Intelligence/Management Information (BI/MI) initiatives to follow at a future meeting.

EDINA and the Digital Curation Centre (DCC) – Initial Approach

8. The Chief Information Officer and Librarian to the University provided an initial briefing on the approach to adopt for future funding sources for EDINA (a UK data centre based at the University of Edinburgh) and the Digital Curation Centre.

9. Expected reductions in the annual grants for the centres from Jisc (the UK Government funded body providing leadership in the use of IT for further and higher education) and work to grow subscription income from service users and external research funding grants were noted. The Chief Information Officer advised that a five year business case examining three options (continued operation using alternative funding streams; a joint venture; winding down or transfer of services) is being developed and will be presented at a future meeting.

10. Members commented on the strong track record of both centres, links with the University's strategic ambition to be a world leader in data science and growing overseas subscriber numbers.

Learning Analytics Project – Progress Report

11. The Vice-Principal Digital Education updated the Committee on the learning analytics project involving online Masters programmes and courses, in partnership with Civitas Learning International. The use of anonymised historical data to understand key factors leading to student success with the intention to enhance student experience and success in future courses was noted. The potential to offer Continuing Professional Development courses to those exiting Masters programmes prior to completion and to allow credits to be gradually earned over a number of years before the award of a qualification was suggested, with many online mature students wishing to study particular courses rather than undertake a full Masters degree.

12. The progress update was welcomed and the Committee formally thanked Professor Haywood at his last Knowledge Strategy Committee meeting prior to retirement for his service to the Committee and to the University more widely.

Other Issues

13. The Committee received updates on the following projects and activities: Information Security Audit; Enterprise Architecture; Business Intelligence/Management Information; Distance Education Initiative; Massive Open Online Courses (MOOCs); and WorkTribe Research Management. The Committee reviewed key performance indicators for the draft Information Services Plan 2016-19, approved updated guidelines for Colleges and Support Groups regarding the approval process for IT and library expenditure in excess of £200,000, noted the role description for the post the Assistant Principal Digital Education and discussed lecture capture technology.

Full minute

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

Equality & Diversity

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

Further information

16. Author

Dr Lewis Allan
Head of Court Services

Presenter

Ms Doreen Davidson
Convener, KSC

Freedom of Information

17. The paper is open.



UNIVERSITY COURT

25 April 2016

Senatus Academicus Report

Committee Name

1. Senatus Academicus.

Date of Meeting

2. 3 February 2016.

Action Required

3. To note the key points from the Senate meeting, including the election of Professor Elizabeth Bomberg (School of Social and Political Science) and Professor Alexander Tudhope (School of GeoSciences) as Senate Assessors to Court with effect from 1 August 2016, both for four year terms.

Key points

Presentation: Edinburgh Global

4. The focus of the presentation and discussion was internationalisation and the University's new Edinburgh Global Plan which would be launched later in the year and would seek to advance engagement across three thematic areas – global partnerships, global community and global exchange. Five members of staff and two students shared their experiences of internationalisation:
5. Mr Alan Mackay, Director of the International Office, spoke about the University of Edinburgh's international strengths. It was noted that 40% of the University's students were international, and that the University was extremely successful in the areas of transnational and digital education. Mr Mackay also highlighted the accelerating pace of change in international higher education, demanding world challenges, rising expectations, and shifting centres of power. It would be essential for Edinburgh's new Global Plan to address these changes and challenges.
6. Professor James Smith, Vice-Principal International also referred to the expected pace of change over the next five years, and outlined a number of drivers of change: globalisation and internationalisation; power in the world shifting South and East; rising competition, demographic trends and changes in global demand for higher education; digital and transnational education; and the development of global / transnational citizens. Three themes had been identified to enable the University to consider solutions in a more holistic way: building and engaging our global communities; delivering global opportunities; and creating global partnerships. Building relationships and finding new ways of working would be key to enabling us to transform and be transformational.
7. Three members of staff presented on their involvement in global teaching partnerships. Rachel Simmonds, Edinburgh College of Art (ECA), spoke about her experience as a 'Flying Academic' for the collaborative partnership that exists

between ECA and Shanghai College of Fashion and Innovation, Donghua University, Shanghai. The many benefits for staff and students in both countries were described.

8. Dr Tom Bruce from the School of Engineering presented on the University's '2+2' partnerships with Chinese universities, which allow Chinese students to study for two years in China before transferring to Edinburgh to complete their final two years of study. These programmes started in the School of Engineering but now operate in all Schools within the College of Science and Engineering. Attendees were advised that the programmes have many advantages: they attract high calibre students with a strong academic record and are therefore low risk; they generate good fee income, and funds that can be fed back into scholarships; and there have been benefits for the wider University community, for example, one of the Chinese universities involved in the partnerships providing a tutor to teach Mandarin to Edinburgh University students during Innovative Learning Week.

9. Dr Robin Ramsay from the Centre for Population Health Sciences spoke about the online distance learning Family Medicine postgraduate programme which is taught in partnership with the Christian Medical College, Vellore, India. It was noted that this programme bridges a gap in countries where good quality, postgraduate education in family medicine is limited, in a very cost effective way. Students greatly value the global learning community they can access through the programme.

10. Two students who had benefited from the Principal's Go Abroad Fund – Ryan Broll and Rhys Mckenna – gave fascinating presentations on their participation in a Swahili Summer School in Tanzania and Menswear Design Internship in New York respectively. The students valued the personal development opportunities their time abroad afforded them, as well as the chance to experience new cultures, meet new people, and put skills into practice.

11. The following points were raised during the discussion:

- Concerns were raised about the fact that Chinese national students on a new, collaborative programme between Edinburgh Medical School: Biomedical Sciences and Zhejiang University will be required to undertake military training. The Vice-Principal International acknowledged that this was an issue and indicated that discussions were ongoing.
- Ways in which the experiences of students undertaking independently-arranged, overseas travel might be recognised was discussed. The possibility of using the Edinburgh Award for recognising achievement of this type was raised.
- The potential impact of internationalisation on climate change was raised. It was agreed that the University had a responsibility to think carefully about the impact of all travel, and to be sure that benefits outweighed costs. It was also noted that some aspects of the University's international strategy – for example, increasing online distance learning provision – involved minimal travel.
- Attendees discussed immigration and the difficulties overseas students encounter when trying to obtain work visas at the end of their studies. The Principal advised those present that, in partnership with the Scottish Government, the University was involved in ongoing discussions with the UK Government regarding immigration policy. Whilst this had resulted in some positive developments, for example, recognition that the Scottish, four-year degree required students to have longer study visas, there was further work to be done.

- It was agreed that ways in which the front page of the University's website might be used to better celebrate Edinburgh's international students would be considered.
- The importance of ensuring that the University's Support Services prepared students for the return to their home countries at the end of their studies, for example by providing relevant careers support, was highlighted.
- The possibility of encouraging the University's biggest suppliers to offer Edinburgh students more work-based placements was raised.
- Ways in which the University might work against the sense that on-campus learning was preferable to distance learning were considered. Possibilities raised included offering hybrid models with a combination of online distance learning and campus visits, offering winter or summer schools, and ensuring University support services met the needs of online as well as on-campus students.

Formal Business

Principal's Communications

12. The Principal advised Senate members that, in response to discussions at Senate Committees and feedback from staff and students, a review of the structure of the academic year would be undertaken. The review would involve consultation across the University and benchmarking with other institutions. Any changes agreed would be implemented from academic year 2018/19.

13. It was reported that applications for 2016/17 were very strong. There had been significant increases in Postgraduate and Home-Scotland/EU applications. In addition, there had been a substantial increase as compared with this time last year in the number of successful research grant applications.

14. The University had been involved in lengthy discussions with the Scottish Government about the funding settlement. It was reported that core research funding would be protected.

15. Development and Alumni was commended for its recent, exceptional work with the Carlyle Circle.

Senate Assessor Vacancies – Call for Nominations

16. Senate approved the regulations for the conduct of the Senate Assessor Elections to be held on 16 and 17 March 2016 and the constitution of the Scrutinising Committee, and noted that the call for nominations was now open (closing date, noon on Wednesday 17 February 2016).

Post-meeting note: Professor Elizabeth Bomberg (School of Social and Political Science) and Professor Alexander Tudhope (School of GeoSciences) have since been elected as Senate Assessors to Court with effect from 1 August 2016, both for four year terms.

Resolutions – Chairs

17. Senate made no observations on the draft Resolutions.

Senate Membership of Knowledge Strategy Committee

18. Senate approved the Senatus representation on Knowledge Strategy Committee.

Communications

Higher Education Governance Bill

19. A verbal update on the Bill was provided by the University Secretary. Amendments to previous drafts of the Bill had addressed many of the University's concerns, including removing the proposed cap on the size of Senate. However, the current draft proposed that universities should have an elected senior lay member in addition to universities retaining Rectors where they already have them. At present, the University has a Rector, elected by staff and students, and a second, senior governor, appointed by Court through an open recruitment process. Senate members agreed unanimously that the University's current system of governance is straightforward and democratic and ensures it has individuals with the correct skills and experience, and therefore opposed the proposed changes.

Fulfilling Our Potential: Teaching Excellence, Social Mobility and Student Choice

20. Members of Senate noted the UK Government consultation paper, which had both direct and indirect implications for Scottish institutions. The University had responded to the consultation, raising the following key points:

- The University of Edinburgh recognises the importance of high standards in teaching.
- Scottish higher education has distinctive and valuable features which any Teaching Excellence Framework (TEF) should take into account.
- Any TEF introduced should be UK-wide and therefore based on UK-wide consultation.
- The University supports the research proposals outlined in the consultation.

21. Attendees raised concerns about:

- the proposals for opening up the sector for emerging, private providers; and
- the potential to introduce a successful TEF, given that the future of the Quality Assurance Agency and the Higher Education Statistics Agency are unclear in the paper.

22. A request for more School-level support and resourcing for teaching and learning technology was made. It was noted that EUSA had submitted a separate response to the consultation.

Enhancement-Led Institutional Review – Outcome and Response

23. It was reported that the draft report of the Enhancement-Led Institutional Review (ELIR) had now been received, and the University had received the highest possible outcome of 'Effective'. Ten areas of University activity had been commended, and there were five areas for development. The final report would become public in March, and the Assistant Principal Academic Standards and Quality Assurance would initiate workstreams to take forward action required in response.

Student Experience Update

24. Senate was reminded that, at its previous meeting, it has discussed learning and teaching as an unambiguous priority for the University. Since this meeting, the Senior Vice-Principal and Deputy Secretary Student Experience had met with all Schools to discuss learning and teaching. Many examples of good practice had been identified, as well as some issues requiring further action through relevant committees. Members were advised that a new website had been launched to

showcase excellence and share and debate ideas and approaches to learning and teaching: <http://www.ed.ac.uk/staff/teaching-matters>

Light Touch Governance Review: Senate and Senate Committees

25. Senate was reminded that a light touch governance review had been undertaken in the previous session to fulfil the requirements of the Scottish Code of Good Higher Education Governance. In general, Senate and its Committees had been found to be working well, although there were some areas for development including communications, induction and the interaction between Senate Committee planning and University planning processes. A more formal, externally-facilitated review would take place in due course. Senate endorsed the recommendations contained within the paper.

Update from 3 Projects – Student Systems

26. Senate members were provided with an update on three different Systems' developments:

- The Assessment and Progression Tools Project
- The roll-out of the EvaSys course evaluation tool and processes
- The development of Student Data Dashboards (name to be changed to School Data Dashboards)

27. It was noted that EvaSys would replace the existing course evaluation systems used by some Schools, and would cover taught postgraduate as well as undergraduate courses.

Complete documentation

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

Equality & Diversity

29. No key implications for equality and diversity were raised by Senate.

Further information

30. Author

Philippa Ward
Academic Services

Presenter

Principal and Vice Chancellor Sir Timothy O'Shea

Freedom of Information

31. This paper is open



UNIVERSITY COURT

25 April 2016

Resolutions

Description of paper

1. This paper invites Court to consider draft Resolutions and to refer them to the General Council, Senate and any other interested party for observations and to approve Resolutions to establish Chairs 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 refer the following draft Resolutions to the General Council and to Senate for observations:

Draft Resolution No. 9/2016: Undergraduate Degree Programme Regulations

Draft Resolution No.10/2016: Postgraduate Degree Programme Regulations

Draft Resolution No.11/2016: Higher Degree Programme Regulations

Draft Resolution No.12/2106: Degree of Batchelor of Arts in Arts, Humanities and Social Sciences

3. 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 presented in final format:

Resolution No. 5/2016: Foundation of a Chair of Cultural Relations

Resolution No. 6/2016: Foundation of a Chair of Medical Bioinformatics

Resolution No. 7/2016: Foundation of a Chair of Statistics

Resolution No. 8/2016: Foundation of a Personal Chair of Translational Medicine

Background and context

4. In accordance with the Universities (Scotland) Act 1966, Court has powers exercisable by Resolution in respect of a number of matters. The Act 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.

5. The Curriculum and Student Progression Committee (CSPC) is responsible for the academic regulatory framework. It has undertaken its annual review of the undergraduate, postgraduate and higher degree regulations and recommended changes. Draft Resolutions have been formulated to deal with the recommended changes and attached to these Resolutions are a list of degrees to which these regulations apply.

6. 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.

Discussion

7. The key changes to the *undergraduate degree* regulations are as follows:

- Regulation 5, Disclosure of criminal offences amended following revision of the Protection of Children and Protected Adults policy
 - Regulation 24, Attendance and participation text added to reflect the need to monitor attendance and engagement of some students under visa rules
 - Regulation 26, Leave of absence has a clearer definition of leave of absence. Study away from Edinburgh for 60 consecutive days or more requires School approval, and must be recorded in the student record. Shorter periods of study away must be agreed with Personal Tutors
 - Regulations 27-32, Optional Study Abroad, is a new set of regulations relating to Optional Study Abroad covering eligibility, Learning Agreements, required credit volume and level and progression
 - Regulations 68-80, MBChB Regulations amended to reflect changes to the structure of the MBChB Medical degree.
8. The key changes to the *postgraduate degree* regulations are as follows:
- Regulation 5, Code of Practice has been updated to remove reference to the Code of Practice for Taught Postgraduate Programmes, as this publication has been discontinued as agreed by Senate Learning and Teaching Committee. The information contained in this Code is provided elsewhere, for example in Programme Handbooks and on the University's Student website.
 - Regulation 16, Recognition of Prior Learning (RPL) revised to provide clarification and consistency on RPL for taught programmes across Colleges
 - Regulation 27, Reductions to the Period of Study now has separate regulations for MPhil and Doctoral programmes
 - Regulation 29, Leave of absence has updated wording clarifying where students are engaged with their studies and working at a location away from the University of Edinburgh, permission is required for leave of absence and must be recorded for study away from Edinburgh of more than 60 days.
 - For CMVM, procedural content has been removed from College specific regulations
 - For CSE, separate regulations relating to EngD have been removed as this is covered by the main postgraduate degree regulations.
9. The only change to the *higher degree regulations* is under Section 3, where the reference to submitting the application fee with the completed application form has been removed.
10. Degree of Bachelor of Arts in Arts, Humanities and Social Sciences replaces the Degree of Bachelor of Arts in Humanities and Social Science.
11. The full text of the Resolutions is available [here](#).

Resource implications

12. Part of the approval process for new Chairs involved confirmation of the funding in place to support the post.

Risk Management

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

Equality & Diversity

14. 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

15. Senate and the General Council will be invited to comment on these draft Resolutions and notice will be displayed on the Old College notice board and published on the web. Final Resolutions will be referred to Court on 20 June for consideration and approval. Senate and the General Council will be informed of the approval of the final Resolutions. The list of approved Resolutions is annually reviewed and published on the University's website.

Consultation

16. Senate and the General Council are asked for observations on Resolutions and a notice displayed on the Old College notice board and published online to enable observation from any other body or person having an interest to express observations. Academic Services have consulted widely on the revisions to the degree regulations.

Further information

17. Authors

Ms Ailsa Taylor, Ms Anne Marie O'Mullane
& Dr Adam Bunni, Academic Services
Ms Kirstie Graham, Court Services
April 2016

Freedom of Information

18. This paper is open.



UNIVERSITY COURT

25 April 2016

Donations and Legacies

Description of paper

1. A report on legacies and donations received by the University of Edinburgh Development Trust from 22 January 2016 to 31 March 2016.

Action requested/Recommendation

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

Paragraphs 3 – 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. There are policies and procedures 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:
Chris Cox, Vice-Principal Philanthropy and Advancement and Executive Director of Development and Alumni.

Further information

11. Author

Natalie Fergusson
Donor Relations Officer
Development & Alumni
6 April 2016

Approved by

Chris Cox
Vice-Principal Philanthropy and
Advancement
6 April 2016

Freedom of Information

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