



THE UNIVERSITY of EDINBURGH

University Court
Conference Room, Business School
Monday, 20 June 2016, 2.00pm

AGENDA

- 1 **Minute**
To approve the minute of the meeting held on 25 April 2016 A
- 2 **Matters Arising** Verbal
To raise any matters arising
- 3 **Principal's Communications** B
To receive an update by the Principal
- 4 **Assistant Principal designation** C
To approve a recommendation by the Principal
- 5 **Policy & Resources Committee Report** D
To receive a report by the Convener of Policy & Resources Committee

SUBSTANTIVE ITEMS

- 6 **Student Experience Update** E
To receive an update by the Senior Vice-Principal
- 7 **Business Planning Round 2016-19** F
To approve the proposals presented by the Deputy Secretary Strategic Planning
- 8 **Strategic Plan 2016-21** G
To approve the plan presented by the Deputy Secretary, Strategic Planning
- 9 **Student Recruitment Strategy** H
To approve the strategy presented by the Senior Vice-Principal
- 10 **Estates**
To approve the business cases presented by the Vice-Principal Planning, Resources & Research Policy:
 - **Institute of Genetics and Molecular Medicine** I1
 - **Holland House Refurbishment** I2
- 11 **Finance Director's Update**
To consider a report by the Director of Finance
 - **Finance Director's Report** J1
 - **10 Year Forecast** J2
 - **Scottish Funding Council Strategic Plan Forecast 2015-19** J3

12	City Deal Update To <u>receive</u> an update by the Director of Corporate Services	K
 ITEMS FOR NOTING OR FORMAL APPROVAL		
13	EUSA President's Report To <u>receive</u> an update by the EUSA President	L
14	Prevent duty To <u>note</u>	M
15	Education Act 1994 – Code of Practice To <u>approve</u>	N
16	University Risk Register To <u>approve</u>	O
17	Committee Reports	
	<ul style="list-style-type: none"> • Exception Committee • Nominations Committee • Joint Court and Senate Committee Conveners • Audit & Risk Committee • Knowledge Strategy Committee • Senatus Academicus • Senatus Committees' Annual Report 	P1 P2 P3 P4 P5 P6 P7
18	CMVM – Reorganisation of Endowments To <u>approve</u>	Q
19	Resolutions To <u>approve</u>	R
20	Donations and Legacies To <u>note</u>	S
21	Uses of the Seal To <u>note</u>	
22	Any Other Business To <u>consider</u> any other matters	
23	Dates of Meetings for 2016/17 and 2017/18 To <u>confirm</u>	T



UNIVERSITY COURT

25 April 2016

Minute

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

In attendance: Mr Sandy Ross, Rector's Assessor
University Secretary, Ms Sarah Smith
Senior Vice-Principal Professor Charlie Jeffery
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 McNaul, Director of Finance
Ms Leigh Chalmers, Director of Legal Services
Mr Gary Jebb, Director of Estates & Buildings
Dr Ian Conn, Director of Communications and Marketing
Ms Fiona Boyd, Head of Stakeholder Relations
Ms Kirstie Graham, Deputy Head of Court Services
Dr Lewis Allan, Head of Court Services

Apologies: Sheriff Principal Edward Bowen
The Rt Hon Donald Wilson, Lord Provost of the City of Edinburgh
Mr David Bentley
Mr Peter Budd

Court noted that this was the last meeting to be attended by Mr Jonny Ross-Tatam (EUSA President) and Ms Urte Macikene (EUSA Vice-President Services). Members recorded their thanks for their commitment to the University and wished them well for the future.

2 Matters Arising

Verbal

There were no matters arising.

3 Principal's Communications

Paper B

Court noted the content of the Principal's report and the additional information on: highly encouraging levels of student applications and acceptances for the coming academic year; funding awarded by the MasterCard Foundation Scholars Program to support at least 200 African students to complete undergraduate and postgraduate study at the University; the announcement in the UK Budget Statement that Edinburgh will be one of five areas of the UK to undertake a Science and Innovation Audit; and two international Informatics conferences hosted in Edinburgh.

Court welcomed the funding award by the MasterCard Foundation Scholars Program and thanked all those involved in its delivery. The EU referendum, the University's involvement and the best interests of the University as a charity was discussed. The decision made at the 22 June 2015 meeting that the University will support Universities UK and other higher education sector organisations anticipated to take a pro EU membership stance and will also take an individual pro EU membership public stance, was noted. There was agreement that an EU Referendum Court Sub-Group be established, that the University will not join any organisations created to campaign on the wider benefits of remaining in the EU that go beyond higher education-related matters, that a joint statement from the Principal and Student President should be released encouraging students to register to vote and participate in the referendum and that the University will continue to allow space and time for views to be expressed on all sides of the debate. Follow-up to the occupation in Charles Stewart House relating to fossil fuel divestment was also discussed.

Post-meeting note: the membership of the EU Referendum Sub-Group has been agreed as: Vice-Convenor, Convenor of the Audit & Risk Committee, Lady Susan Rice, EUSA President, Principal, University Secretary, Senior Vice-Principal and Vice-Principal Planning, Resources & Research Policy.

4 Vice/Assistant Principals

- New

Paper C1

On the recommendation of the Principal, Court approved the establishment of an Assistant Principal Data Technology and the appointment of Professor Jon Oberlander to that post for an initial period of three years, with immediate effect until 31 July 2019.

On the recommendation of the Principal, Court approved the establishment of an Assistant Principal Digital Education and an Assistant Principal Online Learning, both for an initial period of two years from 1 September 2016 to 31 July 2018 on a 0.5 FTE basis and the appointment of Professor Siân Bayne and Ms Melissa Highton to these posts respectively.

- Renewals

Paper C2

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

On the recommendation of the Principal, Court approved the extension of the terms of office for:

- Senior Vice-Principal Professor Charlie Jeffery until 31 July 2018;
- Vice-Principal and Head of the College of Humanities and Social Science Professor Dorothy Miell until 31 July 2018;
- Assistant Principal Professor Jeremy Bradshaw for a further three years with effect from 1 August 2016 until 31 July 2019.

5 Policy & Resources Committee Report

Paper D

Key items considered by Policy & Resources Committee were summarised, including the Planning Round, Service Excellence Programme and the Staff Benefits Scheme.

SUBSTANTIVE ITEMS

6 Student Experience Update

Paper E

The Senior Vice-Principal presented an update on work to embed the unambiguous priority of learning and teaching at the University, including reporting on an on-going schedule of open meetings with staff in all twenty schools, a review of support for disabled students and a consultation on possible changes to the academic year dates from 2018/19 onwards. The content of the paper was noted and discussed.

7 City Deal Update

Verbal

Court received an update on the City Deal following the UK Chancellor's announcement of an intention to negotiate an Edinburgh and South-East Scotland City Region deal with the Scottish Government and six local authorities. Court noted the potential for the University to make a significant contribution to the City Deal linked to Innovation Hubs such as the Quartermile development, Data Technology Institute and Easter Bush campus and the successful model of four-way partnership involved in the BioQuarter site.

8 Finance Director's Update

Paper F

The Director of Finance updated Court 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;

- The latest iteration of the Ten Year Forecast including projected cash movements over the next ten years and the scale of capital investment implied by the emerging Estate Strategy;
- University Management Accounts to March 2016.

Members discussed on-going Staff Benefits Scheme negotiations, welcomed the encouraging figures in the Management Accounts and congratulated the Finance Directorate on the award for 'Finance Team of the Year – Public and Voluntary Sector' at the UK Business Finance Awards for the second consecutive year.

9 Quatermile Development

Paper G

The Vice-Principal Planning, Resources & Research Policy provided an update on progress with the Quatermile development, an initial executive summary of the academic vision for the development and a request for approval for enabling works, following the acquisition of the site in December 2015.

Noting that the outline business case followed by the detailed business case and a further developed academic vision statement will be submitted to Court in due course, Court approved £10.3M funding from University Corporate Resources to allow the investigative and detailed surveys to be progressed, enabling and strip out works, asbestos and demolition packages, for professional fees up to Stage D and for other costs incurred by the project in progressing the work packages.

10 Final Outcome Agreement 2016-17

Paper H

Court agreed the content of the 2016-17 single year update to the existing 2014-17 Outcome Agreement and delegated authority to the Deputy Secretary, Strategic Planning for submission to the Scottish Funding Council following the announcement of final funding allocations. Members discussed communicating the benefits of student societies to those from widening participation backgrounds – with initial research presented by EUSA showing proportionally fewer widening participation students holding committee positions in student societies, flexible options for students from widening participation backgrounds, including short online courses to develop skills prior to formal entry and widening and deepening understanding of schemes such as study abroad.

11 Higher Education Governance Bill: Briefing Note

Paper I

Court received a briefing note from the University Secretary on the key provisions in the Higher Education Governance (Scotland) Bill, passed on 8 March 2016. The expected four year transition period to enable existing terms of office to be completed, links with the forthcoming review of the Scottish Code of Good Higher Education Governance and the intention for Nominations Committee to hold an initial discussion on implications were noted.

ITEMS FOR NOTING OR FORMAL APPROVAL

12 EUSA President's Report

Paper J

The EUSA President reported on activities since the last meeting including improvements in the expected budget surplus for the 2015-16 financial year and plans to run a deficit budget in 2016-17 given increases in the National Living Wage, USS pension contribution and National Insurance contributions. Members supported the appointment of a Festival Manager, suggested the development of a recovery plan for reducing the planned deficit budget and congratulated the Student President on his achievements in the context of a challenging year.

13 Enhancement-Led Institutional Review (ELIR) Report

Paper K

The publication by the Quality Assurance Agency of the report on the University's Enhancement-Led Institutional Review and actions underway to address areas for development identified were noted. Court thanked Assistant Principal Professor Tina Harrison and all those involved in the successful review process.

14 Committee Reports

- **Exception Committee**

Paper L1

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

Agri-EPI Centre building, Roslin Institute

Approval of the University becoming a member of Agri-EPI, approval of the proposed principles for development and lease in relation to the facility and delegation of authority to the Director of Corporate Services (in consultation with Directors of Finance, Estates and Legal Services) to approve final arrangements for membership and governance of Agri-EPI and for the development and lease agreements for the facility once the final membership terms and final development proposal from Innovate UK and Agri-EPI are available.

- **Nominations Committee**

Paper L2

On the recommendation of the Nominations Committee, Court approved 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
- Professor Stephen Hillier

The appointment of Mr Ron Inwood as an external member of People Committee for a three year term was noted.

- **Audit & Risk Committee**

Paper L3

The key points from the meeting were noted, including the new Chief Internal Auditor joining the University earlier in the month.

- **Knowledge Strategy Committee**

Paper L4

The key points from the meeting were noted.

- **Senatus Academicus**

Paper L5

The key points from the meeting were noted, 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 for a period of four years.

15 Resolutions

Paper M

The following draft Resolutions were referred 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

The following Resolutions were approved:

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

16 Donations and Legacies

Paper N

Donations and legacies received by the Development Trust from 22 January 2016 to 31 March 2016 were noted.

17 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.

18 Any Other Business

There was no other business.

19 Date of next meeting

Monday, 20 June 2016 at 2pm in the Business School



UNIVERSITY COURT

20 June 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

2. Court is asked to note the information presented.

Recommendation

3. No specific action is required of Court, although members' observations, or comment, on any of the items would be welcome.

Background and context

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

Discussion

5. University News

a) Scottish Elections

Following the Scottish Elections on 5 May 2016 we are looking forward to working with the new Scottish Government and in particular the new Cabinet Secretary for Education and Skills, Mr John Swinney MSP. Letters of congratulation, including an invitation to visit the University, have been sent to key Cabinet members, local MSPs and our alumni.

b) Admissions

I am very pleased to report that demand for admission in 2016/17 remains buoyant. Postgraduate Taught demand is particularly strong with "accepted offers" up over 14% on last year. This reflects growth across Scottish domiciled, Rest of UK and International applicants while demand from non-UK EU is flat. The issue for EU applicants appears to be the availability of PGT loans in England but not Scotland. At Undergraduate level, RUK accepted offers are up 7.2% and International accepted offers by 4%.

c) European Union Referendum

Court will recall that we agreed at our last meeting to work with EUSA to publicise the referendum and urge people, particularly our students, to register and vote. To this end a joint letter with the EUSA President was produced and has been promoted to students and to our Alumni network. As recently discussed at Policy & Resources Committee, the Court EU Referendum Sub-Group will meet, if necessary, as soon as possible after the result is known.

d) Edinburgh College of Art

I very much enjoyed the Edinburgh College of Art degree show this year with some wonderful work on display and a number of very well deserved awards won by our students. ECA also hosted the musician Brian Eno for a really engaging visit and delivery of the Andrew Carnegie Lecture.

e) School Visits

I recently visited the School of Informatics and the Business School to meet with senior staff and then speak to all staff about University plans, followed by a Q&A session. I also addressed the College of Humanities and Social Sciences' Planning and Resources Committee speaking to Heads of School and senior College staff in a similar vein.

f) JNCHES National Pay Negotiating Round 2016-17

The 2016/2017 National pay negotiation meetings have concluded with a full and final offer of a 1.1% increase to all spine points of the national pay scale, with higher uplifts for points one to seven. Dispute resolution meetings have also taken place with no increase in, or acceptance of, the final offer by the five trade unions.

g) Industrial action by University and College Union (UCU)

The strike action planned by UCU in support of its 2016/17 pay claim took place on 25 and 26 May, supported by c230 people on each day. There was minimal impact on our students. UCU have also asked its members to work to contract from 25 May. To minimise any potential impact on students, the University has asked staff to prioritise the marking of final year exam scripts. UCU intends a further day of strike action on 14 June, they may take further action to coincide with 'A' level results day and to boycott the setting and marking of work in the autumn. UCU has also asked their members to resign from their external examiner positions and not to accept any new positions until the dispute has been settled; to date 14 external examiners have resigned and Senate has approved alternative arrangements.

The University has set up a Contingency Group which will continue to risk assess and take action to minimise the disruption to academic and support services due to action taken by UCU, and potentially by UNISON and Unite.

h) High Level Visits and Meetings

In May I met with Mr Andrew Kerr, leader of the City of Edinburgh Council, where we discussed our shared interests and projects. I hosted a positive meeting with the other Edinburgh based Principal's at Regent Terrace and enjoyed the end of Academic Year ceremony at Greyfriars Kirk.

I was pleased to co-host the opening of Edinburgh Imaging's Medical Research photographic exhibition with the Italian Consul General Carlo Perrotta.

Along with Mr Gavin Douglas, Deputy Secretary Student Experience, I met with a group of our Jewish students in May to talk about their life on campus. I also had a constructive meeting with representatives from Jewish Community Groups and the University Secretary.

Towards the end of May I attended a Russell Group dinner and chaired the discussion with the guest of honour Mr Greg Hands MP, Chief Secretary to the Treasury. During the discussions he provided a very helpful commentary on the Higher Education funding position of the devolved administrations and on possible future Barnett consequentials.

In early June I was very pleased to welcome Professor Michael Ignatieff to the University to deliver the Fulbright Annual Lecture titled "The Crisis of Universal Values and the Return of the Sovereign".

6. International News

a) Global Networks

The University is part of a number of Global Networks which help facilitate collaboration with university colleagues around the world - jointly researching, teaching, reviewing academic papers, organising conferences and giving seminars.

These include:

- Universitas 21 (U21), an international network of 27 leading research intensive universities across 17 countries.
- The League of European Research Universities (LERU), an association of 21 research-intensive universities, sharing the values of high-quality teaching within an environment of internationally competitive research.
- The Coimbra Group - committed to creating special academic and cultural ties in order to promote internationalisation, academic collaboration, excellence in learning and research, and service to society.

I have been recently been involved with all of these groups: participating in the Universitas 21 meetings hosted by the National University of Singapore, where I also hosted a lively alumni event; the LERU Rector's Assembly hosted by Utrecht University and the Coimbra Annual Conference and Rectors Assembly in Poitiers. In Poitiers I was very pleased to accept the Honorary Presidency of the Coimbra Group (2017-2018) and Edinburgh will be hosting the annual conference in June 2017.

b) Go Abroad

The International Office's Go Abroad Team has secured €1,157,060 in Erasmus+ International Credit Mobility funding, corresponding to 21% of the total UK budget allocated this year. This enables exchange of students and staff out-with the EU, including Argentina, Brazil, Chile, China, India, the Republic of Korea, Malaysia, Mexico, Russia, Singapore, South Africa, Thailand, Uganda and the United States.

1,606 applications for the Principal's Go Abroad Fund were received this year. Awards have been made to 238 students (48 Widening Participation students) with 45 also receiving additional Santander awards through the Santander Universities programme.

c) South Africa

The Vice-Principal International attended “Going Global” in Cape Town and visited the University of Cape Town for discussions around potential partnership.

d) China

I was very pleased to sign an MoU with the Chinese Academy of Governance during their visit to the University. Also, the School of Geosciences has been successful in securing funding for a UK-China initiative to develop expertise in managing natural disasters. The project is in partnership with University College London and the University of Science and Technology in Beijing.

e) Global Challenges Research Fund

The Global Academies are working with the Research Support Office to prepare for opportunities around the UK Government’s Global Challenges Research Fund.

f) General Council

The General Council are hosting an afternoon with the Global Academies in London’s City Hall on 18 June. Sir John Beddington will give the keynote address on “*What is happening to the World?*”

g) International high-level delegations were received from:

- University of Sydney
- University of Madras
- University of Malaya
- Pontifical University of Chile

7. Higher Education Sector

a) UK Government Higher Education Bill

The Higher Education and Research Bill was published in mid-May following its announcement in the Queen’s speech on 18 May 2016.

The Bill, which will start the parliamentary process in the House of Commons, provides detail on how the government intends to establish the Office for Students and its powers and duties, new data transparency requirements, and the creation of UK Research and Innovation.

The Minister for Universities and Science, Mr Jo Johnson MP, is meeting Universities UK members on 24 June 2016 to discuss the Bill and the White Paper.

b) Higher Education White Paper

Earlier that week the government also published the White Paper: Success as a knowledge economy: teaching excellence, social mobility and student choice, alongside a technical consultation on the TEF (Teaching Excellence Framework).

Devolved administrations have the responsibility to determine participation in TEF by institutions, and an initial agreement has been reached that institutions from Scotland, Wales & Northern Ireland can participate for year 1 if they wish, with further consideration due to take place for future years. Senior Vice-Principal Jeffery is leading on our engagement with this important matter.

Resource implications

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

Risk Management

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

Equality & Diversity

10. No specific Equality and Diversity issues are identified.

Next steps/implications

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

Consultation

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

Further information

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

14. Author and Presenter

Principal and Vice-Chancellor Sir Timothy O'Shea
7 June 2016

Freedom of Information

15. Open Paper.



UNIVERSITY COURT

20 June 2016

Policy & Resources Committee Report

Committee Name

1. Policy & Resources Committee.

Date of Meeting

2. 6 June 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 the final draft of the University's three year financial plan for 2016-19, synthesising business plans submitted by the major budget owners. The Committee discussed:

- Income generating options set out in the plan and cost control mechanisms;
- The UK Government's Higher Education White Paper and expected legislation relating to tuition fee caps for English-domiciled students;
- The expected income and expenditure levels, particularly in the short-term and in the context of a strong cash position and plans for income growth;
- Post-investment analysis of estates projects;
- Appropriate oversight of major information technology projects by Knowledge Strategy Committee, Policy & Resources Committee and Court as required
- Management of College reserves within the University's overall finances and the approval process for spending reserves.

5. The Committee endorsed the plans for approval by Court.

Edinburgh University Students' Association (EUSA) Budget 2016-17

6. The Student President introduced the budget for the EUSA financial year 2016-17 (April 2016 to March 2017), following initial approval by EUSA's Board of Trustees on 30 March and discussion at the EUSA-University Forum on 4 May. The intention to plan for a deficit budget given increases in staff costs (National Living Wage, National Insurance and pension contributions) and on-going disruption from the Bristo Square building works was noted. The Director of Finance commented positively on EUSA's financial management, with monthly monitoring meetings held with University finance staff.

7. The EUSA 2016-17 Budget was approved.

Strategic Plan 2016-2021

8. The near-final draft Strategic Plan 2016-2021 was reviewed prior to submission to Court. The intention to improve the Performance Measurement Framework, with a strategic basket of measures including key financial indicators to be reviewed by

PRC and Court annually and a management dashboard to be monitored by Central Management Group 3-4 times per year, was noted. Members discussed the importance of communicating the Strategic Plan to all staff, emphasising the importance of research without boundaries, the City of Edinburgh and changes to the nature of the city as a result of the University's activities, e.g. Easter Bush.

9. The near-final draft and proposed Performance Measurement Framework was agreed for submission to Court.

Finance Director's Report

10. The Director of Finance summarised the financial update report, including the Quarter Three forecast, a special report on Transparent Approach to Costing (TRAC) benchmarking and negotiations with the Trustees of the Staff Benefits Scheme. It was noted that the increased time spent by academic staff on teaching recorded in the TRAC report was in line with the strategic direction agreed by Court. Improving income-generating other activity (non-teaching or research) in line with peer group comparators was discussed and data on the strong research performance of Chancellor's Fellows welcomed.

Ten Year Forecast

11. A summary of the latest iteration (May 2016) of the Ten Year Forecast was considered ahead of presentation to Court. The Committee discussed the potential for additional sales of non-essential assets in the context of the planned sale of land at Roslin.

Scottish Funding Strategy Forecast

12. The intention to submit a funding strategy forecast to Court prior to submission to the Scottish Funding Council was noted.

City Deal update

13. The Director of Corporate Services provided an update on negotiations to finalise a City Deal for the Edinburgh and South-East Scotland City Region (ESES CR). It was noted that a City Deal meeting will take place on 8 June and any further developments will be included in the report to Court on 20 June. Members emphasised the importance of establishing governance arrangements at an early stage and noted the potential to align some of the University's capital investment programme to the City Deal.

Institute of Genetics and Molecular Medicine (IGMM) Business Case

14. The business case for the refurbishment and expansion of the IGMM, including the creation of a Centre for Life-course Translation Genomics on the Western General Hospital campus was reviewed. It was noted that the project is dependent on a bid to the UK Government-funded Research Partnership Investment Fund (RPIF) –with a preliminary bid submitted and a full bid to be submitted by September 2016, if invited. The Committee:

- endorsed a recommendation to Court to underwrite a capital funding commitment to complete the project funding, noting the intention to secure a substantial part of this funding from the Medical Research Council;
- approved commencement of the OJEU procurement process for a design team, subject to a full RPIF application being invited;

- approved £200K of funding from University Corporate Resources to develop the design to RIBA Stage 2(C), also subject to a full RPIF application being invited.

Holland House Refurbishment

15. A proposal to refurbish Holland House – a 350 bed undergraduate catered residence constructed in 1965 – was considered. Members commented on the payback period (17.7 years), the increase in the anticipated expenditure (£10.8M) compared to the previously approved figure (£9.4M) to include enhancements not previously included and contingency sums for the project. Data on recent Estates projects displaying the initial budgeted sum, contingencies and level of over or underspend was requested for a future meeting. Procurement of the main contractor via the OJEU process was approved and the request for approval by Court of £10.789M expenditure to be wholly funded by an internal loan was endorsed.

Other Items

16. Other items discussed at the meeting included: reorganisation of MVM endowments, research and commercialisation statistics and reports from People Committee, Investment Committee, Estates Committee and the Commercialisation Sub-Group. The Convener of the Commercialisation Sub-Group provided an update on Sunergos Innovations, with a proposed cash investment facility to ensure majority ownership by the University prior to the planned Initial Public Offering submitted to Exception Committee. A rehearsal ‘early look’ presentation intended for potential investors had been held, with the Sub-Group Convener in attendance.

Full minute

17. 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

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

Further information

19. Author

Dr Lewis Allan
Head of Court Services
13 June 2016

Presenter

Ms Anne Richards
Convener, Policy & Resources Committee

Freedom of Information

20. The paper is open.



UNIVERSITY COURT

20 June 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. Court will be aware of the programme of work initiated by the Senior Vice-Principal to ensure that learning and teaching is embedded as an unambiguous priority across the University. A key element of the programme has been to review our policies and processes for enhancing teaching performance so that changes can be in place for the coming academic year. In addition, a short-life working group has taken a forward look to explore how we stimulate and manage innovation in learning and teaching. This group has now reported. Further details on each, together with a final report on participation in the 2016 National Student Survey, is given below.

Discussion

Enhancing Teaching Performance

4. *Annual review conversations*

Guidance to reviewers has been updated to emphasise the need to set objectives that cover the full range of responsibilities of the reviewee's role (with teaching and learning responsibilities being given as an example), and on the difference between Annual Review and processes for managing poor performance (i.e. capability policy). Work is underway to develop short videos of Annual Review conversations focusing on learning and teaching which will be published on the web by mid-June 2016. Tools to evaluate the quality of conversations have been developed and are expected to be rolled out across University from later in the summer on an (initially) voluntary basis.

5. *Workload models*

Following a benchmarking review of best practice with other UK Universities and from within the University, principles for effective workload / contribution modelling have been developed - a workload model should:

- Cover all aspects of academic work, including personal CPD/time to think.
- Be compatible with reasonable expectations of work-life balance, and the principles of equality and inclusion, and facilitate a healthy working environment.
- Allow the balance of an individual's efforts in teaching, research and other activities to be visualized.

- Be flexible across an individual's career, according to his/her developmental needs and the needs of the University.
- Be as transparent and simple as possible.
- Intended use should be clearly articulated and agreed by all parties.
- Be indicative only - it should never be used to make fine distinctions between workload contributions.
- Be restricted to time spent on activity (input), it should not be a performance model (output).
- Be maximally consistent across the University in areas where work and tasks are comparable (ie much of teaching and academic support).

6. Operational guidance will be provided and will include the following:

- Each school will determine the details of its own contribution model.
- Contribution models would inform annual review and deliberations of promotion committees.
- A clear process for dealing with concerns about workload, together with details of whom to contact.
- Work done on behalf of the University (including pro-bono work which contribute to the national or international academic community.
- Significant leadership and management roles (eg course organisation) should have time allocated.
- Early career academics may need more time to do some of their routine activities.
- A contribution model should be generated for all staff, including guaranteed hours staff.
- Exemplar contribution models will be provided, with time allocations which could be used as starting point for schools to generate their own model.

7. Mandatory 'time allocations' will not be generated, but a bank of exemplar contribution models will be provided for schools to adapt according to their own particular circumstances

8. *Continuing Professional Development*

The University's key offering here is the Edinburgh Teaching Award – demand for this is good and increasing at a manageable pace. Completion of this two-year award gives staff a recognised higher education teaching qualification (recent research suggests that Russell Group applicants are particularly interested in the proportion of staff with teaching qualifications).

9. Discipline-specific input is particularly valued by Schools – two Schools are now running tailored versions of the Award with others considering the potential to do so in future. Participant feedback continues to be positive, as was a recent external evaluation of the programme.

10. With the initial pilot cohort now completing, it will be possible to model likely completion rates in future and set a realistic target for further growth in take up and impact.

11. *Reward and recognition for excellent teaching*

Historically, the University of Edinburgh has awarded the title of Reader solely on the basis of personal distinction in research. From 2016, subject to discussion at Central Management Group, the University plans to allow promotion to the role of Reader on the basis of excellence in all dimensions of the academic role.

12. Revised guidance has also been drafted on appointments to Personal Chairs (Grade 10 appointments), strengthening the guidance to show more clearly how appointments may be made on the basis of a strong focus on education as well as or alongside a strong focus on research.

13. *Capability processes*

Consultation with Schools and other units and trade unions has been taking place with a view to developing a revised Capability policy. This is subject to approval by key University groups and consideration with the joint staff unions. Subject to this, support guidance and training and briefing will be developed and rolled out in second half of 2016

14. *Recruiting excellent teachers*

It is essential to ensure that staff who are recruited into posts that include teaching understand the need for excellent teaching *and* research and have the skills to address that need. Recommendations have been developed for the use of practical techniques to assess candidates' commitment to and ability in student education at interview. It will be proposed that Schools are required to make a meaningful, practical measure of teaching ability during all recruitment process to all posts that include, or are likely to include, a significant element of teaching. Recognising the significant differences between disciplines, proposals will seek to include a "toolbox" of techniques that have been shown to work, from which Schools can choose.

15. Good practice in this area exists within the University of Edinburgh and beyond. It is clear that many other institutions are grappling with this problem, but our survey of practice in comparator institutions suggests that we seem to be leading our peers in the UK in doing so actively.

Innovation and Enhancement

16. Learning and Teaching Committee established an Innovation in Teaching and Learning Working Group to develop proposals for the strategic direction of innovation in teaching and learning at the University. The establishment of the group and the development of a new University Strategic Plan provided us with an opportunity to take stock of progress and support in this area, identify key priorities for innovation in learning and teaching, consider gaps in support and opportunities for coordination to ensure that the overall impact of these efforts is greater than the sum of the individual parts.

17. The group's report has highlighted the importance of taking a coherent and planned approach to innovation, both in making changes within Schools and in developing University level frameworks and support for innovation.

18. The group also recommended exploration of how we might develop a portfolio of University-wide courses open to all students. These are envisaged across four domains:

- 21st Century multi-disciplinary skills - e.g. informatics, quantitative methods, basic coding, research ethics, languages.
- Courses to support developing engaged citizens with the knowledge, skills and attributes to make a difference. e.g. global health, sustainability, equality and diversity
- Student-led/co-created courses
- The permeable University – experiential learning with industry, public sector, third sector, communities; entrepreneurship, public and community engagement; locally, nationally and internationally.

19. The ambition is that all students will have the opportunity to learn in multiple modes, develop multi and interdisciplinary skills and learn in and beyond the University. This would require work to create space and credit capacity across our degree programmes. Further work and wider consultation on how this might be achieved will be taken forward after the summer.

20. Finally, for 2016/17 and 2017/18, building on the legacy of Innovative Learning Week, a “Festival of Creative Learning” is envisaged which would include a programme of events and activities running throughout the academic year, along with a curated week-long programme of events (potentially themed) in February. The focus on building a community of practice of staff and students keen to innovate and experiment with creative approaches to learning would continue and indeed grow, thus supporting innovation in teaching and learning more widely.

National Student Survey (NSS)

21. The NSS Survey of final year undergraduates was open between January and April 2016. Following excellent promotional work by both the central Surveys Unit and all the Schools involved, the final response rate was 78.1% (compared to 76.3% in 2015), representing the highest ever response rate at the University. The University response rate has grown year on year since 2012, when the response rate was just 68%, and is now significantly above the national average of 71%

Resource implications

22. 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

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

Equality & Diversity

24. 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

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

Further Information26. Authors

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

Presenter

Senior Vice-Principal Professor
Charlie Jeffery

Freedom of Information

27. Open Paper.



UNIVERSITY COURT

Business Planning Round – 2016/19

20 June 2016

Description of paper

1. This paper presents the final draft of the University's three year financial plan 2016/19 and is a synthesis of the business plans submitted by major budget owners, in the context of the wider policy and financial environment.
2. The paper proposes approval of plans, investments and management action.

Action Requested/Recommendation

3. Court is invited to discuss and approve the final plans and investment proposals.

Paragraphs 4 – 28 have been removed as exempt from release due to FOI.

Risk Management

29. The key risk identified during the Business Planning round is the potential for reductions in external funding and an efficiency focus to trigger conservative behaviour. The University will maintain a positive focus on diversification of income sources and growth to sustain improvements in research and teaching and international reputation. Each College and Support Group risk registers flows into the University's risk register; managed by Risk Management Committee.

Equality & Diversity

30. Equality is considered within the plans of the individual budget holders.

Next steps/implications

31. Once Court has approved the plans and investment decisions, budget letters for the 2016/17 budget and indicative budgets for 2017/18 and 2018/19 will be issued to all major budget holders.

32. Authors

Tracey Slaven, Deputy Secretary, Strategic Planning
Jonathan Seckl, VP Planning, Resources & Research Policy
Phil McNaul, Director of Finance
10 June 2016

Presenter

Tracey Slaven

Freedom of Information

33. The paper is closed until the completion of the business planning round.



UNIVERSITY COURT

20 June 2016

Strategic Plan 2016-21

Description of paper

1. This paper presents the Strategic Plan 2016-21 and offers a final opportunity to comment on the draft. It also outlines our plans for monitoring the performance of the University against its agreed objectives.

Action requested/Recommendation

2. Court is invited to:

- offer final comments on the draft contained in Appendix 1;
- agree to the arrangements for monitoring the performance of the University;
- agree that the Strategic Plan 2016-21 can be published.

Paragraphs 3 – 14 have been removed as exempt from release due to FOI.

Risk Management

15. The plan reflects the risk appetite of the university.

Equality & Diversity

16. References to the priority we give to equality, diversity and inclusion are distributed throughout the plan. As part of the performance measurement framework, the University will be able to monitor its performance against a variety of issues relating to Equality, Diversity and Inclusion.

Next steps/implications

17. Governance and Strategic Planning will finalise the text and publication arrangements for the Strategic Plan. In parallel, we will begin discussions with academic and support groups to identify measures that we can use to monitor progress against the plan. This bulk of this work will take place between July and October 2016, with the aim of agreeing the final framework in the CMG, PRC and Court committee cycle in October-December 2016.

Consultation

18. The development of the plan has been informed by extensive consultation across the University. This has included:

- Discussion at Court seminar 21 September 2015
- Discussion at Senate 30 September 2015
- Discussions at other committees and management groups, including Academic Strategy Group; People Committee; Knowledge Strategy Committee; Learning and Teaching Committee; Research Policy Group; Researcher Experience Committee; Social Responsibility and Sustainability Committee
- Nine focus groups, which were open to all staff, on five topics, in October 2015: Research and Innovation; Learning, teaching and student experience; Digital and Data; Global and Local; and Community and Public Engagement and

Social Responsibility and Sustainability. These were attended by around 150 staff.

- Comments from workshop attendees
- One-to-one discussions with academic and support group senior managers
- One-to-one discussions with any other staff who have expressed a particular interest – for example on data science and analytics
- Attending departmental meetings on the request of teams
- Focus groups with students in March 2016
- Staff and student consultation on outline draft between February and March 2016
- Discussion at Principal's Strategy Group (June 2015, December 2015, April 2016)
- Discussion at Central Management Group (June 2015, January 2016)
- Discussion at Policy & Resources Committee (June 2015, January 2016, June 2016)
- Discussion at Court (June 2015, February 2016).

Further information

19. Author

Pauline Jones
Governance and Strategic Planning
8 June 2016

Presenter

Tracey Slaven
Deputy Secretary Strategic Planning

Freedom of Information

20. This paper is closed until the final version of the Strategic Plan is published in September 2016.



UNIVERSITY COURT

20 June 2016

Student Recruitment Strategy

Description of paper

1. This paper presents a new University student recruitment strategy. The strategy is designed to enable the University to deliver on its objectives for student recruitment over the course of the next University strategic plan and beyond.

Action requested/Recommendation

2. Court is invited to approve the strategy.

Paragraphs 3 – 5 have been removed as exempt from release due to FOI.

Resource implications

6. Implementation of the strategy will be overseen by the University's Recruitment & Admissions Strategy Group (RASG), which will consider any requests for additional resources as they arise. However, it is anticipated that any costs associated with implementation will be met from existing budgets, given that successful implementation will generate additional tuition fee income.

Risk Management

7. The strategy is designed to minimise risks associated with under-recruitment of students.

Equality & Diversity

8. The strategy will support increased diversity within the student body. Key measures of success include equality and diversity indicators.

Next steps/implications

9. RASG will oversee implementation of the strategy, agreeing an implementation plan in summer 2016. An internal communications plan has been drafted which aims, in the launch phase, to demonstrate senior buy-in to the strategy, raise awareness and stimulate interest from a broad range of staff across the University in further involvement in its implementation. As implementation begins, the plan aims to build on initial momentum and gain cross-University interest in progress and engagement with outputs from the strategy.

Consultation

10. Development of the strategy has been overseen by a steering group with cross-University representation, led by Senior Vice-Principal Professor Charlie Jeffery. Areas of the strategy have been developed by workstream groups, the membership of which have drawn on the expertise of academics and professional staff at all levels and from across Schools, Colleges, central services and EUSA. Each workstream group has scrutinised available evidence drawn from within and beyond the University, and discussed strategic challenges and opportunities, making recommendations that form the basis of the strategy. As the strategy has been developed, emerging recommendations have been discussed in a variety of fora, including relevant Senate Committees and the Academic Strategy Group.

Further information11. Author

Rebecca Gaukroger
Director, Student Recruitment &
Admissions
20 May 2016

Presenter

Professor Charlie Jeffery
Senior Vice-Principal

Freedom of Information

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



UNIVERSITY COURT

20 June 2016

**Institute of Genetics and Molecular Medicine:
Centre for Life-course Translation Genomics**

Description of paper

1. The paper reports on a project to refurbish and expand the Institute for Genetics and Molecular Medicine (IGMM). It proposes a Centre for Life-course Translation Genomics on the Western General Hospital Campus. This is dependent on a related £12M funding application to the UK Research Partnership Investment Fund (RPIF), a UK Government-funded scheme to support investment in higher education research facilities. The paper was considered by Policy & Resources Committee on 6 June 2016 and is recommended to Court for approval.

Action requested/Recommendation

2. Court is invited to:

- approve the Business Case in Appendix 1;
- note that a preliminary bid has been submitted to the UK RPIF scheme – successful Stage 1 bids will be invited to submit full bids by September 2016;
- approve in principle, subject to a successful Stage 1 bid, to underwrite a capital funding commitment to complete the project funding – noting that the IGMM aims to secure a substantial part of this funding from the Medical Research Council (MRC).

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

Risk Management

14. A risk register for the project will be established as part of RIBA Stage 2(C) and developed during RIBA Stage 3(D).

Equality & Diversity

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

Next steps/implications

16. With Court approval in principle and a successful Stage 1 bid, a full bid will be developed by the September 2016 deadline.

Consultation

17. The paper has been prepared with inputs from the Estates Head of Capital Projects and Estates Development Manager, and the Registrar of the College of Medicine and Veterinary Medicine. The paper was endorsed by Estates Committee on 25 May 2016 and Policy & Resources Committee on 6 June 2016.

Further information

18. Author

Julia Laidlaw

Estates Development Manager
June 2016

Presenter

Professor Jonathan Seckl

Vice-Principal Planning, Resources &
Research Policy

Freedom of Information

19. The paper is closed to protect the commercial interests of the University and potential contracting parties.



UNIVERSITY COURT

20 June 2016

Holland House Refurbishment

Description of paper

1. The purpose of this paper is to seek approval for the refurbishment of Holland House and to report on updated project costs.

Action requested/Recommendation

2. Court is invited to:

- approve the anticipated spend, noting that this will be wholly funded by Accommodation, Catering and Events (ACE) via an internal loan;
- note that the anticipated spend of exceeds the previously approved figure.

3. This will ensure that the building is fit for purpose as student accommodation and for summer commercial operation, to deal with energy efficiency issues, and to mitigate the risk of major plant breakdown.

Paragraphs 4 – 13 have been removed as exempt from release due to FOI.

Risk Management

14. A full risk register has been produced for the project. There are a number of risks associated with delaying this work. Increased student dissatisfaction with the facilities considering the rent paid. Commercially, a real terms reduction in the rate at which the rooms can be sold. Increasing repair and maintenance costs given the age of many of the services and potential failure of major items of plant.

Equality & Diversity

15. Equality and diversity issues will be considered as the design develops.

Next steps/implications

16. With Court approval, the next step will be to proceed with the procurement of a main contractor via the OJEU process and the enabling work packages for the summer of 2016.

Consultation

17. This paper has been prepared on the basis of inputs from ACE, Finance and the Estates Department. Estates Committee endorsed this paper at its meeting on 25 May 2016 and Policy & Resources Committee at its meeting on 6 June.

Further information

18. Author

Michelle Christian
Senior Accommodation Manager, ACE
Andy McKenzie
Business Planning Account, Finance
26 May 2016

Presenter

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

Freedom of Information

19. This paper should remain closed until any tendering processes for this project have been completed.



UNIVERSITY COURT

20 June 2016

Finance Director's Report

Description of paper

1. The paper summarises the finance aspects of recent activities on significant projects or initiatives.

Action requested/Recommendation

2. Court is invited to note the content and comment or raise questions.

Background and context

3. The paper provides an update on finance related issues for Court.

Paragraphs 4 – 23 have been removed as exempt from release due to FOI.

Resource implications / Risk Management

24. There are no specific requests for resource and the risks associated with Pensions is already on the University register. An updated risk register entry related to finance has been submitted to the Risk Management Group.

Equality & Diversity

25. Specific issues of equality and diversity are not relevant to this paper as the content focusses primarily on financial strategy and/or financial project considerations.

Next Steps/implications

26. Requested feedback is outlined above.

Further information

27. Authors

Lee Hamill

Deputy Director of Finance

9 June 2016

Presenter

Phil McNaull

Finance Director

Freedom of Information

28. This paper should not be included in open business as its disclosure could substantially prejudice the commercial interests of the University.



UNIVERSITY COURT

20 June 2016

Ten Year Forecast Update

Description of paper

1. This paper presents a summary of the latest June 2016 iteration of the Ten Year Forecast (TYF). This version reflects the latest 2015/16 Q3 forecast and is also broadly aligned with the draft final planning round submission. We have however included additional assumptions to ensure that the key performance indicators remain within a satisfactory range over the period. The next iteration of the Ten Year Forecast will be produced after the financial year end.

Action requested/Recommendation

2. Court is invited to note 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 required by the emerging Estate Strategy.

Paragraphs 4 – 23 have been removed as exempt from release due to FOI.

Risk Management

24. 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 and future UK Spending Reviews and Scottish Government Spending Reviews.

Equality & Diversity

25. The paper has no equality or diversity implications.

Next steps / implications

26. Requested feedback is outlined above.

Consultation

27. This paper has been reviewed and endorsed by the Director of Finance, Policy & Resources Committee and Central Management Group.

Further information

28.	<u>Author</u>	<u>Presenter</u>
	Lee Hamill	Phil McNaull
	Deputy Director of Finance	Finance Director
	10 June 2016	

Freedom of Information

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



UNIVERSITY COURT

20 June 2016

Scottish Funding Council Strategic Plan Forecast 2015-19

Description of paper

1. Appendices 1 and 2 are the routine draft submission of the University's Strategic Plan Forecast (SPF) template to the Scottish Funding Council (SFC). The template is in two parts, a standard commentary section and a pro-forma financial template.

Action requested/Recommendation

2. Court is invited to approve the draft University's Strategic Plan Forecast for submission to the Scottish Funding Council by 30 June 2016.

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

Risk Management

11. The continuing health and sustainability of the University depends upon strong direction supported by robust forecasting. Continuing significant volatility in the external environment requires that we make regular reviews of our prospective performance, and build on this experience. Our current schedule of forecasting the short and longer term financial position mitigates against these risks.

Equality & Diversity

12. No implications.

Next steps/implications

13. Once approved by Court, the Strategic Plan Forecast will be submitted to the Scottish Funding Council by 30 June 2016.

Consultation

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

Further information

15. Authors

Lorna McLoughlin
Senior Management Accountant
6 June 2016

Presenter

Phil McNaull
Finance Director

Freedom of Information

16. This paper is closed. Disclosure would substantially prejudice the commercial interests of the University.



UNIVERSITY COURT

20 June 2016

City Deal Update

Description of paper

1. As discussed at Court on 25 April, the City of Edinburgh Council, together with local authorities in East, West and Midlothian, Borders and Fife, is seeking to negotiate a City-region Deal with the UK and Scottish Governments aimed at stimulating economic growth in Edinburgh and South East Scotland. As in other City Deals (e.g. Glasgow, Manchester, Oxford) the local authorities have been keen to engage with universities as partners in economic development. The University of Edinburgh's economic significance and impact and the scale of its estates vision over the next decade has marked it out as a potentially pivotal contributor to case for a City-region Deal.

Action requested/Recommendation

2. Court is invited to note and comment on progress to date.

Paragraphs 3 – 30 have been removed as exempt from release due to FOI.

Risk Management

31. There are risks associated with not progressing with discussions. Should the City Deal be taken forward, robust arrangements would be developed to mitigate associated risk, particularly for governance arrangements to reflect our own responsibilities and accountabilities.

Equality and Diversity

32. There are no direct equality and diversity considerations associated with this paper.

Next Steps/implications

33. Court will continue to be kept apprised of progress, with the City Deal Court Sub-Group established to act if significant decisions are required outwith the scheduled meeting pattern of Policy & Resources Committee and Court.

Consultation

34. Senior Vice-Principal

Further Information

35. Author & Presenter

Hugh Edmiston
Director of Corporate Services

Freedom of Information

36. This paper is closed.



UNIVERSITY COURT

20 June 2016

EUSA President's Report

Description of paper

1. To note developments at Edinburgh University Students' Association 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 2015/16 financial year finished on 31 March 2016, and draft formal accounts report a surplus in the year of just under £320,000. As reported previously, much of this was driven by last year's very strong Festival results combined with underspends in certain cost-incurring areas. Some of our commercial activities have shown concerning underperformance, hidden behind this positive top-line result. As a result of the surplus, had all else been equal EUSA's net assets would have increased to over £700,000, reflecting the real focus on financial recovery that has been made over the past three years. However because of the recognition of an element of the Universities Superannuation Scheme deficit as a provision in the 2015/16 accounts, the (draft) reported net assets at the end of March 2016 is just under £230,000.

5. The pension provision is purely an accounting adjustment, and does not affect EUSA's cash position, which has continued its year-on-year improvement.

6. The budget for 2016/17 has been agreed and paints a less rosy picture. Despite the great improvements made to date, the Association faces big challenges in commercial trading activities, significant staff cost increases and disruption from estates development work. A deficit is currently predicted for the year, being a combination of strategic improvement work and a core, underlying deficit of £100,000. We are clearly aware that we cannot return the organisation to its former poor financial position and are using the current year to make changes to the Association's operations to turn this around.

Estates Update

7. A number of estates and space developments are progressing at different rates. We look forward to having phase 1 of the **Pleasance redevelopment** handed back before the Festival, and have been planning for service provision for our societies

when they return in September. The Pleasance has a long history as a home and 'hub' for society activity and the refurbishment will dramatically improve the quality of space societies can access. Our block bookings process for semester 1 has shown a really good level of demand in the evenings particularly, so we are confident students will enjoy the new facilities. The challenge, will of course, be to ensure a positive experience whilst phase 2 of the work is going on alongside the completion of phase 1.

8. EUSA staff and student representatives have now participated in two workshops regarding the **Central Area redevelopment**, focussing on the Teviot refurbishment and extension, which will become a single home for EUSA. The architects have presented a vision of how the space might work, including effective use of outdoor space – although there are still a number of practical issues to be resolved (for example reconciling the creation of an attractive outdoor seating area in the lane behind Teviot with the need for frequent access for delivery lorries to the same area).

9. Discussions continue between EUSA, Edinburgh College of Art and Accommodation Services regarding the future of the Wee Red Bar. We are close to a positive outcome that will see increased access for ECA students to the space.

10. Following the commitment of £0.5 million to redevelop part of the ground floor and new entrances for King's Buildings House earlier this year, we are currently finalising plans for the project with Estates and Buildings. Resource and time constraints have proved challenging - it seems likely that the original changes envisaged won't be possible in the time period, and the (more unpalatable) alternatives would be to close whilst the work is ongoing or delay the project for a full year. We are doing all we can together therefore to ensure that whatever work can take place this summer will have a noticeable and beneficial impact on students. This is particularly important given the work we did to engage KB students and staff in contributing ideas and feedback on how they would like to see the space and offers in it be developed.

Commercial update

11. We have been progressing with the recruitment of the new Commercial Director and Festival Business Manager roles, with interviews taking place in June. In the meantime we have continued to engage the services of Jan Sowa from Greenhouse and Nina Musgrove from service consultancy Nina&Co to support some planning and development of future provision to enable us to improve our services to members whilst generating more sustainable levels of income. In addition we have been working on some enhancements to our festival space particularly at the Pleasance to maximise income-generating opportunities. We have set ambitious targets for the Festival although significant concern remains regarding the impact of Bristo Square works during this period if we cannot replicate last year's outlets outside Teviot, as well as the impact on trade of the loss of the very popular BBC facility close by. The Festival remains a crucial part of our financial strategy, and long term we must continue to develop and maximise income from it to strengthen our financial position and reduce the risk of seeking additional support from the University - although this would be difficult without some sort of expansion opportunity.

Strategy update

12. We have reached the end of year 1 of our strategic plan. We had identified 8 key

change projects to progress over the life of the plan, and in year 1, have focussed on 3 – democracy and governance; student representative and sabbatical roles; branding. We are very pleased that in all 3 areas we have made significant progress which will impact on our members from next academic year (see Democracy update below). Teams have now developed new operational plans for year 2, and updated their longer term change plans (which exist for the life of the strategic plan), and progress to date will be reviewed formally via our Board in September. As we enter year 2, we have shifted focus to other strategic initiatives around communication, and staff culture, whilst work on the democracy and governance aspects continue to progress and be embedded.

Student Democracy at EUSA

13. Our final student council of the year took place at the end of March. Over 400 people participated, due to strong feelings on a number of items on the agenda. In the light of discussions regarding how to progress implementation of policy emerging from Student Council, we have also done some work to ensure outcomes of motions passed and actions taken as a result are regularly reported on to members. These are now published here:

<https://www.eusa.ed.ac.uk/pageassets/representation/studentrepresentation/studentcouncil/Motions-progress-2015-16.pdf>

14. More specifically, we have been considering how best to address the **Boycott Divestment and Sanctions** policy passed at Council in March, given external concerns raised with us specifically (and more generally within the student union sphere), and some recently issued legal advice. The EUSA Board of Trustees concluded that the Association was unable to take action to implement the motion on legal grounds relating to our charitable status and also the Equality Act. A statement has been published to this effect.

<https://www.eusa.ed.ac.uk/news/article/EUSA/EUSA-Trustee-Board-Decision-on-Boycott-Divestment-and-Sanctions-Motion/>

15. Following the recent student vote on our **Democracy Review**, demonstrating overwhelming support for changes to our democratic structures and processes, we have been developing a detailed implementation plan for this work. There is a desire to be able to demonstrate rapid progress on this work to students when they return after the summer, and so we have had further workshops with the Strategic Support Unit at the National Union of Students, and are currently aiming to ensure the required Board and University Court approvals on the detailed regulations, we will now be drafting, can be secured in early autumn. We anticipate a more detailed paper to Court when it meets in September. We are currently aiming to implement some of the process changes (for example to voting at Student Council, and a new mechanism to open up contentious policy issues to online campus ballot) in 2016/17. We are particularly pleased to have strong student support for the (we feel) long overdue additional sabbatical officer role. As well as resolving issues with current officer workloads, this will also enable us to reshape all of the current roles so that in the new structure we will have an officer focussing on student welfare, and another focussing on community and external relations, rather than these being part of other, already overloaded, roles. Noting these are areas of strategic importance for the University, we feel these roles will assist with our ability to engage more closely with University colleagues and our members to create opportunities and improvements.

Sabbatical changeover and training 2016

16. Sabbatical handover began on 23 May 2016, as we welcomed President-elect Alec Edgecliffe-Johnson, VP Academic Affairs-elect Patrick Garret, VP Societies & Activities-elect Jess Husbands, and VP Services-elect Jenna Kelly. The changeover period is designed to allow 1-2-1 time for incumbents and new officers, as well as team sessions to discuss work to date, ongoing projects and to share insights on how the new officers might progress their manifesto plans. This is followed by a four day residential training for the new officers, with EUSA's Senior Management Team. This focusses on some core induction relating to the organisation, the role and responsibilities of sabbatical officers, teambuilding, and developing both individual and team objectives for the year. The sabbaticals will undertake further training and development to ensure they are equipped for their roles and to support them as they establish themselves both at EUSA and with key university contacts.

Social Finance/Investment and connections to student social enterprise

17. We have been working with the University's Social Responsibility & Sustainability (SRS) department and other University colleagues to consider support for student social enterprise and the link with University considerations of social investment. A joint internship project between EUSA and SRS resulted in an initial report, and we have welcome the opportunity to participate in follow-up discussions led by: the Assistant Principal Community Engagement and including EUSA; the Senior Vice-Principal; Launch.Ed; Assistant Principal External Engagement and SRS. We are supportive of a proposed suite of initiatives including new curricular opportunities for social enterprise and social enterprise support and a £5k fund for student projects, to be secured through a competitive application and pitch process. We have also been discussing at EUSA how we can best support this work, including meeting colleagues from the Social Enterprise Academy, to see how we connect students to relevant initiatives, funding, and personal development opportunities that complement what is available within the University already. This is about identifying our place within a broader framework of support for students, where who is best placed to provide that support may change depending on the stage of development and level of operation of the group concerned. It is clear this could develop into a strong partnership working approach and we are pleased to be part of the very initial conversations about how this should develop.

Student Celebration Season

18. Court members will remember in my last report I highlighted the recent student awards ceremonies that had taken place in March – the **Activities Awards** support and celebrate the best of our Society and Volunteering groups' work and showcase the contribution this work makes to the overall student experience at the University of Edinburgh. The **Impact Awards** celebrated the best of student-led support, often in partnership with University staff and departments, from academic buddying schemes to helping international students connect – many students are contributing to support and community.

19. These two events were followed in April by our **Annual Teaching Awards**. Run by EUSA, these awards allow students to nominate individual staff or teams across a range of categories, and demonstrates how much students value effective teaching and support. This year we received over 2000 nominations, and the shortlisted staff

were invited to join us for a ceremony in Teviot on 20 April 2016. You can read more about the winners in the most recent University bulletin.

http://www.ed.ac.uk/files/atoms/files/bulletin_spring_2016_web.pdf

20. It is good to be able to spotlight the work of both students and staff in supporting positive academic and social life at Edinburgh, and each of our events are growing in popularity so we are already planning for next year's set of celebration schemes and events. In addition, it is worth noting here that over 200 students worked towards and achieved an **Edinburgh Award this year through participation in a EUSA-led activity** – from volunteering in the community, to paid employment with EUSA, to leading peer support groups.

21. Finally, just this week we have heard that our Mental Health and Wellbeing Awareness Week has been shortlisted for a Herald Education Award – this was week of events aimed at reducing the stigma and raise awareness around student mental health on campus. The initiative was well received by students so we are delighted to have been recognised by the sector in this way – results will be announced on 14 July 2016.

EUSA Sabbatical Team updates

22. The team of EUSA Sabbatical officers are very proud of the things they have achieved working in partnership with EUSA staff and the University. Here are some of the highlights:

- Mental health first aid training for all 1,300 personal tutors;
- £2million increase in undergraduate bursaries for low income students;
- £140k increase in funding for the University Counselling Service;
- Asylum seekers exempted from International fees;
- Free sanitary products and pregnancy tests;
- Ethical investment and the UK's first conflict minerals policy for the University;
- Introduction of gender studies course;
- University-wide coursework extension policy;
- £10,000 mental health and wellbeing fund for student-led initiatives;
- Four van loads of student donations to refugees in Calais;
- Over 400 new study spaces in the main library;
- £100,000 investment in the Art School Bar Wee Red Bar;
- Emergency Taxi scheme to get students home when they're stranded;
- Commercial outlets using locally sourced, sustainable food from within #30miles;
- Over £0.5million investment in study and social space at King's Buildings House, including added investment in the KB gym.

23. The EUSA Referendum passed with overwhelming support for the democracy changes, 80% support out of over 4000 who voted in the referendum. The proposed changes include:

- A new full-time Vice-President Welfare, and new part-time paid liberation and college representatives from March 2017.
- Online voting for all contentious decisions at Student Council (all motions where there is not a clear majority of support for or against).

24. Now is a good time to welcome the new Sabbatical officers:
- Alec Edgecliffe-Johnson (President),
 - Jenna Kelly (Vice-President Services),
 - Jessica Husbands (Vice-President Societies and Activities)
 - Patrick Garratt (Vice-President Academic Affairs).

25. The new team have already been busy meeting University colleagues and participating in University meetings and projects, including various estates workshops, presenting EUSA's budget to the University and following up on earlier conversations regarding mental health support and future accommodation provision. We have appreciated the warm welcome we have received, and are looking forward to sharing our plans for the year.

Resource implications

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

Risk Management

27. Not applicable.

Equality & Diversity

28. 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

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

Consultation

30. 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

31. <u>Author</u>	<u>Presenter</u>
Jonny Ross-Tatam	Alec Edgecliffe-Johnson
EUSA President until 3 June 2016	EUSA President from 6 June 2016
June 2016	

Freedom of Information

32. The paper is open.



UNIVERSITY COURT

20 June 2016

Implementing the Prevent Duty: Update June 2016

Description of paper

1. This short report updates Court on the University's implementation of the Prevent duty under the Counter-Terrorism and Security Act (2015).

Action requested/Recommendation

2. Court is invited to note that the University has implemented the Prevent duty in line with the guidance published jointly by the Home Office and the Scottish Government.

Background and context

3. The Counter-Terrorism and Security Act (2015) imposes a duty on Universities and other public bodies to have due regard to need to prevent people being drawn into terrorism. This duty is commonly referred to as "the Prevent duty".

4. The paper sets out the compliance criteria imposed by the Prevent duty and details how the University has complied with each requirement.

5. The paper also provides key statistics since the implementation of the Prevent duty, and notes that the University is looking at whether information for staff with prevent responsibilities can be presented in a way that communicates more clearly the University's continued commitment to freedom of expression on campus.

Resource implications

6. There are no resource implications other than staff time involved in implementing the policy and process changes outlined.

Risk Management

7. Key risks are Reputation and Compliance. The University has low appetite for risk in the conduct of any of its activities that puts its reputation in jeopardy, could lead to undue adverse publicity, or could lead to loss of confidence by the Scottish and UK political establishment, and funders of its activities. In addition, the University places great importance on compliance, and has no appetite for any breaches in statute, regulation, professional standards, research or medical ethics, bribery or fraud.

Equality & Diversity

8. An Equality Impact Assessment has been carried out on implementation of the Prevent duty, and equality and diversity is taken into consideration on a case-by-case basis by the University Compliance Group.

Next steps/implications

9. While the University is broadly compliant with the duties, further work is needed on staff training and awareness raising, and this will be the focus of Prevent-related activity over the next few months. In addition, further enhancements and refinements are planned to the communication to students of Prevent duties and policies at the

University.

Consultation

11. The University continues to liaise with staff and student representatives on the implementation of the Prevent duty

Further information

12. Author

Gavin Douglas

Deputy Secretary, Student Experience

3 June 2016

Presenter

Gavin Douglas

Deputy Secretary, Student Experience

Freedom of Information

13. Open.



IMPLEMENTING THE PREVENT DUTY: UPDATE JUNE 2016

This short report updates Court. Court is asked to note that the University has implemented the Prevent duty in line with the guidance published jointly by the Home Office and the Scottish Government

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445921/Prevent_Duty_Guidance_For_Higher_Education_Scotland_-_Interactive.pdf

In line with discussions at Court in September 2015, the University has approached implementation of the Prevent duty in a proportionate manner.

Compliance

<p><i>External Speakers and Events</i> ...institutions should have policies and procedures in place for the management of events on campus and use of all the institution’s premises. The policies should apply to all staff, students and visitors and clearly set out what is required for any event to proceed.</p>	<p>The University approved a Policy on Speakers and Events in November 2015. This sets out how the University risk assesses any event occurring on campus that is not part of the normal academic or administrative business of the University. High risk events (including but not limited to events that engage with the Prevent duty) are referred to the University Compliance Group, which is chaired by the University Secretary and constituted of senior academic, legal, security, chaplaincy and administrative staff.</p> <p>The University Compliance Group works to Terms of Reference that require a presumption in favour of allowing events / speakers, with conditions if necessary, unless there is an overwhelming case that the speaker or event will contravene the law / the University’s statutory duties and no mitigating actions can be imposed.</p>
<p>Institutions should also demonstrate that staff involved in the physical security of the institution’s estate have an awareness of the Prevent duty.</p>	<p>The Head of Security is fully engaged with the Prevent duty at the University and represents the University on the local CONTEST multi-agency group. He also acts as liaison with the Association of University Chief Security Officers (AUCSO) which can have a role to play in sharing of information about speakers</p>
<p>(There should be) active engagement from the senior management of the institution...(the institution must be) engaged with the Scottish HE Prevent network at a senior level (University Secretary or equivalent senior manager).</p>	<p>Operationally, responsibility for the Prevent Duty rests with the University Secretary, who chairs the University Compliance Group. The Deputy Secretary (Student Experience) represents the University on the Scottish HE Prevent Working Group</p>
<p>Institutions will demonstrate that they have an awareness of, and – where appropriate –</p>	<p>The Head of Security represents the University on the local CONTEST multi-agency group. The</p>

<p>participate in local <i>Prevent</i> or CONTEST multiagency groups.</p>	<p>Deputy Secretary (Student Experience) has also met with the Convenor of the local CONTEST group to discuss the University's implementation of <i>Prevent</i>.</p>
<p>Compliance with the duty will require the institution to demonstrate that it is willing to undertake <i>Prevent</i> awareness training and other training that could help staff and students to prevent people from being drawn into terrorism. Institutions should give relevant staff sufficient training to be able to recognise vulnerability to being drawn into terrorism, and be aware of what action to take. Student unions should also consider whether their staff and elected officers would benefit from <i>Prevent</i> awareness training.</p>	<p>15 senior staff (academic and professional services) attended half day training in February 2016, including Home Office-approved training delivered by the Scottish Preventing Violent Extremism Unit, as well as an alternative, academic perspective on radicalisation. Further training is required and will be delivered after the summer. EUSA colleagues attended some but not all of the training event.</p>
<p>We would expect the institution to have robust procedures both internally and externally for sharing information about vulnerable individuals (where appropriate to do so). This should include information sharing agreements where possible. These procedures should link to existing institutional policies relating to student welfare and safeguarding good practice.</p>	<p>The University has established a Compliance Group, chaired by the University Secretary, to consider any cases where information sharing about vulnerable individuals is proposed. The group works to robust guidelines prepared by the University's external legal advisers.</p>
<p>Institutions must demonstrate that they have regard to the duty in the context of their relationship and interactions with student unions and societies. We would expect student unions and societies to have due regard to the institution's policies relating to <i>Prevent</i>.</p>	<p>Whilst noting that EUSA policy is to oppose <i>Prevent</i>, EUSA room bookings are nonetheless risk assessed by EUSA staff and high risk events are escalated to the University Compliance Group for consideration. The EUSA Advice Pace has robust procedures for sharing information about vulnerable individuals if necessary.</p>
<p>There is training available for higher and further education staff. However, institutions may also have a role to play in developing additional <i>Prevent</i> training tools that may better suit the individual circumstances of the institution and make best use of their own expertise</p>	<p>The University is assessing training materials that are under development both in the private sector and at another Scottish higher education institution. There may be a need for the University to develop its own materials however.</p>
<p>We would expect institutions to have policies relating to the use of IT on campus. Whilst all institutions will have policies around general usage, covering what is and is not permissible, we would expect these policies to contain specific reference to the statutory duty. Some educational institutions already use filtering as a means of restricting access to harmful content. Consideration should be given to the use of filters as part of the institution's strategy to prevent people from being drawn into terrorism.</p>	<p>The University's IT Regulations now contain specific reference to and information about the <i>Prevent</i> duty. In line with other Scottish higher education institutions, the University does not routinely filter or monitor internet access.</p>

<p>We would expect to see clear policies and procedures for students and staff working on sensitive or extremism-related research. Universities UK has provided guidance to help RHEBs manage this</p>	<p>The University has introduced amendments to research ethics policies (which are held at School level) in accordance with the Universities UK guidance. The University has also established secure IT storage which can be used by staff working on extremism-related research. In areas where extremism-related research takes place, Schools have identified lead academics who can request or authorise access to this storage.</p>
<p>Institutions have a responsibility to care for their students and we would expect, as part of the pastoral care and support available, there to be sufficient pastoral support for all students according to the needs of the particular institution. This is seen as a key element of compliance with the duty.</p>	<p>The University has a very wide range of pastoral support available and enhances it regularly. There has been no specific Prevent-related initiative in this area.</p>
<p>We would also expect the institution to have clear and widely available policies for the use of prayer rooms and other faith-related facilities. These policies should outline arrangements for managing prayer and faith facilities and for dealing with any issues arising from the use of the facilities. The policies and procedures should clearly set out the times and availability of such facilities and how out of hours access is managed.</p>	<p>The procedures for use of prayer facilities have been modified to comply with this guidance and are available online at http://www.ed.ac.uk/chaplaincy/facilities/room-bookings</p>
<p>In order to ensure that higher education institutions are complying with this duty, there may be a role for the governing body. The governing body is responsible for ensuring the effective management of the institution and has a role in reviewing policies relating to compliance with its statutory duties, including compliance with equality and diversity requirements.</p>	<p>This paper updates Court on the University's compliance with the duty.</p>

Key statistics

Since the implementation of:

- The policy on speakers and events:
 - 15 events have been referred to the University Compliance Group (2 of these from EUSA)
 - 7 were authorised without further consideration
 - 8 were considered by the Group and of these:
 - 1 was refused permission because the speaker required security protection and the request, made with less than 2 days' notice, gave insufficient time to implement security.
 - 1 (an external booking request) was refused permission as the organisation was considered to be inappropriate.

- 2 were approved with amendments / additional requirements
- 4 were approved without amendment.
- Procedures for referral of vulnerable students: 1 student case was referred to the University Secretary by an outside agency. After discussion with the School, some enhanced support was offered to the student. No further action was taken.
- Revised research ethics procedures: 0 cases of staff requesting access to secure storage have been logged

Other matters

There have been a number of meetings held with EUSA, and with the student body / representatives of students such as the Islamic Society, to communicate the University's proportionate response to the Prevent duty. Information on the University's approach is online at <http://www.ed.ac.uk/university-secretary-group/prevent-duty>

Given the sensitivities around Prevent, both online and in training, the approach has been to ensure that staff with Prevent responsibilities have access to a wide range of material on the topic, including the statutory duty and our responsibilities but also the wider societal context in which Prevent operates.

Following discussions with representatives of the "Students not Suspects" movement, the University is looking at whether the information can be presented in a way that communicates more clearly the University's continued and deep-rooted commitment to freedom of expression (within the law) on campus.

Gavin Douglas
Deputy Secretary, Student Experience
June 2016



UNIVERSITY COURT

20 June 2016

Education Act 1994

Description of paper

1. This paper summarises the work undertaken by the Edinburgh University Students' Association (EUSA) and the University of Edinburgh to demonstrate compliance with the requirements of the Education Act 1994 (the Act).

Action requested/Recommendation

2. Court is invited to approve the Code of Practice (Appendix 1), and be assured of current compliance.

Background and context

3. In June 2015 Court received an update on measures being undertaken to demonstrate compliance with the Education Act 1994, which outlines the relationship between educational establishments and student unions/associations.

4. Section 22 of the Act requires that the Governing Body of every establishment shall take such steps as are reasonably practicable to secure that any students' union operates in a fair and democratic manner and is accountable for its finances. Governing Bodies are also required to ensure that there is adequate publicity for the requirements of the Act, through the issuing of a Code of Practice which sets out how arrangements are made to both secure its observance, and through the provision of information to intending and matriculated students about the right to opt-out of student membership.

Discussion

5. A full compliance review was completed in 2014/15 and has been updated for Court's attention (Appendix 2) in 2015/16. No significant matters have arisen which require to be specifically raised, and Court can be assured of current compliance with the Act once the Code of Practice is approved and published. This paper presents the final version of the Code of Practice (Appendix 1) to Court for approval, following which it will be published on both the University and the EUSA websites.

Resource implications

6. There are no specific or additional resource implications associated with this paper.

Risk Management

7. There are no specific risk implications associated with the paper although some reputational risk may be relevant to certain items. No change is required to the University Risk Register.

Equality & Diversity

8. Due consideration to equality and diversity has been given to ensure compliance with the Act.

Next steps/implications

9. The completion of the Certificate of Assurance at the end of each academic year will be supported by a review of actions/processes in place to fulfil the key requirements of the Act. This will be updated by EUSA and presented at the last meeting of Court in each academic year.

Consultation

10. This paper has been reviewed by EUSA colleagues and the Deputy Secretary, Student Experience.

Further information

11. Further information is available from Stephen Hubbard, Chief Executive Officer, EUSA. The Education Act 1994 is available online at <http://www.legislation.gov.uk/ukpga/1994/30/contents>.

12. Author

Stephen Hubbard
CEO, EUSA
Gavin Douglas
Deputy Secretary, Student Experience
June 2016

Presenter

Gavin Douglas
Deputy Secretary, Student Experience

Freedom of Information

13. This paper is open.

APPENDIX 1

Code of Practice relating to the Edinburgh University Students' Association

Part II of the Education Act 1994 places a range of responsibilities on the governing bodies of university institutions in regard to the organisation of students' unions. In particular the governing body shall prepare and issue, and when necessary revise, a code of practice as to the manner in which certain requirements of the act are carried into effect.

1. Edinburgh University Students' Association qualifies as a students' union within section 20 of the Act.

2. This Code of Practice, approved by University Court with the agreement of the Students' Association, sets out how the University will carry out its responsibilities under the Act. The specific responsibilities to be included in the code are highlighted in bold italics below:-

Constitution

The students' union should have a written constitution and the provisions of that constitution should be subject to the approval of the governing body at intervals of not more than five years.

3. The Students' Association is governed by its Articles of Association approved by the University Court. The Articles of Association make provision for detailed regulations to be published which shall be approved by the Association Trustee Board and /or the student body as defined by the Articles of Association.

4. Copies of the Articles of Association and Regulations are available to any student, on request, from the President of the Students' Association. They are also available on the Students' Association website.

5. The Articles of Association are to be reviewed by the University Court at intervals of not more than five years. This need not mean a special quinquennial review of the Articles of Association. The Court may take the opportunity to review the terms of the Articles of Association should the Students' Association at any time bring forward proposed amendments.

Membership

Students should have the right not to be members of the students' union. Students who exercise that right should not be unfairly disadvantaged, with regard to the provision of services or otherwise, by reason of their having done so.

6. All matriculated students of the University of Edinburgh, whether full-time, part-time or online distance learning; undergraduate or postgraduate, including visiting students or students on exchange; and all sabbatical trustees during their period of sabbatical office shall be entitled to membership of the Students' Association. Any student who wishes not to be a member, or who decides to withdraw from membership of the Students' Association, should inform the President of the Students' Association and the Secretary of the University in writing.

7. Any student not in membership of the Students' Association is not entitled:

(a) To participate in the government of the Students' Association and, in particular, to propose or vote in referenda, attend meetings, stand or vote in the election of Students' Association Officers, Students' Council, Standing Committees and Representative Committees, or play any part in any other comparable bodies that may be established.

(b) To hold office in any Students' Association Committee or Society.

(c) To benefit from any concessionary rates for membership of Societies, or for attendance at entertainments events, that may be offered exclusively to Students' Association members.

8. Any such student shall cease to be a member immediately and may not re-apply for membership until the following academic session.

9. Students who are eligible for full membership, but have exercised the right not to be a member, shall have access to all services and activities provided by the Students' Association other than those outlined in paragraph 7, and shall be subject to the same disciplinary procedures in relation to their use of these services and participation in these activities.

10. The University has made no special arrangements for the provision of services or facilities for non-members of the Students' Association, since it is satisfied that the provision made by the University and the Students' Association for all students, whether they are members of the Students' Association or not, is sufficient to ensure that those who have exercised the right of non-membership under the Act are not unfairly disadvantaged. There will be no financial compensation to students who have exercised their right of non-membership.

Elections

Appointment to major students' union offices should be by election in a secret ballot in which all members are entitled to vote. The governing body is required to satisfy itself that the students' union elections are fairly and properly conducted. A person should not hold paid elected students' union office for more than two years in total.

11. Major students' union offices shall be defined as full time sabbatical Students' Association Executive Officers who have been granted a Laigh year by the University.

12. All elections in the Students' Association shall be conducted in accordance with regulations laid down in accordance with the Articles of Association and approved by the Elections Subcommittee of the Trustee Board. These regulations shall ensure that appointment to major students' union offices, as defined in 11 above, is by election in a secret ballot in which all full members are entitled to vote.

13. Any complaint regarding the conduct of elections shall be decided upon by the Returning Officers appointed by the Elections Subcommittee of the Trustee Board, subject to appeal to the Elections Appeals Committee whose decision shall be final.

14. The University Secretary (or their nominee) may observe any part of the election process and an annual report will be made to the University Secretary on the conduct and outcome of the elections to the major students' union offices.

15. Paid students' union offices shall be defined as full time sabbatical Students' Association Executive Officers. No person shall hold such office for more than two terms of one academic year each term and this is provided for in the regulations.

Finance

The financial affairs of the students' union should be properly conducted and appropriate arrangements should exist for the approval of the students' union's budget and the monitoring of its expenditure by the governing body.

The Students Association is to publish a financial report annually or more frequently. The report is to be made available to the governing body and to all students and will contain, in particular, a list of external organisations to which the Students' Association has made donations during the period to which the report refers and details of those donations.

16. The Students' Association Finance Subcommittee shall prepare an annual budget prior to the commencement of each financial year, which shall be submitted to the Students' Association Trustee Board for approval. The annual budget shall be presented for ratification to the University Policy & Resources Committee acting on behalf of the governing body.

17. The Students Council shall receive the annual audited accounts of the Students' Association for information and the Students' Association Trustee Board shall receive the annual audited accounts of the Students' Association for approval. The annual audited accounts shall be presented for information to the University Policy & Resources Committee acting on behalf of the governing body.

18. The accounts shall contain details of any donations made to external organisations during the financial year.

The procedure for allocating resources to groups or clubs should be fair and should be set down in writing and be freely accessible to all students.

19. The allocation of resources to groups and societies affiliated to the Students' Association are managed by the Finance Subcommittee of the Trustee Board. The procedures are included in the Regulations which are available to any student, on request, from the President of the Students' Association. The procedures and opportunities for funding are also available on the Students' Association website under the 'find funding/fund your group' section.

Affiliations and Donations

If the student union decides to affiliate to an external organisation it must publish notice of its decision, stating the name of the organisation and details of any subscription or similar fee paid or proposed to be paid and of any donation made or proposed to be made to the organisation and such notice is to be made available to the governing body and to all students.

20. All affiliations and donations made by decision of a Referendum, Students' Council, Standing Committees, Representative Committees or Students' Association Executive Officers shall be published in the annual accounts of the Students' Association.

When a student union is affiliated to any external organisation there are to be procedures for the review of affiliations under which the current list of affiliations is submitted for approval by members annually or more frequently, and at such intervals of not more than a year as the governing body may determine, a requisition may be made by such proportion of members (not exceeding 5 per cent) as the governing body may determine, that the question of continued affiliation to any particular organisation be decided upon by a secret ballot in which all members are entitled to vote.

21. An annual vote, by secret ballot, at a general meeting of the Students' Council open to all members, will be held to consider the affiliation of the Students' Association to any continuing affiliations previously agreed.

22. Any affiliation made by the Students' Association may be rescinded by a decision of students made in accordance with the procedure for referenda outlined in the regulations which provide for a call for referenda being made by not more than 5% of members.

Complaints Procedure

There should be a complaints procedure available to all students or groups of students who are dissatisfied in their dealings with the students' union, or claim to have been unfairly disadvantaged by reason of having exercised the right to not be a member. This procedure should include the provision for an independent person appointed by the governing body to investigate and report on complaints.

24. Any student or students who are dissatisfied in their dealings with the Students' Association, or claim to be disadvantaged by reason of their having exercised the right to withdraw from membership, shall be entitled to have their complaint considered in accordance with the Students' Association complaints procedure and this is available to all students. This procedure includes the right of appeal to the University Secretary (or their nominee) and the subsequent right of appeal to an independent person appointed by University Court.

The following aspects are not required to be referenced in the code of practice, but it is an obligation for the governing body to bring these matters to the attention of students at least once a year. These will be published alongside this code on the Students' Association website.

Charity Law

The activities of the Students' Association are restricted by the law relating to charities. Consequently the Students' Association cannot have a political purpose and must not seek to advance the interest of a political party, but it may seek to influence opinion on issues relating directly to its own stated purposes, provided such activity is within its powers. The ways in which

charities may or may not legitimately engage in political activities is the subject of advice and legislation from time to time by the Office of the Scottish Charity Regulator, courts of law, Parliament and government departments.

Code of Practice

This Code of Practice is brought to the attention of students annually by publication on the Students' Association and the University website.

Information for prospective students

The right of a student to not be a member of the Students' Association, and the arrangements for students to still access those services provided by the Students' Association for all students whether members or not, is made available to prospective students via inclusion in this code of practice which is published on the Students' Association website and on the University's website..

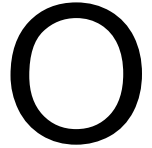
Appendix 2

	1994 Requirements	Section of Act	Status	Supporting Commentary	Guidance
Constitutional issues					
1.	The student association should have a written constitution; subject to approval by the governing body and to review by that body at intervals of no less than five years	22 (2) (a) (b)	Compliant	<ul style="list-style-type: none"> • A written Constitution is in place and was approved in April 2014. • The next review is due April 2019, and this is diarised by EUSA. • Interim improvements may be progressed and all amendments will be subject to approval by the University Secretary on behalf of University Court. 	
2.	A student should have the right not to be a member of the student association/representative body and not to be disadvantaged, with regard to the provision of services or otherwise, by reason of their doing so.	22 (2) (c)	Compliant	<ul style="list-style-type: none"> • This provision is included and the process is codified in the EUSA regulations. Students are not disadvantaged if they choose not to be a member of EUSA as they are allowed access to all services. • Those opting out cannot take part in democratic processes. 	<i>The opt-out process will be published in the Code of Practice.</i>
Elections and Appointments					
3.	Appointment to major association offices should be by election in a secret ballot in which all members are entitled to vote.	22 (2) (d) (e)	Compliant	<ul style="list-style-type: none"> • Major association offices are defined as the four EUSA sabbatical positions (President, Vice President Academic Affairs, Vice President Services, Vice President Societies and Activities). • EUSA trustees not to be included in this definition, although the same procedures exist in relation to elections process. • EUSA election regulations and the 	

				<p>Reporting Officer report are submitted to University Secretary.</p> <ul style="list-style-type: none"> Complaint process regarding election process is clearly defined by EUSA and agreed by Elections Subcommittee of the EUSA Trustee Board. EUSA election processes include statement that the University Secretary can nominate a member of UoE staff to oversee any aspect of the election process. 	
4.	A person should not hold sabbatical student association office or paid elected student association office for more than two years in total at the establishment.	22 (2) (f)	Compliant	<ul style="list-style-type: none"> Sabbatical Regulation confirms current status as a person can only hold sabbatical office for one term. 	
Financial Management					
5.	The financial affairs of the student association are properly conducted.	22 (2) (g)	Compliant	<ul style="list-style-type: none"> EUSA share several documents with UoE Director of Finance and University Secretary, including annual report of external auditors and statutory accounts Annual budget is submitted to UoE Director of Finance for information EUSA and UoE Forum reviews finances quarterly EUSA share management accounting information monthly with Deputy Director of Finance. UoE Deputy Director of Finance currently sits on EUSA Finance Audit and Risk Sub Committee. 	<i>EUSA's annual budget is presented to Policy & Resources Committee for ratification each year.</i>

6.	The financial reports of the student association are published annually and made available to the governing body and to all students.	22 (2) (h)	Compliant	<ul style="list-style-type: none"> • Statutory accounts and annual report are published on the EUSA website and available on request to any member. • The annual budget is published on the EUSA website. 	
7.	The allocation of resources to clubs or groups is fair.	22 (2) (i)	Compliant	<ul style="list-style-type: none"> • Budgets are set by the Trustees and allocations are delegated to appropriate student groups such as Students' Council and Societies Committee. • The process for allocation is published on the EUSA website. • It is agreed (as a process) by the Trustee Board via the Finance Audit and Risk Sub Committee of the EUSA board. 	
External Affiliations					
8.	Affiliations are transparent to the governing body and to all students.	22 (2) (j) (k) (l)	Compliant	<ul style="list-style-type: none"> • Affiliations are included in annual report. • Donations are included in the annual report • Ongoing affiliations are subject to annual review by all students at Students' Council and The EUSA Trustee Board. • Affiliations can be challenged by a referendum under the terms of the Articles of Association, which is compliant with the requirements of 	<p><i>Stop Climate Chaos</i> Students voted to continue this affiliation in December 2015.</p> <p><i>National Campaign Against Fees and Cuts.</i> Students voted to continue this affiliation in December 2015.</p> <p><i>Votes at 16:</i> students voted to continue this affiliation in December 2015.</p> <p><i>Right to Education Campaign/Friends of</i></p>

				the act for such a challenge.	<p><i>Birzeit University:</i> Students voted to continue with affiliation in January 2016.</p> <p><i>National Union of Students</i></p> <p>Students voted to continue with affiliation in January 2016.</p>
Complaints Procedure					
9.	There is a prompt and fair complaints procedure offering effective remedy.	22 (2) (m) (n)	Compliant	<ul style="list-style-type: none"> Complaint procedure is in place and is published on the EUSA website Complaint procedure allows for a final appeal to an independent person nominated by the University Secretary. 	
Code of Practice					
10.	The Governing Body shall prepare and issue, and when necessary revise, a code of practice as to the manner in which the requirements are to be carried out.	22 (3) (4) (5)	Compliant subject to approval of the revised Code by Court, June 2016	<ul style="list-style-type: none"> EUSA has a statement relating to restrictions on activities by EUSA imposed by charity law. This will be published in the Code of Practice, once approved. 	<p><i>Publication of the Code on EUSA and University websites will ensure compliance with the requirement to bring to the attention of all students at least once a year the code of practice, any restrictions imposed on the activities of the union by the law relating to charities and the right of a student not to be a member of the union.</i></p>



UNIVERSITY COURT

20 June 2016

University Risk Register 2016/17

Description of paper

1. This paper presents the proposed University Risk Register for 2016/17 and the University's statement of Risk Appetite.

Action requested/Recommendation

2. Court is invited to approve the University Risk Appetite Statement and University Risk Register 2016/17, on the recommendation of Audit and Risk Committee.

Paragraphs 3 – 9 have been removed as exempt from release due to FOI.

Risk Management

10. This paper is part of the University's risk management process.

Equality & Diversity

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

Next steps/implications

12. Risk Management Committee will review the procedures to control and manage each risk in the University Risk Register 2016/17 on a rolling basis to confirm that processes are effective and report to Audit and Risk Committee.

Consultation

13. The University Risk Register 2016/17 has been reviewed by the Principal's Strategy Group, Central Management Group and Risk Management Committee. This final version and the University Risk Appetite Statement was considered by Audit and Risk Committee on 26 May 2016 and recommended to Court for approval.

Further information

14. Author

Kirstie Graham
Deputy Head of Court Services
June 2016

Presenter

Mr Alan Johnston
Convener, Audit and Risk Committee

Freedom of Information

15. This paper is closed.



UNIVERSITY COURT

20 June 2016

Exception Committee Report

Committee Name

1. Exception Committee

Date of Meeting

2. The Committee considered business via electronic communications concluded on 20 May 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

Ms Anne Richards
Convener of Exception Committee

Freedom of Information

9. The paper is closed.



UNIVERSITY COURT

20 June 2016

Nominations Committee Report

Committee Name

1. Nominations Committee.

Date of Meeting

2. 6 May 2016.

Paragraphs 3 – 9 have been removed as exempt from release due to FOI.

Equality & Diversity

10. The equality & diversity of committee membership is considered by Nominations Committee when approving or recommending to Court changes to the membership of Standing and Thematic Committees.

Further information

- | | |
|------------------------|---------------------------------|
| 11. <u>Author</u> | <u>Presenter</u> |
| Dr Lewis Allan | Ms Anne Richards |
| Head of Court Services | Convener, Nominations Committee |

Freedom of Information

12. This paper is closed.



UNIVERSITY COURT

20 June 2016

Joint Court and Senate Committee Conveners Meeting

Committee Name

1. Joint Court and Senate Committee Conveners Meeting.

Date of Meeting

2. 6 June 2016.

Action Required

3. Court is invited to note the report.

Key points

4. This was the second joint meeting of Senate and Court Committee Conveners, building on the success of the meeting last year, to enhance Senate and Court's understanding of their respective areas of interest (programme attached as an appendix). The Principal identified that Court and Senate were highly visible in the University, however much of the detailed work was undertaken by their Committees.

5. A discussion paper had been circulated, outlining five key opportunities and challenges facing the University in the coming years: the estates programme; internationalisation; technology; the University and the city; and staff. Committee conveners considered these from the perspective of their committee and through discussion, areas of joint interest emerged.

6. The work on data science and digital transformation impacted across many of the Committees. Knowledge Strategy Committee, the only joint Senate and Court Committee had been discussing the long term strategy in terms of three key areas, Student Experience, Research & Innovation and Service Excellence. Financial resources were key, linking to the work of Policy and Resources Committee and the impact on the curriculum and student experience crossed over into the Senate Committees, while Audit and Risk Committee had a keen oversight of risks of insufficient investment and co-ordination in this area and the threat of cyber security. Knowledge Strategy Committee now had the four Senate Committee conveners as members, providing an interface across Senate and Court for addressing the pedagogical side of technology.

7. Policy and Resources Committee had a responsibility to ensure the appropriate balance of prudence and ambition, in all areas of the University's business, to protect the University's reputation and ensure financial sustainability whilst still supporting and enabling innovation. This balance between prudence and innovation was expanded throughout discussions as underpinning the work of all the Committees.

8. The Curriculum and Student Progression Committee endorsed the importance of enabling innovation and there was discussion of the perceived barriers to

change that were often not in reality a requirement of the regulations. The Committee planned to take a more strategic oversight of the regulations to identify areas of simplification. This linked into Quality Assurance and the student experience. The University's standing and track record in quality assurance was recognised as a strength and there was discussion on whether this provided a platform to simplify where possible around assessment and other requirements.

9. The Learning and Teaching Committee was considering how to develop a culture of high achievement in teaching and learning, through recruitment, review, recognition and reward. Many of the ideas had been discussed through the People Committee and the work of Remuneration Committee in reward also fed into this. The Curriculum Innovation Working group addressed the teaching year, a curriculum fit for purpose, harnessing technology and recognising experiences outside the classroom, including international experiences.

10. The Research Experience Committee was considering the emerging theme of what is a PhD, including consideration of flexible and distance learning PhDs, which linked into the need for prudent innovation, international links and strong digital platforms.

11. There was discussion of the estates programme and the need to ensure new buildings could be reconfigured to address the pace of change in a growing University where the pattern of demand will change. The rate of change would continue and Court and Senate Committees needed to be forward thinking and work collectively, raising the challenge of internal communications within the University.

12. The Vice-Convenor of Court identified that, emerging from discussion, was how we plan for change, simplifying where possible to enable the flexibility to respond to an increasingly complex world. The Court and Senate Committees all had an important role and while communication remained a challenge, this annual meeting was a useful opportunity to air these shared issues.

13. For the meeting next year, it was suggested the new Strategic Plan may provide a framework for discussion and the issue of internal communication could also be considered.

Equality & Diversity

14. No equality and diversity implications were raised by the meeting.

Further information

15. Author

Ms Kirstie Graham
Deputy Head of court Services
June 2016

Presenter

Ms Anne Richards
Vice-Convenor of Court

Freedom of Information

16. This paper is open.

**University Court and Senate Committee Conveners
Monday, 6 June 2016, 10.30am-12.00noon
Raeburn Room, Old College**

PROGRAMME

10.30am Welcome and introductions

Principal

10.40am Brief Overview from Conveners

Court Committees

- Policy and Resources and Nominations – Ms Anne Richards
- Audit and Risk – Dr Robert Black on behalf of Mr Alan Johnston
- Remuneration – Lady Susan Rice
- Knowledge Strategy – Ms Doreen Davidson

Senate Committees

- Curriculum & Student Progression – Professor Alan Murray
- Learning and Teaching – Professor Charlie Jeffery
- Quality Assurance – Professor Tina Harrison
- Researcher Experience – Professor Jeremy Bradshaw

11.10am Roundtable Discussion

11.50am Closing remarks

Ms Anne Richards, Vice-Convenor



UNIVERSITY COURT

20 June 2016

Audit and Risk Committee Report

Committee Name

1. Audit and Risk Committee.

Date of Meeting

2. The meeting was held on 26 May 2016.

Action Required

3. Court is invited to note the key points from the meeting and approve the External Audit Annual Plan 2015-16.

Paragraphs 4 – 10 have been removed as exempt from release due to FOI.

Full minute

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

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

Equality & Diversity

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

Further information

13. Author

Ms Kirstie Graham
May 2016

Presenter

Mr Alan Johnston
Convener, Audit and Risk Committee

Freedom of Information

14. This paper is closed.



UNIVERSITY COURT

20 June 2016

Knowledge Strategy Committee Report

Committee Name

1. Knowledge Strategy Committee.

Date of Meeting

2. 3 June 2016.

Action Required

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

Key points

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

4. The Chief Information Officer and Librarian to the University presented an update on the ISG 10 Year Strategy and the ISG Plan 2016-19, submitted for consideration within the University's Planning Round. The Committee noted changes made to the final draft of the 2016-19 Plan to incorporate Digital Transformation activities within the Service Excellence Programme and a greater emphasis on the Lecture Capture project considered under Item 5 below. Members discussed:

- Considering physical and digital estate plans in tandem;
- The need for close collaboration with Schools and Colleges to avoid the development of separate IT platforms such as Virtual Learning Environments within Schools;
- Keeping frontline academic staff updated and involved in shaping IT projects; and,
- Potential for the Institute for Academic Development to assist with staff training for new systems.

EDINA and Digital Curation Centre Update

5. The Committee received an update on work to develop future funding sources for EDINA (a UK data centre based at the University of Edinburgh) and the Digital Curation Centre following an initial briefing at the previous meeting. It was noted that interim funding arrangements for the 2016-17 academic year have been agreed with Jisc (the UK Government funded body providing leadership in the use of IT for further and higher education) and a business plan will be presented to a Knowledge Strategy Committee meeting in the next academic year.

Lecture Capture – Proposed Project Summary

6. The Director of the Learning, Teaching and Web Services Division delivered an overview of options for installing a lecture capture system at the University. Members welcomed the proposals, noted the positive responses from students at universities that have installed lecture capture systems and discussed:

- Particular benefits for students whose first language is not English, for students with mobility issues or for those who miss lectures through illness;

- Whether the system should be opt-in or opt-out for lecturers, with Learning & Teaching Committee requesting further work on wording that could be used for an opt-out system;
- Service life of the system and the length of time lectures may be stored for, with the expectation of a three to five year replacement cycle and a two year archive of lectures;
- Integrating with central timetabling to enable automatic recording of lectures and interest from Schools in using the system in smaller rooms owned by Schools; and,
- Third party copyright of materials used in lectures (images, audio, books etc.).

7. It was noted that formal business case for the project will be developed building on the comments received, with a Project Board overseeing delivery.

Learning Analytics Initiative – Progress Report

8. The Chair in Learning, Analytics and Informatics updated the Committee on the Learning Analytics initiative involving online Masters courses and conducted in partnership with Civitas Learning. A secure data link has been established with Civitas and anonymised data shared with the permission of the Chief Information Security Officer. It was noted that the recruitment of a project officer is expected as the project expands. The Chief Information Officer commented that the University is at the forefront of research in Learning Analytics, with the Chair in Learning, Analytics and Informatics adding that the University is collaborating with the University of Michigan, worldwide leaders in the field. It was noted that a leadership role brings risks alongside benefits but risks will be managed carefully through involvement of interested students and ethics and privacy experts from the beginning of the project.

EvaSys Course Evaluation

9. An update on EvaSys Course Evaluation Roll-Out project, including the draft Course Evaluation Policy, was received. The intention to include all those involved in teaching including those not solely employed by the University (e.g. NHS staff) was welcomed, with the importance of checking for any potential contractual barriers emphasised. The potential benefits for staff development and ensuring communication of this benefit was noted. It was suggested that the course evaluation form could provide an opportunity for students to comment on aspects of the course they found particularly valuable.

Digital Student Experience

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

Flexible PhD Working Group Report

11. The Assistant Principal Researcher Development presented the report of the

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

Other Issues

12. The Committee approved revisions to the Computing Regulations following scrutiny by IT Committee; received updates on on-going Information Services Group projects and relevant Senate Committees activities and noted reports from IT Committee and Library Committee.

Full minute

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

Equality & Diversity

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

Further information

15. Author

Dr Lewis Allan
Head of Court Services

Presenter

Ms Doreen Davidson
Convener, KSC

Freedom of Information

16. The paper is open.



UNIVERSITY COURT

20 June 2016

Senatus Academicus Report

Committee Name

1. Senatus Academicus.

Date of Meeting

2. 1 June 2016.

Action Required

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

Key points

Presentation: Digital Education

4. The focus of the presentation and discussion was Digital Education and its aim was to take stock of what the University has achieved in the areas of online distance learning and MOOCs in recent years and look ahead to developments in two areas of growth: distance PhDs and Edinburgh CityScope. The presentation also offered an opportunity to introduce two new Assistant Principals with responsibility for this area: Professor Sian Bayne, Assistant Principal, Digital Education, and Ms Melissa Highton, Assistant Principal, Online Learning.

5. Ms Melissa Highton, Assistant Principal Online Learning, spoke about the strides taken by the University's to hold an international leadership position for digital education. The University is an attractive place to work for those interested in technology enhanced learning. The University has 67 online programmes and 2600 students studying at Masters level. More than 2 million learners have taken part in University of Edinburgh Massive Open Online Courses (MOOCs). Some of the steps being taken to ensure the right infrastructure is in place to support growth in this area include: consolidating and simplifying the number of Virtual Learning Environments, investing in learning support in the library including the digital collections, the introduction of a new media asset management system, MediaHopper, and ensuring that learning technologists have the requisite professional development to ensure they have the most up to date expertise.

6. Ms Highton also presented on the University's progress with (MOOCs). The demand from colleagues to make MOOCs continues to be high as it is perceived to be an area in which to experiment. The University operates on three MOOCs platforms, with 1.4 million active learners; 118,000 learners have asked for a certificate of completion. Ms Highton identified that the University delivers four different models of MOOCs: behaviour change MOOCs, MOOCs connected to a major geopolitical event, MOOCs developed to widen access to education, and MOOCs that connect the University with the city of Edinburgh. Looking to the future, the University will need to develop a deeper understanding of the value of these modes of delivery.

7. Professor Jeremy Bradshaw, Assistant Principal Researcher Development, updated the Senate on the recommendations to support the delivery of distance PhDs from the Flexible PhD Task Group, convened by Professor Jeff Haywood. The Task Group made recommendations around the following areas: regulations and procedures, enhancements to the student record system, staff training requirements, marketing materials, and access to hardcopy library materials. A small group is being brought together to present recommendations to Fees Strategy Group regarding the fee level for Distance PhDs.

8. Professor Jonathan Silvertown, Chair in Technology Enhanced Science Education, spoke about Edinburgh CityScope. This cross-university project is looking both at ways to aggregate geolocal open data about Edinburgh, and at making it available to both experienced and novice developers. The intention is to create a hub for the mountain of open research data owned by the University and a central point for app developers to access and create apps, which will visualise the raw data and open up the city to us in new ways that are not even envisaged at the moment. One use of the application is the Curious Edinburgh project, an app developed by EdINA, which provides a geolocal tour of Edinburgh connected to the history of science, technology and medicine.

9. Dr Liz Grant, Assistant Principal Global Health, discussed how online distance learning programmes deliver the mission of the University; by nurturing communities of practice across the globe, the University is making the world a better place. ODL students at the University engage in programmes that encourage inter-disciplinary and career-long training. Students on the Masters in Global Challenges have the advantage of an Edinburgh University education at home. They value the bespoke learning and bespoke application of learning, opportunities for discursive learning and peer leading, group work on fit-for-purpose platforms and the support for turning learning into action.

10. Professor Sian Bayne, Assistant Principal Digital Education, outlined possible futures for digital education. These could include:

- shifting modes of delivery, e.g., open education, flipped classrooms or hybrid teaching
- “code cultures”, e.g., computational forms of education, artificial intelligence in education and learning analytics
- Spaces and devices, e.g., bring your own devices and smart learning spaces
- Mobilities, e.g., wearables, augmented realities and geosocial learning such as the work being undertaken by CityScope

11. Futures are increasingly being defined and imagined by technology corporations, who have a vested interest, i.e. the product the corporation wants to sell. Universities are beginning to conceptualise possible futures for digital education, such as purpose learning, envisaged by Stanford University (<http://www.stanford2025.com/purpose-learning/>). Professor Bayne has the ambition of undertaking such a conceptualising process at the University of Edinburgh, channelling our world-leading position in digital education to generate “big ideas”.

Discussion

12. The discussion section of the meeting sought input from Senate members into future visions for a digital education at the University of Edinburgh, recognising the rapidly changing environment and building on the substantial amount of change already achieved.

13. Key themes from the discussion included:

- **Meeting the needs of life-long learners:** Many students who already have a Masters qualification are not interested in embarking on another qualification of this type but are interested in life-long learning that is transformative. The University should consider how to deliver credit-bearing courses on a standalone basis, in “chunks”, from which students could build bespoke programmes of learning for their own purposes.
- **Student engagement:** There are many lessons that on-campus provision can learn from online programmes in relation to student engagement and active learning. Online learners often feel more closely supported; one theory for this is that teachers have to think creatively about having a digital presence and are willing to experiment and use different digital channels such as Google Hangouts and Twitter to maximise engagement. An innovation at Curtin University in Australia was highlighted where technology and blended learning mean that on-campus learners can engage with distance learners in real time.
- **Constraints for innovation:** Time and workload will be constraints for innovation as it will need to occur alongside delivery of traditional modes and research. It was noted that in order for this to be successful, this innovation must fit into the workload allocation model.
- **Costing vs. value:** Questions were posed on the value placed on the University’s online learning provision which is different to the cost attached to it. The impact of pricing on the accessibility for learners and the matter of bursaries was raised. It was confirmed from the experiences of delivering online Masters that overhead costs were complex to break down. However, there can be benefits for on-campus provision and this can spread the costs involved.
- **The rationale for engaging in digital education:** There are a number of different factors at play that mean that the University should engage in digital education and remain sector leaders. Other markets have shown that corporations that are slow to respond to new technologies can lead to their eventual demise.

14. Assistant Principals, Professor Bayne and Ms Highton will continue discussions across the University on how to address these issues.

Formal Business

Annual Report of the Senate Committees

15. Senate noted the major items of committee business from 2015/16 and approved the ambitions of the Senate Committees for the next academic year and beyond.

Higher Education Governance (Scotland) Act 2016 – Key Implications for Senatus Academicus

16. Senate noted the key provisions of the Act and agreed to establish a group to advise on how best to implement the requirements set out by the Act in relation to Senate's own operation.

Court Communications

17. The Senatus noted the report from the University Court on its meeting of 25 April 2016, including the election of the Senate Assessors to University Court. Senate noted a comment for communication to University Court as part of the resolution process in relation to Draft Resolution No. 9/2016 (Undergraduate Degree Programme Regulation 26) and Draft Resolution No.10/2016 (Postgraduate Degree Programme Regulation 29) which will provide a clearer definition of leave of absence.

18. The amended regulations would read as follows:

"Leave of absence is required for compulsory and optional activities related to the programme of study that are not undertaken on campus in Edinburgh. Students must have the formal approval of the College for any leave of absence to study away from Edinburgh that is 30 calendar days' duration or longer. Study location changes of less than 30 calendar days must be agreed with the Supervisor or Personal Tutor. Where the activity is a compulsory part of the programme of study and is organised by the School or College, permission may be given by the College for a cohort of students without individual applications being made. Colleges and Schools must maintain records of all leaves of absence. This regulation does not apply to students on a recognised distance learning programme."

Chairs - Resolutions

19. The Senatus, having considered the draft Resolutions below, offered no observations.

Collaborative undergraduate degree programme with Zhejiang University– academic governance arrangements

20. Senate noted and endorsed the proposed academic governance arrangements for the collaborative undergraduate degree programme in Integrative Biomedical Sciences with Zhejiang University, noting the input offered by Senate Curriculum and Student Progression Committee and Quality Assurance Committee into the process.
Student Systems Update on Major Systems Projects

21. Senate noted progress with three projects which are being implemented to help Schools enhance learning and teaching, the student experience, and support administrative efficiency and effectiveness: the Assessment & Progression Tools Project; the roll-out of the EvaSys course evaluation tool and process; and the development of Student Data Dashboards.

Central Academic Promotions Committee Report

22. Senate noted the report of Central Academic Promotion Committee's meeting on 16 May 2016 and the out-of-cycle creation of two Personal Chairs. Senate also noted that Dr H Pinnock had been included under the Deanery of Clinical Sciences

in error: this should be the Deanery of Molecular, Genetic and Population Health Sciences. Senate welcomed the new Senate members.

Update on the White Paper 'Success as a Knowledge Economy: Teaching Excellence, Social Mobility and Student Choice'

23. Tom Ward, Director of Academic Services, provided a verbal update on the UK Government White Paper and Technical Consultation on the Teaching Excellence Framework (TEF) and the Governance Bill that have been published. The establishment of UK Research and Innovation had been confirmed, as well as the establishment of the Office for Students (OFS) as the regulator for all Higher Education providers in England. The introduction of the TEF to assess the quality of teaching had also been confirmed.

24. There would be three TEF ratings:

1. Meets expectations
2. Excellent
3. Outstanding

25. In year one (2017/18), all providers with any form of successful QA award would receive a rating of 'meets expectations'. Institutions would need to apply to qualify for the two higher bands in subsequent years. The process would be metrics-based. Key points for the University of Edinburgh were:

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

Honorary Degrees

26. Senate approved the recommendations for the award of Honorary Degrees.

Complete documentation

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

Equality & Diversity

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

Further information

29. Author

Anne-Marie O'Mullane
Academic Services

Presenter

Principal and Vice Chancellor Sir Timothy O'Shea

Freedom of Information

30. This paper is open.



UNIVERSITY COURT

20 June 2016

Annual Report of the Senate Committees

Description of paper

1. Attached to this paper is the seventh Annual Report of the four Senate Committees: Curriculum and Student Progression Committee, Learning & Teaching Committee, Quality Assurance Committee, and Researcher Experience Committee. The Report covers the activities of the Committees during 2015/2016 and proposes ambitions for 2016/2017 and beyond. It is presented to Court for information.

Action requested

2. Court is invited to note the Report.

Recommendation

3. No specific action is required.

Background and context

4. The Senate Standing Committees provide an Annual Report to Senate setting out their activities for the previous year and seeking Senate approval for their general strategic direction and priorities for the next academic year.

5. As part of the process to enhance engagement between Court and Senate it was agreed that this Annual Report should be presented to Court for information.

Discussion

6. Senate at its meeting on 1 June 2016 received and approved the Annual Report attached.

Resource implications

7. There are no specific resource implications in respect of this paper. There are however resource implications in progressing the activities described in the Report some of which will be met through existing resources or have agreed funding in place. Other activities will have funding cases considered through the annual planning round or on an individual basis through relevant channels. These will be taken forward by the relevant Committee or functional area.

Risk Management

8. There are no specific risks associated with this paper, any risks associated with particular projects and initiatives set out in the Report will be managed as appropriate.

Equality & Diversity

9. Due consideration has been given by the Senate Committees to the equality impact of the paper. Equality impact assessments will be carried out for individual work packages completed next year.

Next steps/implications

10. The Senate Committees will progress the agreed strategic approach during 2016/2017 as set out in the Report.

Consultation

11. The Senate Committees have been consulted in drafting the Annual Report.

Further information12. Authors

Anne Marie O'Mullane, Academic Policy Officer, Academic Services

Tom Ward, Director of Academic Services

Ailsa Taylor, Academic Policy Officer, Academic Services

Philippa Ward, Academic Policy Officer, Academic Services

Brian Connelly, Academic Policy Officer, Academic Services

Susan Hunter, Academic Policy Officer, Academic Services

Freedom of Information

13. Open Paper.

Annual Senate Committees' Report 2015-16

1. Executive Summary

This report outlines the achievements of the Senate Committees for Academic Year 2015-16 and the planned priorities for Senate Committees for 2016-17.

2. Introduction

This is the seventh annual report of the four Standing Committees of Senate, hereafter referred to as the Senate Committees. The Senate Committees are Learning & Teaching Committee, Researcher Experience Committee, Curriculum and Student Progression Committee, and Quality Assurance Committee.

Links to the Terms of Reference for the Senate Standing Committees:

Learning and Teaching Committee: [Link](#)

Researcher Experience Committee: [Link](#)

Curriculum and Student Progression Committee: [Link](#)

Quality Assurance Committee: [Link](#)

The report sets out the Senate Committees' achievements for the year 2015-16. It also proposes their strategic ambitions for 2016-17. These proposals arose from Committee discussions, discussion at the Learning and Teaching Policy Group (which is composed of the Conveners of the four Committees, along with relevant Assistant Principals, College Deans, and other key staff), and discussion at the Senate Committees' Symposium which took place on 27 April 2016.

3. Key Numbers for 2015-16

Name of Committee/Sub-Committee/Task Group	No. of meetings
Learning and Teaching Committee (LTC)	5
LTC: Task Group – Review of Academic Year	5
LTC: Task Group - Code of Practice for Taught Postgraduate Programmes	1
LTC: Task Group - Distance Education Task Group	5
LTC: Task Group – Grade Point Averages	1
LTC: Task Group – Learning and Teaching Innovation	3
Researcher Experience Committee (REC)	5
REC: Task Group - Distance PhDs	1
REC: Task Group – What is an Edinburgh PhD?	1
Curriculum and Student Progression Committee (CSPC)	6
CSPC: Sub Group - Concessions	1
CSPC: Task Group - Assessment Regulations/ Degree Regulations and Programmes of Study Review	2
CSPC: Task Group - Assessment and Progression Tools	6
CSPC: Task Group – Study Abroad	3
CSPC: Task Group - Student-Led Individually-Created Courses	1

CSPC: Task Group – Special Circumstances	4
CSPC: Task Group – Common Mark Schemes	1
Quality Assurance Committee (QAC)	6
QAC: Student Support Services Quality Assurance Framework Sub-Committee	2
QAC: Personal Tutor System Oversight Sub-Group	2
QAC: EvaSys Roll-Out Group	2
QAC: External Examiner Project Board	2
QAC/CSPC: Task Group - Zhejiang	1

4. Senate Committees' Achievements 2015-16

At its meeting on 3 June 2015, Senate approved the Standing Committees' plans for 2015-16. The Committees' progress in relation to those plans is set out below. This summary does not take account of business conducted at the Learning and Teaching Committee's 25 May 2016 meeting, the Quality Assurance Committee's 26 May 2016 meeting, or the Curriculum and Student Progression Committee's 2 June 2016 meeting.

In general, the Committees have made good progress in delivering their plans for 2015-16. In addition, they have addressed some significant areas of work not included in the original plans (for example, the review of the academic year). One of the key themes for the Committees this session has been 'simplification', with progress in rationalising the number of different policies / guidance documents, streamlining of arrangements for deciding on individual student cases, and (subject to final approval from QAC) streamlining quality assurance processes.

4.1 Activities cutting across the four Committees

4.1.1 Undertake externally-facilitated Senate and Senate Committees Effectiveness review.

In 2015-16, in advance of the planned externally-facilitated review, Academic Services conducted a light-touch review of Senate and the Senate Committees. Senate endorsed the findings and recommendations of that review at its meeting on 3 February 2016.

4.1.2 Policies and Codes - Programme of review of policies including equality impact assessments.

Good progress has been made on reviewing and updating policies and codes, with c. 50 documents reviewed to date this session, a reduction of 20 in the total number of policies / codes / guidance and forms due to simplification work, and all Equality Impact Assessments up to date. The majority of the planned work is due to be completed during 2015-16.

4.1.3. Contribute to the development of the University's next Strategic Plan, taking account of the Committees' priorities, visions and values (for example regarding sustainability and social responsibility).

Senate, and the Senate Learning and Teaching Committee and Researcher Experience Committee, have all fed into the development of the next Strategic Plan, by advising on how it can address learning, teaching and researcher issues.

4.2 Learning and Teaching Committee (LTC)

4.2.1 Coordinate and support activities to address issues raised by the National Student Survey (NSS) and other surveys

The Senior Vice-Principal has led a range of activities to strengthen the University's culture and expectations regarding high performance in learning and teaching, and the Learning and Teaching Policy Group (LTPG) has coordinated and driven forward various activities of the Senate Committees and Assistant Principals designed to address issues raised by the NSS and other surveys. LTPG has initiated task groups on specific learning, teaching and student experience-related issues: Enhancing Teaching Performance Task Group; Simplification Task Group; Communications Task Group; and Innovation in Teaching and Learning Working Group.

4.2.2 Develop new publication to replace Code of Practice for Taught Postgraduate Programmes

LTC agreed to discontinue the Code from 2016-17 since most of the content of it duplicated information published elsewhere, and removing it was therefore a contribution to simplifying the University's policies and regulations.

4.2.3 Transitions Enhancement Theme – institutional oversight of activities

LTC continued to oversee this work, which has been managed by an Institutional Team. A successful 'Gearing up for Transitions 2016' event took place on 2 March 2016, sharing best practice and providing opportunities for students to talk about their experiences of transitions in, through and out of university. A number of projects were funded and the University's external engagement with the Theme continued, including a number of proposals being accepted for the Quality Assurance Agency's Enhancement Themes conference in June. The Institutional Team has explored the concept of resilience and has organised a networking lunch to share best practice and identify possible pilot activity.

4.2.4 Feedback on assessment – implement recommendations from 2014-15 Internal Audit report, including developing quality standards for feedback

The University has appointed a new Assistant Principal (Professor Susan Rhind) to lead work regarding Assessment and Feedback. She has developed a community of practice of School staff interested in enhancing Assessment and Feedback to share and encourage best practice, and has also developed guidelines for monitoring and enhancing assessment and feedback quality at individual, course and programme level. Activities are underway to implement the recommendations from the 2014-15 Internal Audit report.

4.2.5 Oversee the Leading Enhancement in Assessment and Feedback (LEAF) / Transforming the Experience of Students Through Assessment (TESTA) Project

There has been good progress regarding LEAF, with 11 audits across 4 Subject Areas (plus some student research in a fifth Subject Area) undertaken in 2015-16 as planned under the leadership of the Assistant Principal Assessment and Feedback. The LEAF project is proving helpful in identifying areas for enhancement, and Colleges have found the process helpful. There is growing evidence of impact and developments emerging which will be considered by a strengthened oversight group for the project, the Assessment and Feedback Enhancement Group.

4.2.6 Support pilot activities to explore innovative learning and teaching using IT and other modern methods

Information Services continued to support various activities in this area, for example rolling out new services to support innovative use of media in teaching and learning (Media Hopper), re-use and sharing of open educational resources (Open.ed) and learning design for online courses (ELDeR), and supporting communities of practice. In addition, LTC established an 'Innovation in Teaching and Learning Working Group' to develop proposals for the strategic direction of innovation in teaching and learning at the University. LTC will be considering the group's recommendations at its meeting in late May 2016.

4.2.7 Continued work to develop a strategic framework for Online Distance Learning

The Distance Education Task Group has continued to make progress, focussing on issues of marketing, student induction, and student surveys, and providing strategic advice on Information Services Group's use of funding for early life support for online distance education programmes. The University has appointed new Assistant Principals in Digital Education and Online Learning, who will review this Task Group's work.

4.2.8 In partnership with Knowledge Strategy Committee, develop a University policy on Learning Analytics

Professor Jeff Haywood, Vice-Principal Digital Education, and Prof Dragan Gasevic, have been taking forward the University's work on learning analytics and will update the Knowledge Strategy Committee and LTC on progress at their meetings in May / June 2016.

4.2.9 Promote research-led and independently-directed learning

The University has appointed a new Assistant Principal for Research-led Learning (Professor Sarah Cunningham-Burley) who has been leading work in this area. In addition, the University continues to support independently-directed learning through various activities, such as Student-Led Individually Created Courses (see 4.4.4).

4.2.10 Grade Point Averages (GPA) – respond to outcomes of Higher Education Academy discussions and pilot

LTC has agreed an approach to introducing an 'on-demand' model of GPA. It has also continued to monitor how institutions are responding to the 2015 Higher Education Academy (HEA) report on GPA, and regarding the potential relationship between GPA and the UK Government's proposals for a Teaching Excellence

Framework (TEF). Given that there is currently a high degree of uncertainty regarding how institutions are going to respond to the HEA report and whether adoption of GPA will be a pre-condition of TEF, LTC has agreed to pause the implementation of the 'on-demand' model of GPA until the sector position is clearer.

4.2.11 Ongoing development of Continuing Professional Development (CPD) framework for learning and teaching

LTC has discussed progress on the implementation of the University's overarching CPD framework relating to learning and teaching at its January 2016 meeting. It has agreed that the University should consider adopting a target for participation in CPD for learning and teaching, and also highlighted: the need to improve data capture regarding staff teaching qualifications; workload issues which might discourage participation in CPD; and incorporating discussion about CPD in annual review.

4.2.12 New priorities identified and progressed during the session

- LTC has established a Task Group to review the structure of the University's academic year. A consultation process is underway regarding an alternative model involving holding Semester One examinations in January, and a special meeting of LTC will be held on 29 June 2016 to consider the outcome of the consultation and the Task Group's recommendations.
- Green Paper, 'Teaching Excellence, Social Mobility and Student Choice' – LTC has monitored the implications of the Green Paper, including the implications of a possible Teaching Excellence Framework.
- Lecture capture
- Use of student data – LTC considered ways in which this can be used to enhance learning and teaching, the student experience and operational effectiveness.
- Innovative Learning Week (ILW) – LTC is reviewing how to use the week between Teaching Blocks 3 and 4 (which has been used for ILW) in 2016-17 and 2017-18 while securing the legacy of ILW.

4.3 Researcher Experience Committee (REC)

4.3.1 Enhance annual progression review process - oversee implementation of the new EUCLID system tools for supporting the online annual progression review process and encourage Schools to use them; review guidelines for postgraduate research student annual progression review.

The new online annual progression review system was launched in September 2015. REC has monitored the first year of operation of the system, and Professor Konstantin Kamenev has worked with Schools regarding the adoption of the new tools. REC has agreed that the system will be mandatory for all postgraduate research student progression reviews from the start of 2016-17.

4.3.2 Develop a clearer idea of what an Edinburgh PhD should be, through benchmarking, consultation, and alignment with broader thinking in the University.

REC benchmarked with other institutions and consulted Colleges and Schools regarding the key components of the Edinburgh PhD. As a result of this work, REC has identified the need for more focussed work regarding study periods, the PhD by research publication, and University web content regarding PhD study.

4.3.3 Review supervisor selection and training arrangements.

While REC had anticipated that this strand of work would be included in the proposed Postgraduate Research Enhancement Project (PREP), it was not possible to secure funding for this project in the funding round for 2015-16.

4.3.4 Explore options for a Mentoring role.

While REC had anticipated that this strand of work would be included in PREP, it was not possible to secure funding for this project in the funding round for 2015-16.

4.3.5 Explore concept of Distance / Flexible Learning PhDs.

REC has agreed an action plan to enable the University to make distance PhD study a normal part of the University's offerings. These recommendations include action on online training for PGR students, supervisor training, and access to hard-copy library materials. REC will review progress on implementation in Semester 1 of 2016-17.

4.3.6 Support/promote career development planning for Early Career Researchers.

REC has continued to monitor the findings of the institutional survey covering Early Career Researchers – the Careers in Research Online Survey (CROS). In addition, REC contributed to the development of plans for an Academic Development Fellowship scheme designed to provide career development opportunities for early career academics, which People Committee endorsed.

4.3.7 Doctoral Training Centres (DTCs) – monitor development of new centres and feed into the development of proposals for central coordination and support.

During 2015-16 the Convener of REC, along with the Edinburgh Research and Innovation (ERI) submitted proposals to Research Policy Group for coordinated central resources to coordinate bids and share best practice for existing DTCs. While this proposal did not secure additional resources to provide systematic and coordinated support, the Institute for Academic Development (IAD) has continued to provide some support for developing proposals for DTCs.

4.3.8 Postgraduate Research Space – identify priorities / recommendation for policy development by Space Enhancement and Management Group (SEMG).

REC discussed the outcome of pilots in two Schools (Mathematics and Divinity) regarding developing study space for research students, met with representatives of Estates and Buildings to discuss current estates developments, and agreed a set of recommendations to assist SEMG to consider the needs of research students when making space management decisions.

4.3.9 New priorities identified and progressed during the session

- Development of Regulations– REC has advised on the 2016-17 Postgraduate Degree Regulations and Assessment Regulations for Research Degrees, in particular in relation to the regulations on leave of absence, non-examining chairs and the recording of vivas.
- Postgraduate Research Experience Survey (PRES) – REC discussed Colleges' responses to the results of the 2015 PRES, and advised on the University's response to the Higher Education Academy consultation on the future of PRES.

- Associated Institutions – REC has approved an updated University Policy for nominating and approving Associated Institutions, and endorsed a plan to update the University’s agreements with current Associated Institutions.
- Start dates – REC has advised on the University’s policy regarding the dates on which PGR students should start their studies.
- Special circumstances – REC has reviewed how the University should take account of special circumstances that affect postgraduate research students’ studies and assessment.

4.4 Curriculum and Student Progression Committee (CSPC)

4.4.1 Deliver the next phase of work on EUCLID assessment and progression tools, including implementing the recommendations of the task group on UG progression boards.

The Assessment and Progression Tools project is running over three distinct phases. The first two phases delivered changes to the EUCLID system which enabled Schools to electronically record and communicate award and progression decisions to students. The third phase of the project will deliver EUCLID software and processes that will provide students and staff with improved information about courses’ assessment structures and in-year summative assessment marks, and data/management information to run Boards of Examiners and to reduce the volume of administrative work associated with these processes. The plan is on track to roll the new software and processes to 17 Schools for the start of the 2016-17 academic year, with a view to full roll-out in 2017-18.

4.4.2 Review University policy on extensions to coursework deadlines, in the context of special circumstances.

CSPC agreed changes to the University’s special circumstances and coursework deadlines policies which will lead to greater consistency of treatment for students, clearer arrangements regarding mental health conditions, and a more balanced approach to the requirement for supporting medical documentation. CSPC has also agreed a broad approach to developing EUCLID functionality to support business processes regarding special circumstances.

4.4.3 Enhance availability and ease of use of management information regarding students to support quality processes and broader work to enhance the student experience – complete scoping work initiated in 2014-15 and begin to implement.

Student Systems has developed prototype Student Data Dashboards and is in the process of operationalising them with a view to implementation in 2016-17.

4.4.4 Evaluate 2014-15 pilot of Student-led individually-Created Courses (SLICCS) and consider further pilots and / or wider roll-out.

CSPC received a summary of the main evaluation findings from the 2014-15 pilot. Given the positive feedback from the pilot, CSPC agreed to run an expanded phase two pilot in 2015-16, starting in semester 2 and involving up to 100 students.

4.4.5 Review and align the University's student conduct-related policies (e.g. Code of Student Conduct, Codes of Practice on Alcohol and Drug Abuse, Support for Study Policy) taking account of planned review of Dignity and Respect Policy.

The Committee agreed to remove the Codes on Alcohol and Drug Abuse as they are no longer needed, due to the existence of other policies and information provided for students and staff. Since neither the deletion of these Codes, nor revisions to the Dignity and Respect Policy, necessitate any changes to the Code of Student Conduct, Academic Services has decided that it would be preferable to allow the Code of Student Conduct (and the Support for Study Policy) more time to embed before embarking on any further changes.

4.4.6 Programme and Course Information Management (PCIM) – Embed processes to enhance course descriptor information and dissemination.

The Committee has monitored work undertaken by Student Systems and Academic Services. This has involved work to encourage Schools to improve the quality and student-orientation of their course descriptions, for example by highlighting exemplar course descriptors to Schools, obtaining feedback from students regarding the course descriptor, and discussing implementation with College Boards of Studies conveners and secretaries. In addition, Student Systems has continued to encourage Schools to delete redundant course entries, and has highlighted where there are blank fields in course entries.

4.4.7 Scope out a possible programme of work to enhance marking and feedback practices by harmonising University Common Mark Schemes and (if the University chooses to adopt Grade Point Averages) align with GPA, with a view to undertaking some initial development work in 2015-16.

The College of Humanities and Social Science has continued to support initial development work in this area during 2015-16. A report is expected at the June 2016 CSPC meeting.

4.4.8 Review University moderation policy.

CSPC has developed a plan for a review of this policy, which will involve exploring the scope for simplifying documentation, external benchmarking and consultation with Colleges, with a view to introducing revised documentation in 2016-17.

4.4.9 New priorities identified and progressed during the session

- Collaboration – advised on academic arrangements regarding collaborations with Zhejiang University, Ningbo University, and Aarhus University.
- Third Party Credit Rating Policy - Approved a new policy.
- Streamlining approval of student issues - agreed to streamline levels of approval for action where a student has failed to complete all the assessment requirements of a degree programme.
- Industrial action - agreed temporary concessions to the University's Taught Assessment Regulations and Degree Regulations to assist the University to mitigate the impact on students of the Universities and Colleges Union's industrial action, while maintaining academic standards.

- Study Abroad - established a task group to consider aspects of the management of study abroad, including regulatory arrangements, oversight processes relating to formation of new exchange agreements, and the role of School Exchange Coordinators.

4.5 Quality Assurance Committee (QAC)

4.5.1 Enhancement-led Institutional Review (ELIR) – support review and follow-up, including beginning to respond to any recommendations from the review

The University's support for the review process went very smoothly, and the University achieved the highest possible judgement and outcome, that of "effective arrangements for managing academic standards and the student learning experience". QAC has overseen the establishment of plans to address the main areas for development identified by the ELIR, clustering these plans under five themes: Postgraduate Research Student Experience; Personal Tutoring System; Student Representation at College and School Level; Assessment and Feedback; and Staff Engagement in Learning and Teaching.

4.5.2 Quality Assurance Framework – following ELIR and conclusion of SFC review of quality, review and streamline annual and periodic review arrangements.

Following extensive consultation with Schools and Colleges, QAC has developed proposals which, if implemented, would streamline processes and reduce the burden on colleagues, while deriving maximum benefit from quality activity. In developing these proposals, QAC has taken account of the current ongoing reviews by the Scottish Funding Council (SFC) of the Quality Enhancement Framework in Scotland, and by the Higher Education Funding Council for England of the future shape of Quality Assessment in the rest of the UK. QAC plans to make a final decision on these proposals at its meeting in May 2016.

4.5.3 Enhance availability and ease of use of management information regarding students to support quality processes and broader work to enhance the student experience – complete scoping work initiated in 2014-15 and begin to implement.

See the entry under 4.4.3.

4.5.4 External Examiner Project - Complete roll-out of phases one and two of new External Examiners system and policy, introduce new role of Programme External Examiner, and undertake relatively light-touch work to evaluate new system and policy.

Following the roll-out of the External Examiners Reporting online system for UG programmes in summer 2015, the full roll-out of the system to PGT programmes and courses took place in autumn 2015, and the roll-out of the of Programme External Examiner role will become mandatory from 1 August 2016. Academic Services and Student Systems have worked with Colleges and Schools during 2015-16 to support the roll-out process, and to encourage them to utilise the new management information that the system makes available.

4.5.5 Embed quality review processes for Personal Tutor (PT) system and oversee transition from Enhancing Student Support (ESS) project to mainstreamed activity.

Following the end of the ESS project in 2014-15, QAC has established a group to monitor the effectiveness of the PT system via the annual Quality Assurance (QA) reporting process, and to review Schools' Personal Tutoring Statements. The group will operate initially for one year, after which it will be reviewed.

4.5.6 Collaboration – follow up joint Governance and Strategic Planning / International Office / Academic Services Collaboration project with further guidance and support for collaborative activities.

In summer 2015, Central Management Group agreed the new approval processes and guidance documentation that GASP, Academic Services and the International Office had developed. GASP, Academic Services and the International Office ran sessions to brief Colleges regarding the new arrangements, which have operated since the start of 2015-16.

4.5.7 Core activities

The Committee has conducted its annual review of Colleges' Quality Assurance and Enhancement reports. It has also continued to oversee and approve internal subject review reports and responses. This academic year six Teaching Programme Reviews (TPR), four Postgraduate Programme Reviews (PPR), and a thematic review of support for student mental health, have taken place. QAC has also conducted the annual quality review of student support services - this session it adopted streamlined reporting requirements for these reviews and aligned the timings of the review with the University's planning cycle. Feedback was generally been positive in regard to the new arrangements.

QAC has continued to monitor trends and patterns regarding Student Conduct, Student Appeals and Complaint Handling. The main theme to emerge from this year's reports was the continuing increase in the volume of student complaints and appeals, and an overall increase in breaches of the Code of Student Conduct.

4.5.8 New priorities identified and progressed during the session

- Student Representation for Distance Learners – Following last session's review into the student representation requirements to allow the Edinburgh distance learning student voice to be heard, the task group has continued to work on the implementation of the agreed set of actions. It is due to submit to QAC a progress update at the start of 2016-17.
- Roll-out of EvaSys course evaluation system – QAC has inputted into the plans for rolling out the EvaSys system.
- Staff / Student Liaison Committees – QAC approved the revised Principles and Guidance regarding the operation of SSLCs, and monitored Schools' implementation of key elements of it.

5. Senate Committees' Priorities for 2016-17

The following are the Senate Committees' planned activities for 2016-17. The Committees will seek to deliver as many of these as possible, while adjusting them

as necessary to take account of any changes in the internal and external environment. Activities are categorised under the following key themes:

- Better **Data** to enhance teaching performance
- **Staff recognition, reward, and development** for excellent teaching
- **Simple and effective systems and processes**
- **Enhancement**: Enhancing learning, teaching and academic support
- Engaging with **External Developments**
- **Good House-keeping**: ensuring that policies and regulations remain up to date and fit for purpose

5.1 Proposed activities cutting across the four Committees

Activity	Key theme
National Student Survey- continued coordination and support for activities to address issues raised by NSS (addressed via various activities below)	Various
Engage with proposed Teaching Excellence Framework	External Developments
Further develop and roll-out Student Data Dashboards*	Data
Activities regarding Teaching Performance (eg work on Annual Review arrangements, CPD for teaching staff)	Staff recognition, reward, and development
Activities regarding Digital Education	Enhancement
Activities to enhance Assessment and Feedback	Enhancement
Move towards wider use of online assessment	Enhancement
Activities regarding Community Engagement and Experiential Learning	Enhancement
Work on 'Simplification' of practices and processes regarding learning, teaching and assessment (nature of programme of work not yet clear)	Simple and Effective Systems and Processes
Governance arrangements for Senate - Implement HE Governance (Scotland) Act 2016	External Developments
Policies and Codes - Programme of review of policies including equality impact assessments	Good Housekeeping

*Seeking funding via planning round

5.2 Learning and Teaching Committee

Activity	Key theme
Refine Personal Tutor system, enhance training and published guidance for Personal Tutors and Student Support Officers,	Enhancement

clarify workload allocation for PTs, and clarify how PT scheme applies to Online Distance Learning	Staff Recognition, Reward, and Development
Implement changes to academic year structure (subject to outcome of review)	Enhancement
Oversee development of Continuing Professional Development for Learning and Teaching	Staff Recognition, Reward, and Development
Transitions Enhancement Theme –institutional coordination and oversight	Enhancement
Leading Enhancement in Assessment and Feedback (LEAF) / Transforming the Experience of Students Through Assessment (TESTA) Project	Enhancement
Take forward recommendations from Task Group on Innovation in Teaching and Learning, including implementing changes to Innovative Learning Week	Enhancement
Develop a policy framework / guidance to support Lecture Capture technologies	Enhancement
Feed into Knowledge Strategy Committee’s work on developing a policy regarding Learning Analytics	Data

Researcher Experience Committee

Activity	Key theme
Postgraduate Research Enhancement Project*	Enhancement Data
Enhance tutoring and demonstrating (exact focus of work to be determined)	Enhancement Staff recognition, reward, and development
Implement recommendations of task group on Flexible / Distance PhDs	Enhancement
Address regulatory issues regarding MSc of Research programmes, and the status of students during the writing-up period	Good housekeeping
Enhance support for Early Career Researchers (exact focus of work to be determined)	Enhancement

* Currently discussing options for taking forward this strand of work following the outcome of the 2016 planning round.

5.3 Curriculum and Student Progression Committee

Activity	Key theme
EUCLID Assessment and Progression Tools project	Simple and Effective Processes

Develop and raise awareness of policies and processes regarding publishing information regarding courses and programmes, and regarding curriculum approval processes, to ensure compliance with Competition and Marketing Authority guidelines	External Developments
Further phase of piloting and evaluation of Student-led individually-Created Courses (SLICCS).	Enhancement
Conduct business analysis and develop systems for EUCLID business processes for Special Circumstances.#	Simple and Effective Systems and Processes
Review regulations regarding resits, in particular: <ul style="list-style-type: none"> • The relationship between resit entitlement and exclusion for failure to make academic progress, and • Reassessment arrangements for PGT courses and dissertations 	Good Housekeeping

Subject to prioritisation of resources by Student Systems Board

5.4 Quality Assurance Committee

Activity	Key theme
Enhancement-led Institutional Review – develop and oversee implementation of plan of action in response to ELIR, involving five key themes: <ul style="list-style-type: none"> • Postgraduate research student experience (see REC entry on Postgraduate Research Enhancement Project*) • Assessment and Feedback (see entry under ‘Cross-Cutting Themes’) • Student representation • Personal tutoring (see LTC entry) • Peer support 	Various
Implement and monitor effectiveness of those changes resulting from review of quality assurance framework introduced for 16-17, and further develop and implement changes for 17-18	Simple and Effective Systems and Processes Data Enhancement
Roll-out of Evasys course evaluation tool	Data
External Examiner Project – further monitoring of the implementation of the External Examiner Reporting system and the revised External Examiner Policy.	Data

* Seeking funding via funding round.



UNIVERSITY COURT

20 June 2016

**College of Medicine and Veterinary Medicine (CMVM)
Reorganisation of Endowments**

Description of paper

1. The College put forward proposals for reform of its endowments of over 25 years vintage to PRC on 26 January 2015, which were endorsed and then approved by Court on 9 February 2015. This paper extends reform proposals to endowments of between 10 and 25 years vintage and a small number of older endowments where there had previously been elements of uncertainty.

2. Reforms are proposed in order to achieve fuller and more efficient use of funds available, to be able to demonstrate to donors, or their heirs and assigns, that good use is being made of funds available and to encourage potential donors to provide funding with confidence that it will be used to further academic objectives. The paper moves to Stage 2 of reform; proposing change in relation to endowments of less than 25 years vintage. Following reform, if authorised by Court, wherever possible the generosity of individual donors will continue to be reflected.

Paragraphs 3 – 12 have been removed as exempt from release due to FOI.

Risk Management

13. It is considered that risk in regard to Court's Trustee responsibilities, legal and other compliance obligations has been managed adequately through adherence to the provisions of Ordinance 209. For Stage 2, change proposals follow on full consultation with donors where this has been reasonably practicable.

14. There is a higher likelihood of risk in doing nothing, leading to continuation of an inefficient system, non-compliance with accounting standards and poor use of resources, embarrassment in relation to previous donors and discouragement of potential donors. The reforms proposed aim to avoid these by demonstrating transparently efficient use of funds on the Teaching, Learning and Research objectives of the College.

Equality & Diversity

15. Insofar as the majority of undergraduate admissions in Medicine, Veterinary Medicine and Oral Health Sciences are now women, the purpose of some endowments originally aimed at assisting the education of women has now been achieved and the proposed reforms actually extend women's benefits from access to medical, veterinary and oral health education.

16. Endowment support for offspring of professional practitioners, those from specific geographical locations or of particular faith will give way to support being available on a more equitable and meritorious basis to the full diverse student community.

Paragraph 17 has been removed as exempt from release due to FOI.

Consultation

18. The recommendations in this paper have been subject to consultation with donors, the College's Strategy Group, Director of Finance and the Director of Legal Services.

19. The reforms recommended take into account the advice of External Auditors KPMG, in 2012/13, that review should be accelerated to take advantage of the powers made available under Ordinance 209.

Further information

20. Authors

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Freedom of Information

21. This paper is closed.



UNIVERSITY COURT

20 June 2016

Resolutions

Description of paper

1. The paper invites Court to approve Resolutions to establish chairs, change the names of existing chairs and update regulations in accordance with the agreed internal arrangements and the requirements as set out in the Universities (Scotland) Act 1966.

Action requested/Recommendation

2. Court is invited to approve the Resolutions presented in final format.

Background and context

3. In accordance with the Universities (Scotland) Act 1966, Court has powers exercisable by Resolution in respect of a number of matters. The Act also stipulates that Senate, the General Council and any other body or person having an interest require to be consulted on draft Resolutions throughout the period of a month with the months of August and September not taken into account when calculating the consultation period.

Discussion

4. At its April meeting, Court considered Resolutions 9/2016 to 12/2016 in draft form, including an explanation of the key changes proposed to the undergraduate, postgraduate and higher degree regulations as follows:

5. The key changes to the *undergraduate degree* regulations are:

- 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.

6. The key changes to the *postgraduate degree* regulations are:

- 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.

7. 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.

8. Degree of Bachelor of Arts in Arts, Humanities and Social Sciences replaces the Degree of Bachelor of Arts in Humanities and Social Science.

9. In respect of Resolution No. 9/2016 and Resolution No.10/2016, following further discussion, the Senate Curriculum and Student Progression Committee recommended an amendment to the text so that study abroad from Edinburgh for 30 consecutive days or more (rather than 60 days, in the draft resolutions) requires School approval, and that all periods of leave of absence should be recorded.

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

- Resolution No. 9/2016: Undergraduate Degree Programme Regulations
 Resolution No.10/2016: Postgraduate Degree Programme Regulations
 Resolution No.11/2016: Higher Degree Programme Regulations
 Resolution No.12/2106: Degree of Bachelor of Arts in Arts, Humanities and Social Sciences
 Resolution No. 13/2016: Alteration of the title of the Chair of Clinical Psychology
 Resolution No. 14/2016: Foundation of an AXA Chair of Medical Bioinformatics and Epidemiology
 Resolution No. 15/2016: Foundation of a Chair of Applied Marine Biology
 Resolution No. 16/2016: Foundation of a Chair of Natural Hazards Science
 Resolution No. 17/2016 Foundation of a Personal Chair of Experimental Nuclear Astrophysics
 Resolution No. 18/2016 Foundation of a Personal Chair of Software Safety and Security
 Resolution No. 19/2016 Foundation of a Personal Chair of Medieval Scottish History
 Resolution No. 20/2016 Foundation of a Personal Chair of German and Theatre
 Resolution No. 21/2016 Foundation of a Personal Chair of Coastal and Maritime Hydromechanics
 Resolution No. 22/2016 Foundation of a Personal Chair of Experimental Evolution
 Resolution No. 23/2016 Foundation of a Personal Chair of Atmospheric Sciences
 Resolution No. 24/2016 Foundation of a Personal Chair of Reproductive Medicine and Science

Resolution No. 25/2016	Foundation of a Personal Chair of Algorithms, Games, Logic and Complexity
Resolution No. 26/2016	Foundation of a Personal Chair of Visual Learning
Resolution No. 27/2016	Foundation of a Personal Chair of Computational Cell Biology
Resolution No. 28/2016	Foundation of a Personal Chair of Observational Cosmology
Resolution No. 29/2016	Foundation of a Personal Chair of Interior Design
Resolution No. 30/2016	Foundation of a Personal Chair of Biology of Reprogramming
Resolution No. 31/2016	Foundation of a Personal Chair of Quantum Computing
Resolution No. 32/2016	Foundation of a Personal Chair of Soft Materials and Surfaces
Resolution No. 33/2016	Foundation of a Personal Chair of Survey Astronomy
Resolution No. 34/2016	Foundation of a Personal Chair of Post-Soviet and Comparative Politics
Resolution No. 35/2016	Foundation of a Personal Chair of Twentieth-Century U.S. History
Resolution No. 36/2016	Foundation of a Personal Chair of Behavioural Neuroendocrinology
Resolution No. 37/2016	Foundation of a Personal Chair of Earth Surface Processes
Resolution No. 38/2016	Foundation of a Personal Chair of Contemporary Art Practice and Theory
Resolution No. 39/2016	Foundation of a Personal Chair of Islamic Studies and Persian
Resolution No. 40/2016	Foundation of a Personal Chair of History of Philosophy
Resolution No. 41/2016	Foundation of a Personal Chair of Primary Care Respiratory Medicine
Resolution No. 42/2016	Foundation of a Personal Chair of Childhood Visual Impairment
Resolution No. 43/2016	Foundation of a Personal Chair of Molecular Thermodynamics
Resolution No. 44/2016	Foundation of a Personal Chair of Physical Education
Resolution No. 45/2016	Foundation of a Personal Chair of Evolutionary Genomics
Resolution No. 46/2016	Foundation of a Personal Chair of Quantitative Genetics
Resolution No. 47/2016	Foundation of a Personal Chair of Medical Statistics and Clinical Trials
Resolution No. 48/2016	Foundation of a Personal Chair of Neurology
Resolution No. 49/2016	Foundation of a Personal Chair of Human Genetics
Resolution No. 50/2016	Foundation of a Personal Chair of Economics
Resolution No. 51/2016	Foundation of a Personal Chair of Latin Literature and Roman History

11. The full text of the Resolutions is at:

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

Resource implications

12. There are no specific resource implications associated with this paper. Part of the approval process involved confirmation of the funding in place to support new Chairs.

Risk Management

13. There are reputational considerations in establishing and renaming Chairs and updating regulations, 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 notified that these Resolutions have been approved. The list of approved Resolutions is annually reviewed and published on the University's web site.

Consultation

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

Further information

17. Author

Ms Kirstie Graham
Deputy Head of Court Services
June 2016

Freedom of Information

18. This paper is open.



UNIVERSITY COURT

20 June 2016

Donations and Legacies to be notified

Description of paper

1. A report on legacies and donations received by the University of Edinburgh Development Trust from 1 April 2016 to 25 May 2016, prepared for the Meeting of Court on 20 June 2016.

Action requested/Recommendation

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

Background and context

3. This report sets out the legacies and donations received by the University of Edinburgh Development Trust from 1 April 2016 to 25 May 2016, prepared for this meeting of Court.

Paragraphs 4 – 10 have been removed as exempt from release due to FOI.

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

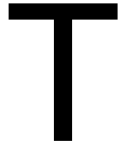
10. This paper has been reviewed and approved by:
Chris Cox, Vice-Principal Philanthropy and Advancement and Executive Director of Development and Alumni.

Further information

11. Author
Natalie Fergusson
Donor Relations Officer,
Development & Alumni
31 May 2016

Freedom of Information

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



UNIVERSITY COURT

20 June 2016

Meeting dates 2016/17 and 2017/18

Description of paper

1. This paper sets out the proposed Court meeting dates for 2016/17 and 2017/18.

Action requested

2. Court is invited to confirm the dates.

Background and context

4. The meeting dates for 2016/17 have been previously submitted to Court and are unchanged. The meeting dates for 2017/18 are provided for the first time.

Discussion

5. The meetings dates are as follows:

- 2016/17
26 September 2016
5 December 2016
6 February 2017
24 April 2017
19 June 2017
- 2017/18
25 September 2017
4 December 2017
5 February 2018
23 April 2018
18 June 2018

Resource implications

6. There are no additional resource implications associated with this paper, the cost of servicing Court will be met from within existing resources.

Risk Management

7. The scheduling of Court meetings is important to the overall governance arrangements of the University and ensuring an appropriate flow of information.

Equality & Diversity

8. There are no specific equality and diversity issues associated with this paper.

Next steps/implications

9. Arrangements will be made to secure venues for these meetings and Court members and those in attendance will be notified.

Consultation

10. Dates for Court and its Committees are set by Court Services in consultation with the Principal, Vice-Convener of Court and University Secretary.

Further information

11. Author
Dr Lewis Allan
Head of Court Services
June 2016

Freedom of Information

12. This paper is open.