THE UNIVERSITY of EDINBURGH

University Court
Laurie Liddell Clubhouse, Peffermill Playing Fields
Monday, 26 September 2016

AGENDA

1	**Minute** To *approve* the minute of the meeting held on 20 June 2016	**A**
2	**Matters Arising** To *raise* any matters arising	**Verbal**
3	**Principal's Communications** To *receive* an update by the Principal	**B**
4	**Policy & Resources Committee Report** To *consider* a report by the Convener of Policy & Resources Committee	**C**

SUBSTANTIVE ITEMS

5	**EU Referendum: Seminar Outcome and Sub-Group Report** To *agree* any actions arising from the seminar and *consider* a report by the Convener of the Sub-Group	**D**
6	**National Student Survey 2016** To *consider* a report from the Senior Vice-Principal	**E**
7	**Lecture Capture Business Case** To *approve* the paper by the Senior Vice-Principal and the Chief Information Officer	**F**
8	**EUSA President's Report** To *receive* a report from the EUSA President	**G**
9	**Finance Director's Update** To *receive* an update from the Director of Finance	**H**
10	**RUK Tuition Fees** To *approve* the paper by the Deputy Secretary, Strategic Planning	**I**
11	**Outcome Agreement Self-evaluation** To *approve* the paper by the Deputy Secretary, Strategic Planning	**J**
12	**Student Accommodation lease** To *approve* the paper by the Vice-Principal Planning, Resources & Reseach Policy	**K**

ITEMS FOR NOTING OR FORMAL APPROVAL

13 Social Impact Pledge **L**
To *approve*

14 Institutional Climate Change Strategy **M**
To *note*

15 EUSA Democracy Regulation Changes **N**
To *approve*

16 Heads of School Appointment Process **O**
To *approve*

17 Annual Review Completion Rates **P**
To *note*

18 Annual Quality Assurance Report to Scottish Funding Council **Q**
To *approve*

19 Court Survey and Effectiveness Review **R**
To *note*

20 Development Trust President **S**
To *approve*

21 Committee Reports
- Exception Committee **T1**
- Nominations Committee **T2**
- Audit & Risk Committee **T3**
- Knowledge Strategy Committee **T4**

22 Resolutions **U**
To *approve*

23 Donations and Legacies **V**
To *note*

24 Uses of the Seal
To *note*

25 Any Other Business
To *consider* any other matters

26 Date of next meeting
Monday 5 December 2016, 2-5pm

THE UNIVERSITY of EDINBURGH

A

UNIVERSITY COURT

20 June 2016

[DRAFT] Minute

Present:
Mr Steve Morrison, Rector (in chair)
The Principal, Professor Sir Timothy O'Shea
Ms Anne Richards, Vice-Convener
Sheriff Principal Edward Bowen
Ms Doreen Davidson
Dr Alan Brown
Mr Ritchie Walker
Dr Marialuisa Aliotta
Professor Jake Ansell
Professor Sarah Cooper
Ms Angi Lamb
Mr David Bentley
Dr Robert Black
Mr Peter Budd
Mr Alan Johnston
Dr Chris Masters
Lady Susan Rice
Mr Alec Edgecliffe-Johnson, President, Students' Association
Ms Jenna Kelly, 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 Dorothy Miell
Vice-Principal Professor Jonathan Seckl
Mr Hugh Edmiston, Director of Corporate Services
Mr Gavin McLachlan, Chief Information Officer & Librarian to the University
Professor Sandy Tudhope, Senate Assessor-elect
Ms Tracey Slaven, Deputy Secretary, Strategic Planning
Mr Phil McNaull, Director of Finance
Ms Leigh Chalmers, Director of Legal Services
Mr Gary Jebb, Director of Estates
Dr Ian Conn, Director of Communications and Marketing
Ms Zoe Lewandowski, Director of Human Resources
Mr Gavin Douglas, Deputy Secretary, Student Experience
Ms Fiona Boyd, Head of Stakeholder Relations
Ms Kirstie Graham, Deputy Head of Court Services
Dr Lewis Allan, Head of Court Services

Apologies:
The Rt Hon Donald Wilson, Lord Provost of the City of Edinburgh
Dr Claire Phillips
Ms Alison Grant

1 Minute — Paper A

The Minute of the meeting held on 25 April 2016 was approved subject to a minor amendment.

Court welcomed Mr Alec Edgecliffe-Johnson, Students' Association President, and Ms Jenna Kelly, Students' Association Vice-President Services, to their first meeting as members. Noting that this was the last meeting for Senate Assessors Professor Jake Ansell and Dr Marialuisa Aliotta prior to the completion of their terms of office, Court recorded its thanks for their service and wished them well for the future. Senate Assessor-elect Professor Sandy Tudhope was welcomed to his first meeting as an observer prior to joining Court on 1 August 2016.

Court congratulated Senior Vice-Principal Professor Charlie Jeffery on the award of CBE in the Queen's Birthday Honours for services to the Social Sciences. Court recorded its congratulations to four other staff members recognised in the Queen's Birthday Honours: Professor David Ferguson, OBE for services to Education, the Arts and the Church of Scotland; Professor Pam Smith, MBE for services to Nursing and Nurse Education; Dr John Kitchen, MBE for services to Music; and Dr Sharon Hannah, BEM, for services to Medical Research.

2 Matters Arising — Verbal

The Vice-Convener summarised discussions held at the working lunch, noting that the Principal has indicated that he will demit office in September 2017 and that the recruitment process approved by Court in May 2014 will be followed in order to appoint a successor. Updates on the recruitment process will be submitted to Court at regular intervals, with opportunities for Court members to thank the Principal for his service to the University at events in the coming year.

3 Principal's Communications — Paper B

Court noted the content of the Principal's report and the additional information on: the award of the 2016 Shaw Prize in Life Science and Medicine to Professor Adrian Bird; the recent meeting of the Coimbra Group, with the 2017 Annual Conference to be hosted by the University of Edinburgh; the Undergraduate Open Day held on 17 June, with approximately 10,000 attendees; the award of Finance Director of the Year to Mr Phil McNaull at the Business Insider Scottish Accountancy & Finance Awards 2016; preparations ahead of the referendum on the UK's membership of the European Union, with communications planned following the result and the Court Sub-Group prepared to meet as required. The Higher Education and Research Bill currently before the UK Parliament and the proposed Teaching Excellence Framework was discussed.

Court held a moment of silent reflection for Jo Cox, Member of Parliament for Batley & Spen.

4 Assistant Principal designation **Paper C**

On the recommendation of the Principal, Court approved the establishment of an Assistant Principal Agriculture and Food Security, with Professor Geoff Simm to be appointed for an initial period of three years with effect from 1 October 2016 to 31 July 2019.

5 Policy & Resources Committee Report **Paper D**

Key items considered by the Policy & Resources Committee were summarised, including the Business Planning Round 2016-19 and approval of the Students' Association Budget 2016-17.

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 reviewing policies and processes for enhancing teaching performance for the coming academic year and examining how to stimulate and manage innovation in learning and teaching. A staff workload survey conducted by the University & College Union (UCU) was discussed, with work underway to simplify procedures and save staff time where possible. Evidencing progress through the use of metrics was considered, with a uniform course evaluation system to be used across the University and the 2016 National Student Survey results to be submitted to the September meeting.

7 Business Planning Round 2016-19 **Paper F**

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 major budget owners. Income generating proposals and cost control mechanisms referenced in the paper were supported. Members discussed student recruitment in all categories (geographic, mode and level of study). The plans, investments and management actions were approved.

8 Strategic Plan **Paper G**

The final draft Strategic Plan was presented, following review of a high level draft at the February 2016 meeting. It was noted that performance measures and a published version of the Strategic Plan will be presented at the September meeting. The following points were raised in discussion:

- the inclusion of a 'What makes us Edinburgh' section in the final draft;
- endorsement by Policy & Resources Committee of the final draft;
- good use of the existing Strategic Plan by staff across the University to guide behaviour and decision-making – the current new Strategic Plan can continue in this vein with simple, clear language and aspirations of relevance to an academic community;

- incorporating comments made at various consultation events; and,
- the role of universities in an age of digital 'disruptors'.

Court agreed to the arrangements for monitoring the performance of the University and agreed that the Strategic Plan can be published subject to any drafting comments to be submitted to the Deputy Secretary, Strategic Planning.

9 Student Recruitment Strategy **Paper H**

The Senior Vice-Principal presented a Student Recruitment Strategy with the intention to enable the University to achieve its objectives for student recruitment over the period of the new Strategic Plan and beyond. The use of broader measures going beyond those used in the Scottish Index of Multiple Deprivation was supported. The strength of the University's comprehensive degree offering, including degree courses with relatively small student numbers, was discussed. References to engagement with alumni were welcomed and some drafting suggestions made.

The Student Recruitment Strategy was approved.

10 Estates

The Vice-Principal Planning, Resources & Research Policy presented:

- **Institute of Genetics and Molecular Medicine (IGMM)** **Paper I1**

A 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 successful 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.

Court approved the Business Case set out in Appendix 1 of the paper and approved in principle, subject to a successful preliminary bid, to underwrite a capital funding commitment of up to £12M to complete the project funding – noting the intention to secure a substantial part of this funding from the Medical Research Council.

- **Holland House Refurbishment** **Paper I2**

A proposal to refurbish Holland House – a 350 bed undergraduate catered residence constructed in 1965 located at the Pollock Halls of Residence site – was considered. The increase in anticipated expenditure from £9.4M to £10.798M owing to asbestos removal, increased water storage and distribution, improved shower facilities and furniture replacement costs, was noted. The intention to develop an over-arching student accommodation strategy for approval by Court was welcomed. Members discussed cost management and project management of estates projects.

Court approved the anticipated expenditure of £10.789M, noting that this will be wholly funded by Accommodation, Catering and Events via an internal loan.

11 Finance Director's Update

The Director of Finance presented the following items:

- **Finance Director's Report** **Paper J1**

Updates on the Staff Benefits Scheme negotiations, the Quarter Three forecast, endowment and investment performance and a review of financial controls were noted.

- **Ten Year Forecast** **Paper J2**

The latest iteration of the Ten Year Forecast was noted.

- **Scottish Funding Council Strategic Plan Forecast 2015-19** **Paper J3**

Court approved the University's Strategic Plan Forecast 2015-19 and its submission to the Scottish Funding Council subject to some minor textual amendments.

12 City Deal Update **Paper K**

The Director of Corporate Services provided an update on negotiations to finalise a City Deal for the Edinburgh and South-East Scotland City Region. Opportunities for infrastructure, innovation hubs, housing and supporting programmes including skills training were discussed. Progress to date was noted, with Court to be kept informed of any significant developments over the summer period and the Sub-Group to meet if required.

ITEMS FOR NOTING OR FORMAL APPROVAL

13 EUSA President's Report **Paper L**

The EUSA President reported on activities since the last meeting including operational improvements to reduce the deficit expected in 2016-17, estates projects including the Pleasance, Teviot and King's Buildings House redevelopment and the Democracy Review – with a detailed paper to be submitted to Court in September. Members discussed the Mental Health and Wellbeing Awareness Week, with further information on mental health services to be made available upon request.

14 Prevent duty **Paper M**

A report on the University's implementation of the Prevent duty under the Counter-Terrorism and Security Act (2015) was considered. The student representatives noted the formal opposition of EUSA to the Prevent duty

and thanked University officials for implementing the duty in consultation with student and staff groups.

15 Education Act 1994 – Code of Practice **Paper N**

A summary of work undertaken by the University and EUSA to demonstrate compliance with the requirements of the Education Act (1994) and an associated Code of Practice relating to EUSA was reviewed. The Code of Practice was approved and Court assured of current compliance.

16 University Risk Register **Paper O**

The Convener of the Audit & Risk Committee presented the University Risk Register and Risk Appetite Statement. No changes had been recommended by the Committee to the Risk Appetite Statement since its approval by Court in June 2015, with updates to the Risk Register since the previous version set out in the paper.

Court approved the Risk Appetite Statement and University Risk Register 2016/17.

17 Committee Reports

- **Exception Committee** **Paper P1**

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

Sunergos Innovations – Investment Funding
The Committee approved:

- a cash investment facility for Sunergos of up to £3.5m, ensuring the University maintains a majority founding partner position of 51%; and,
- delegated authority to the Director of Corporate Services to approve the Equity Management Agreement and the IP Framework Agreement to ensure that these agreements can be fully concluded by mid-June and included in the Admissions document.

- **Nominations Committee** **Paper P2**

On the recommendation of the Nominations Committee, Court approved the following appointments:

- Exception Committee
  Professor Sarah Cooper to be appointed for a two year term of office to 31 July 2018
- Policy and Resources Committee
  Professor Sarah Cooper to be appointed for a two year term of office to 31 July 2018

- Nominations Committee
  Professor Alexander Tudhope to be appointed for a three year term of office to 31 July 2019

- Audit and Risk Committee
  Peter Budd's term of office to be extended to 31 July 2017

- Knowledge Strategy Committee
  Ritchie Walker to be appointed for a three year term of office to 31 July 2019

- Committee on University Benefactors
  Doreen Davidson's term of office to be extended to 31 July 2017
  Dr Claire Phillips to be appointed for a two year term of office to 31 July 2018.

Court noted the following reappointments to Thematic Committees approved by Nominations Committee:

- Estates Committee
  Peter Budd's term of office extended to 31 July 2017
  David Bentley's term of office extended to 31 July 2018

- Investment Committee
  Richard Davidson's term of office as Convener extended to 31 July 2018

- People Committee
  Doreen Davidson's term of office extended to 31 July 2017

Court approved the reappointment of Robert Black to the Trustees of the Staff Benefits Scheme until 31 July 2017.

- **Joint Court and Senate Committee Conveners** **Paper P3**

Court noted the report.

- **Audit & Risk Committee** **Paper P4**

Court approved the External Audit Annual Plan 2015-16 and noted the report.

- **Knowledge Strategy Committee** **Paper P5**

Court noted the report and discussed the Lecture Capture project, with a business case to be submitted to the following meeting of Knowledge Strategy Committee.

- **Senatus Academicus** **Paper P6**

Court noted the report.

- **Senatus Committees' Annual Report** **Paper P7**

Court noted the report.

18 CMVM – Reorganisation of Endowments **Paper Q**

Court exercised its power under Ordinance 209 and adopted the reform detailed in the paper with regard to the application of endowment funds held in excess of 10 years in the College of Medicine and Veterinary Medicine.

19 Resolutions **Paper R**

Senate Assessor Dr Aliotta declared a conflict of interest in relation to Resolution No. 17/2016 and withdrew from discussion and approval of the Resolution.

The following resolutions were approved:

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 Batchelor 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 Profiling 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

Court congratulated Dr Aliotta on the award of a Personal Chair in Experimental Nuclear Astrophysics.

20 Donations and Legacies **Paper S**

Donations and legacies received by the Development Trust from 1 April 2016 to 25 May 2016 were noted.

21 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.

22 Any Other Business

There was no other business.

23 Dates of Meetings for 2016/17 and 2017/18 **Paper T**

The dates of meetings for 2016/17 and 2017/18 were confirmed.

THE UNIVERSITY of EDINBURGH

B

UNIVERSITY COURT

26 September 2016

Principal's Report

Description of paper

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

Action requested/Recommendation

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

Background and context

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

Discussion

4. University News

a) Admissions

This has been another successful admissions year for the University. We have received more applications, made more offers, and more students will enrol at the University in 2016 than ever. The final figures are still fluid but broadly speaking over 6,000 undergraduates and 6,500 postgraduates, including just over 1,000 online students, are joining us at Edinburgh this year. We are particularly pleased to note an increase in the recruitment of UK and EU taught postgraduate students, achieved in the context of a very challenging recruitment environment. The University's international reach grows stronger; this year, students will come to Edinburgh from more than 140 countries.

Whilst numbers are healthy, we are continually assessing our approach and working on new ways to ensure we respond effectively to challenges and capitalise on all opportunities over the coming years.

b) Summer Graduations

Our summer graduations were once again a lovely spectacle with around 5,000 degrees conferred. It is always wonderful to see so many Court members joining us and I hope that you enjoyed the ceremonies. The Usher Hall has worked very well for us but it will be good to be back at the newly refurbished McEwan Hall next year.

c) Festivals 2016

The University of Edinburgh was again the single largest landlord on the Fringe this year with 1,354,519 tickets sold / visitors recorded for performances in University buildings over the Summer Festival period. We were responsible for 58 separate performance spaces.

The highlight of our own festival events this summer was the Standard Life Opening Event – Deep Time. In this our second major digital arts collaboration with Edinburgh International Festival (EIF) and 59 Productions our academics lent their expertise to tell the story of the geology and history of Edinburgh and James Hutton. 27,000 people attended on the night and over 100,000 have watched the video on Facebook.

Now in its third year, the International Festival Encounters 2016 summer school we run in partnership with EIF and the Royal Conservatoire Scotland continues to grow in numbers and international reach.

The Cabaret of Dangerous Ideas at the Fringe also saw its third successful year. Organised by the Beltane Public Engagement network, the event sees researchers speak frankly about some of their most controversial research ideas with a variety of speakers sharing their research on topics ranging from youth criminal justice, bilingualism and extremism, to cyber-crime. In both 2014 and 2015 over 1,000 fringe goers entered the Cabaret, with an average of 88% learning something new, and 49% changing their minds on something as a result of the shows.

d) Public Affairs

Letters of introduction and/or congratulations were sent to all of our new key Government contacts in both Holyrood and Whitehall following the Scottish elections and the post Brexit changes respectively. That initial contact with some follow up work has led to the following activity:

- The new Universities and Science Minister Shirley-Anne Somerville has visited the University twice recently to discuss the research impact of Brexit and on a broad introductory visit to hear about innovative teaching, widening participation and science research with a short tour of the robotics lab.
- Cabinet Secretary for Culture, Tourism and External Affairs, Ms Fiona Hyslop, visited the University to discuss plans for the Confucius Institute, to see the Quartermile development, and hear about digital arts plans.
- The new Labour MSP for Edinburgh Southern, Daniel Johnson, is visiting King's Buildings later this month.
- Dates are actively being sought to host Ruth Davidson, leader of the Conservative and Unionist Party and MSP for Edinburgh Central.
- An invitation has been made to Mr Michael Russell MSP to visit the University in his new capacity as Minister for UK Negotiations on Scotland's Place in Europe.
- I also met with Edinburgh East MP Tommy Sheppard to discuss the implications of Brexit.

e) Disability Services Review Update

Court may recall that I announced in April that we are undertaking a review of Student Disability Services to be led by Vice-Principal Norman. The review group, which includes a EUSA representative, has now had two meetings and they have two further full day sessions planned to take evidence from users and those who provide services. These meetings will focus on estates/accessibility issues (September) and adjustments (October). Stimulated by the Student

Disability Review, Estates have been considering how accessibility to the estate can be improved for all and they have a number of measures in place including a budget provision of £1m to address any immediate recommendations. A session at Senate to discuss the issues with the wider staff is planned for later this year and the final report will be made by February 2017.

f) QS Rankings 2016

The QS World University Rankings 2016/17 have placed the University 19th in the world (up from 24th in 2015/16).This puts Edinburgh fifth in the UK, and once again in the highest position of any Scottish university. The rankings use a range of evaluation methods, including a reputation survey, research citation measure, and analysis of internationalisation to highlight the 200 top universities in the world.

g) Wellcome Trust Visits

I was very pleased to welcome colleagues from the Wellcome Trust on a number of occasions in recent months. They conducted site visits to the proposed Wellcome Centre for Biomedicine, Self and Society, the Wellcome Centre for Cell Biology, the Centre for Immunity Infection and Evolution, and the Centre for Tissue Regeneration and Repair. We also hosted a two day visit of the Board of Governors of the Wellcome Trust in September. They spent time at both Roslin and the BioQuarter campus with the goal of understanding how we use their money and 'how the whole is greater than the sum of the parts'.

In October we will be engaging in a "live case study challenge" with the Oxford Group, as part of a development programme for a group of senior staff from the Wellcome Trust. This is a collaborative learning experience with participants from Wellcome working in partnership with the University to deliver insights, ideas and proposals for how we might tackle one of our own real, key strategic challenges, that of how the University should develop industrial research linkages, recognising that it is geographically distant from significant concentrations of industry.

h) Evidence on Brexit

The University have responded to two recent calls for evidence. One in response to the Scottish Parliament's European and External Relations Committee on the implications of Brexit for Scotland and the other to the House of Commons Science and Technology Committee considering the risks and opportunities for science and research.

i) JNCHES National Pay Negotiating Round 2016/17

The 2016-17 round of pay negotiations remains unsettled with no agreement reached with the five higher education trade unions on the final offer made on 28 April. On 24 August, the employers' body, UCEA, advised the trade unions that it would be recommending implementation of the 1.1% pay award (with higher increases on spine points 1 to 7).

UCEA has reiterated its commitment to joint working on key matters of mutual concern, including the gender pay gap and casual working. It has also stated that the base pay offer will not be increased as it is considered to be at the limit of affordability for many higher education institutions.

The University will implement the pay award, backdated to 1 August 2016, in the October payroll.

j) Industrial action by University and College Union (UCU)
UCU took strike action on 25 and 26 May and again on 14 June, and members have been working to contract since 25 May. UCU will be consulting its branches at the end of September on taking further strike action and escalating its action short of a strike, through a marking and assessment boycott. UNISON and Unite have balloted their members on strike action, the outcomes of which will be known during the week commencing 23 September.
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 resulting from action taken by UCU, and potentially by UNISON and Unite.

k) High Level Visits and Meetings

I was very pleased to attend the official opening, by Her Majesty The Queen, of the fifth session of the Scottish Parliament in early July.

With the start of the new academic year, I have taken over as convener of Universities Scotland's Research and Knowledge Exchange Committee, and am also, ex officio, a member of the Scottish Government's new Strategic Funding Group.

I also took part in the Universities Scotland's Away Day with Further Education, Higher Education and Science Minister Shirley-Anne Somerville MSP, and in various meetings, both internal and external, on the European Union and the implications of Brexit.

I was very pleased to welcome members of the Carlyle Circle to the University for a visit to the FloWave wave tank facility at King's Buildings.

The two summer garden parties were lovely events this year and well attended with one focussing on welcoming new members of staff to the University and the other to thank staff for their huge efforts in ensuring the summer graduations were a success.

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

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

5. International News

a) Brussels
Three of the senior team were in Brussels during late August. I chaired a round table session on “Collaborations versus Competition” at the Council for Advancement and Support of Education (CASE) Europe Leadership Summit with Robert Jan-Smits, the European Commission’s Director-General of Research and Innovation. The Senior Vice-Principal also led sessions at the CASE summit and Vice-Principal Seckl was part of a Russel Group delegation meeting MEPs, the European Commissioner Carlos Moedas and the President of the European Research Council Jean-Pierre Bourguignon.

b) China
We were delighted to welcome Vice Director General of Hanban, Ma Jianfei, and the China Consul-General, Pan Xinchun, to the University to mark the formal opening of the new Confucius Institute Building. I also travelled to Xinjiang to participate in the Summer Roundtable of the Council of the Confucius Institute Headquarters in July.

c) Cyprus
During July I visited the University of Cyprus and met the Rector Professor Constantinos Christofides where we discussed potential collaborative projects in the areas of biology, chemistry and energy.

d) Latin America
The new expanded Latin America Office team are now fully established in Santiago – Dalinda Perez Alvarez, Angela Viola-Glapinska and Teresa Guerrero.

e) Singapore
Planning is progressing for a series of University level events and meetings in Singapore at the end of October 2016 to build engagement in this part of the world.

f) MasterCard Foundation (MCF)
The Edinburgh launch of the new MCF programme will take place on 4 October 2016 with representation from MasterCard. Senior Vice-Principal Jeffery visited New York in September for MasterCard Foundation meetings which linked to the opening of UN General Assembly and he gave a talk to alumni on Brexit.

g) International high-level delegations were received from:

- University College Dublin
- University of Macau
- University of Johannesburg
- Macquarie University, Australia
- Nanyang Technological University, Singapore
- Secretary for Health Thailand
- Donghua University, Shanghai

- Jilin University, China
- Mackay Medical College, Taiwan

6. Higher Education Sector

a) Stern Review
The results of the Stern Report into the principles of the Research Excellence Framework were published at the end of July. Generally the report and the recommendations were well received and it is a helpful contribution to the debate. Particularly noteworthy is its very precise definition of the dual funding mechanism, the absolute requirement for "block funding" streams to be allocated on the basis of quality and for REF to be the mechanism through which quality is assessed.

b) UK Government Higher Education Bill
The Second Reading of the Higher Education and Research Bill took place on 19 July 2016 and the committee stage of the bill in the Commons is underway. Universities UK are leading on briefings and evidence submission and engagement with peers as it is expected that the Bill will move to the House of Lords in the late autumn.

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

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

Equality & Diversity
9. No specific Equality and Diversity issues are identified.

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

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

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

13. *Author and Presenter*
Principal and Vice-Chancellor Sir Timothy O'Shea
12 September 2016

Freedom of Information
14. Open Paper.

THE UNIVERSITY of EDINBURGH

C

UNIVERSITY COURT

26 September

Policy & Resources Committee Report

Committee Name
1. Policy & Resources Committee.

Date of Meeting
2. 5 September 2016.

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

Paragraphs 4 - 17 have been removed as exempt from release due to FOI.

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

Further information
20.

Author
Dr Lewis Allan
Head of Court Services
15 September 2016

Presenter
Ms Anne Richards
Convener, Policy & Resources Committee

Freedom of Information
21. The paper is closed.

THE UNIVERSITY of EDINBURGH

D

UNIVERSITY COURT

26 September 2016

Court EU Referendum Sub-Group Report

Committee Name

1. Court EU Referendum Sub-Group

Date of Meetings

2. 30 June and 11 August 2016.

Action Required

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

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

Equality & Diversity

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

Further information

12. *Author*
Dr Lewis Allan
Head of Court Services
15 September 2016

Presenter
Ms Anne Richards
Vice-Convener of Court

Freedom of Information

13. The paper is closed.

THE UNIVERSITY of EDINBURGH

E

UNIVERSITY COURT

26 September 2016

National Student Survey 2016: Results and Responses

Description of paper

1. This paper provides the 2016 National Student Survey (NSS) results with analysis, proposed actions and further issues for consideration.

Action requested/Recommendation

2. Court is invited to:
   - Comment on the results and analysis of the 2016 NSS;
   - Consider the recommendations on our responses to the 2016 NSS marked in bold type in paragraphs 24-26;
   - Consider the recommendation in paragraph 29 on a reporting process on progress on the recommendations in paragraphs 24-26;
   - Advise on how we might address the Further Issues in paragraph 31.

Paragraphs 3 - 33 have been removed as exempt from release due to FOI.

Risk Management

34. Failure to provide a high quality student experience is classed as a red risk on the University's risk register and is the most significant internal risk facing the University.

Equality & Diversity

35. There are no equality and diversity issues arising directly from this paper and any actions taken will consider possible equality and diversity impacts.

Next steps/implications

36. Regular student experience updates will continue to be submitted to Court, including updates on implementing agreed actions.

Consultation

37. Principal's Strategy Group discussed a draft of the paper on 16 September. Most of the issues set out in the paper have been discussed individually with all Heads of Schools and Heads of Colleges and at Academic Strategy Group and Learning & Teaching Policy Group.

Further information

38. <u>*Author and Presenter*</u>
    Professor Charlie Jeffery
    Senior Vice-Principal
    19 September 2016

Freedom of Information

39. This paper is closed.

THE UNIVERSITY of EDINBURGH

F

UNIVERSITY COURT

26 September 2016

University Lecture Capture – Business Case

Description of paper

1. This paper outlines the business case for investment in a University lecture capture service. Based on feedback from Knowledge Strategy Committee, the paper proposes that we equip around 400 teaching spaces over a period of 3 years, allowing the capability to capture close to 100% of lecture activity within the institution. The academic case for lecture capture has previously been considered by Knowledge Strategy Committee and Learning and Teaching Committee and welcomed by both.

Action requested/Recommendation

2. Court is invited to consider and approve the business case for lecture capture and the capital investment required to support it.

Paragraphs 3 - 25 have been removed as exempt from release due to FOI.

Risk Management

26. If funding is approved, a detailed risk register will be produced and will be owned by the Project Board. However, there are significant risks to the institution in not moving forward with a centrally supported lecture capture service which should be considered by Court. These risks are largely reputational and financial, for which we have a low institutional appetite.

- The University of Edinburgh will compare unfavourably with global peers who are already well ahead of us in this area. In particular this could affect our ability to recruit non-native English speaking students. In addition to affecting our NSS scores, this could negatively affect the institution in the Teaching Excellence Framework.
- Our students have campaigned for 4 years for improvements in lecture capture provision through the election of EUSA sabbaticals. Whilst there is lots of research on the impact of introducing lecture capture in an institution, there is no research about the impact of not introducing such a facility in the face of sustained student demand.
- Our core lecture theatres in David Hume Tower and Appleton Tower are used by around 900 students per hour during teaching time. We have no business continuity plan if we were to lose access to these teaching spaces.
- Colleges will continue to meet demand through local provision. Costs will be higher, some Schools will be unable to participate and the student experience will be fragmented and poor.
- The College of Science and Engineering have specifically identified the ability to deliver lectures online to multiple locations as key to their recruitment plans. Without this technology student recruitment will be constrained to by size of the physical lecture theatres in Kings Buildings.

Equality & Diversity

27. Investment in an opt-in, centrally provided lecture capture solution was one of the significant recommendations from the recent review of the University Accessible and Inclusive Learning Policy (May 2016). An Equality Impact Assessment will be required for any new service.

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

Consultation

29. The paper has been circulated to Learning and Teaching Committee and Knowledge Strategy Committee via electronic business, and approved by both, with Knowledge Strategy Committee approval subject to the business case being updated to include all teaching spaces, not just those that are centrally managed, which has been done in this paper. The paper has also been sent for information and discussion to Policy & Resources Committee on 5 September 2016 where it was also supported.

Further information

30. <u>*Author*</u>

Anne-Marie Scott
IS Learning, Teaching and Web Services
13 September 2016

<u>*Presenters*</u>

Mr Gavin McLachlan
Chief Information Officer

Professor Charlie Jeffery
Senior Vice-Principal

Freedom of Information

31. This paper is closed as disclosing detailed information about our plans for lecture capture in advance of a formal open procurement process would affect the University's commercial interests.

THE UNIVERSITY of EDINBURGH

G

UNIVERSITY COURT

September 2016

EUSA President's Report

Description of paper

1. This paper notes developments at Edinburgh University Students' Association since the last Court meeting and provides an update on current work and initiatives.

Action requested/Recommendation

2. Court is invited to note the report and this year's Impact Report which will be circulated at the meeting. In addition, a separate paper has been tabled (Paper N), regarding the Democracy Review. This highlights proposals for changes to our Democracy Regulations to enable us to implement two initial actions approved by a student referendum as part of a suite of initiatives to improve the Association's representative function.

3. Court is requested to consider this to support other initiatives and projects designed to improve student satisfaction and enhance the student experience.

Background and context

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

Discussion

Financial Update

5. Early indications show a positive result from the 2016 Festival operations. Sales were slightly higher than last year's record result, although costs have increased noticeably, and an increase in sales leads to a higher payment to our two Festival partners. This year we invested in a number of measures to improve the experience for our customers, and to maximise time spent in our outlets whatever the weather. Whilst we do not expect to beat last year's record bottom line profit, we do anticipate an overall Festival result better than that budgeted for the year.

6. We have recently appointed a dedicated Festival Business Manager to ensure the Association can continue to maintain, develop and maximise this important part of our financial model. This in turn enables our core commercial team to focus more directly on development and delivery of our student offer both improving service and product quality, and maximising income. Our new Commercial Director, Alan Duff, joined us on 5 September 2016. Alan joins us from his previous role as CEO and Executive Director at Heritage Portfolio and brings strong strategic commercial acumen and stakeholder management skills to the team at the Students' Association, having both negotiated contracts and directed revenue generation across multi-site and multi-function offerings. In particular Alan has a strong focus on delivering exceptional customer service standards.

7. The Association's Board approved capital expenditure of £160,000 for financial year 2016/17. We have approved expenditure of £110,000 to date on a mix of minor

buildings improvements, light & sound equipment for some of our venues, and Festival infrastructure, and have plans for the remaining share.

8. Cash balances continue to improve though we remain vulnerable to unexpected downturns and the need to invest in the Association's infrastructure.

Estates Update

9. Work has been going on to progress four key projects:

- The Association has now formally taken responsibility for the operation of the **Wee Red Bar**, at Lauriston Place. In consultation with students at Edinburgh College of Art and the School itself, our plan is to support student access to and use of the space daily, whilst retaining the regular external social events. In order to provide enhanced facilities, a fairly basic upgrade is being undertaken prior to reopening for Semester 1. We were very pleased to achieve a positive outcome to these discussions in response to strong representations made by ECA students and their clear feelings of their ownership of the space and desire to have better access to it.

- The **King's Buildings** redevelopment is currently on hold, following a negative tender outcome and the need to redefine the scope to keep within the £0.5 million secured for the project. As a result, the anticipated improvements to the facilities will not now begin to be made until the end of Semester 1. In addition to these works being progressed by the University Estates Department, the Association is also planning a minor upgrade to the upstairs 'food court' area, including new flooring, redecoration, and the creation of a new 'heat and eat' student kitchen. We hope this begins to address some key student concerns, but it is clearly problematic that students will not be returning to more visible changes as anticipated. In addition, to achieve the changes at least in time for Semester 2, to hopefully have an impact on the student experience this year, we will need to close part of our operations during a time when students are here, which is clearly not ideal for students, and these delays in the main scheme will also have a financial impact on us.

- **Pleasance redevelopment** Phase 1 is complete and the sites were returned to us in time for Festival use. The site is used primarily for student society activities, meetings, rehearsals, social events, but required significant upgrade. We are confident when students return they will appreciate the changes, although the project won't be fully complete until the end of this academic year – July 2017. For September this year though students will return to new meeting/activity rooms, improved dance/performance rehearsal spaces, upgraded facilities for our media societies, including Student Newspaper and Fresh Air Radio. In addition, a new 'Activities Resource Hub' will provide a point of contact for students with our Activities Team, with space and facilities for our Society and Volunteering Group Office Bearers to gather, work, and access support. Once Phase 2 is complete in June 2017, the site will also see fantastic new social/study space with catering/bar space included, an upgrade to the theatre reception and incidental areas, additional rehearsal and performance spaces that can also be utilised for conferences, and a new additional entrance from the courtyard in front of the Centre for Sport and

Exercise which will hopefully increase footfall within the facilities and create stronger physical and virtual links between the Association's extracurricular activities and those provided by the Centre for Sport and Exercise and the Sports Union, recognising the ever-strengthening relationship between us.

- Work on planning for the **Central Area Redevelopment** project (which includes major refurbishment and extension of Teviot Row House and the creation of a new Student Services Centre, with links and a strong sense of 'flow' between them) continues. Regular meetings with the architects to develop the detailed space allocation have continued, and internally we have been mapping out the details requirements for the different types of social spaces needed as well as for services such as the Advice Place.

Strategic Plan/Strategic Projects Update
10. Various key projects have reached a critical point in relation to implementation, and will begin to have an impact on our members this year:

Democracy and Governance
11. A referendum in March saw over 4000 students voting on proposals to improve our student democracy and make it more responsive – further details are provided in **Paper N**. Over the summer our team have been following an extensive implementation plan to ensure over time we can introduce the key changes – this will include an overhaul of our student sabbatical roles, increasing from 4 to 5, with new Vice Presidents for Community, and for Welfare. The proposals also allow for wider involvement from the student body in democratic decision making through the introduction of new mechanisms for online all-student ballots. We are also working to strengthen student representation at College level, which was also highlighted in the 2015 Enhancement-Led Institutional Review as an area of focus.

12. In addition, we have been reviewing our overall governance in line with national best practice benchmarking tools provided by the National Union of Students and the National Council for Voluntary Organisations, and will be bringing further documentation (including a new set of Articles of Association) for review and approval at a future meeting of Court.

13. **Paper N provides the background, rationale for development and a full overview of work to date on this project.**

14. **At this stage, and in order to deliver some key improvements to ensure our student representative function is more democratic, we are presenting some immediate proposed revisions to our Democracy Regulations for Court approval, later in the agenda.** A full set of changes will be presented to the December meeting of Court, but for now there are straightforward changes to our processes that can deliver specific and immediate improvements to our Student Council operations and ensure wider student consultation on issues presented to Council for discussion.

Rebranding and membership communications
15. To help us re-engage with our members, we have been working with an external consultancy, Whitespace, to help us develop new branding, which includes visual

identity and also new plans for how we communicate with students and maintain our relevance to them. This is being rolled out across both online and physical locations ready for Welcome Week. In addition, new Welcome Week branding (and a move away from 'Freshers Week' terminology, in line with the University, and taking a more inclusive approach) has been launched and well received.

Other developments over the summer:

16. Other developments across the Association as we get ready for the new academic year include new online systems to facilitate our interaction with students – **the Advice Place** will benefit from a new tailored casework and enquiry management system, which will support effective service delivery to our students but also aid with reporting and monitoring of usage and trends. We have also invested in a new database for our **Volunteering** service, which is easier for students, and charitable organisations to use, but also assists with measuring and reporting on usage and participation. We have developed **new online training** to reach a broader range of students engaged in various leadership/representative roles, including Society Office Bearers, Class Representatives, and our Peer Support Leaders.

17. Much of the summer has also been devoted to ensuring the **sabbatical officer team** for 2016/17 are well-equipped to undertake their roles and achieve their objectives, so as an officer team we have undertaken a residential training week with our senior management team, followed up by an extensive induction and training programme, including introductions to key University colleagues and groups. As a result, we feel we have already begun to secure positive change for our students, as outlined below.

18. We are also pleased to have worked closely with the University on a number of initiatives, including the new **'No-one Asks for It' Anti-Sexual Harassment Campaign** – which we hope will challenge behaviours and provoke some food for thought. This has been a collaborative project between the University, the Association and the Sports Union, and as well as an interactive publicity campaign which will begin in Semester 1, is supported and embedded through training and guidance for both staff and students. Part of the campaign involves personal or group pledges to creating an environment in which sexual harassment is unacceptable, and we're delighted that the Principal has committed to this pledge also. The campaign represents a joint commitment to addressing sexual harassment within the University community, and from our point of view provides an opportunity to encourage further discussion of how these issues could and should be addressed through appropriate University policy and procedures.

19. We were very pleased to receive external recognition for some recent work – the Association was runner up in two categories at the **National Union of Students UK national awards** in July – for officer team of the year, and Higher Education student union of the year. Just after that however we were absolutely delighted that our Mental Health and Wellbeing campaign, #LetsTalk run in partnership with the University won the Glasgow **Herald Education Awards Campaign of the Year**. This confirms the importance of continuing to raise awareness and develop support within the student body and the wider academic community on this important issue. We are pleased to see the roll out of mental health first aid training across all

personal tutors, and to have secured additional financial support to develop more student-led initiatives within our community over the coming year.

20. Court members are also invited to note our **Impact Report** for this year, which will be circulated at the meeting. Our annual Impact Report outlines key student facing work and achievements across the Association this year.

21. *EUSA Sabbatical Team updates*

- **VP Societies and Activities** - Jess is working with multiple partners from around the University to draft a holistic mental health and wellbeing strategy. She has also worked heavily on the anti-sexual harassment campaign over the past few months and will continue to raise awareness for this and related issues.

- **VP Academic Affairs** - Patrick is working with schools to develop a system of mid-semester feedback for students. He has also been discussing methods of diversifying the curriculum, both in pedagogy and course content, in order to reflect the growing diversity of the student body.

- **VP Services** - Jenna is working to ensure the availability of affordable student housing and has intensified her efforts in light of a recent BBC report that listed Edinburgh as the least affordable city for students. In addition, she is expanding the Students' Association's food offering to include more healthy options.

- **President** - I am working to develop a more comprehensive review of the issues facing widening participation students alongside several partners at the University. I am also working with Estates to lower the cost of transport for students living and studying outside of the central area.

Resource implications

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

Risk Management

23. Not applicable.

Equality & Diversity

24. 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

25. Court is invited to consider and approve the separate paper on Democracy Regulations.

Consultation

26. 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

27. *Author*
Alec Edgecliffe-Johnson
Edinburgh University Students' Association President
September 2016

Presenter
Alec Edgecliffe-Johnson

Freedom of Information

28. This paper is open.

THE UNIVERSITY of EDINBURGH

H

UNIVERSITY COURT

26 September 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. The paper summarises the current position on:
- Draft (unaudited) Financial Results for 2015/16 and impact of FRS102
- The Estates Capital plan

Paragraphs 3 - 41 have been removed as exempt from release due to FOI.

Risk Management

42. The ten year forecast assumes higher levels of annual investment in the estate than achieved to date, (at times more than double the historical annual investment of c£70m pa). As a result we need to be confident that we have operational capacity to manage this programme and that the investments are supported by robust business plans that demonstrate sustainability. Significant activity is underway with government and other third parties to generate cash contributions to selected projects.

43. 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. Programme and Project boards review and manage risk at appropriate levels on the disaggregated Capital Plan.

44. The Estates Committee exercises strong control as each capital project is required to demonstrate its affordability (sufficient funding) and financial sustainability (annual operating surpluses). Post Implementation Reviews are now underway to identify insights from completed projects that may help to de-risk current and future projects.

Paragraph 45 has been removed as exempt from release due to FOI.

Equality & Diversity

46. 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

47. Requested feedback is outlined above.

Further information

48. *Authors*

Lee Hamill
Deputy Director of Finance
Lorna McLoughlin
Senior Management Accountant
15 September 2016

Presenter

Phil McNaull
Director of Finance

Freedom of Information

49. This paper is closed as its disclosure could substantially prejudice the commercial interests of the University.

THE UNIVERSITY of EDINBURGH

UNIVERSITY COURT

26 September 2016

2017-18 Tuition Fees: Rest of UK Students

Description of paper

1. The paper outlines the option to increase tuition fees for students from the Rest of the UK (RUK), and factors which might influence that decision.

Action requested/Recommendation

2. Court is invited to consider the options available and determine the level of tuition fees for new and for continuing undergraduate RUK students in 2017-18. Applications for 2017-18 entry are now open (6 September 2016) and we should clarify our tuition fees as soon as possible.

3. Court is recommended to agree tuition fees for new and continuing students.

Paragraphs 4 - 25 have been removed as exempt from release due to FOI.

Risk Management

26. There are financial, recruitment and reputation risks associated with all tuition fee policy decisions.

Equality & Diversity

27. The introduction of differentiated tuition fees for RUK fee status students in 2012-13 was based on the "wholly internal exception" ruling which allows Member States to have differentiated policy in regions with devolved responsibilities for higher education. Each region is, however, then required to provide equal access (fees and academic entry requirements) for EU (non-UK) citizens identically to those offered to locally domiciled nationals. The introduction of the wholly internal exception was progressed in order to ensure that the Scottish sector was not over-whelmed by RUK students seeking to avoid tuition fees being introduced in England.

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

Further information

29. *Author*
Tracey Slaven
Deputy Secretary, Strategic Planning
19 September 2016

Presenter
Tracey Slaven

Freedom of Information

30. The paper should be closed – policy development/commercial in confidence.

THE UNIVERSITY of EDINBURGH

J

UNIVERSITY COURT

26 September 2016

2015-16 Outcome Agreement Self-evaluation

Description of paper

1. This paper describes the key information points for the self-evaluation of the 2015-16 Outcome Agreement. The Scottish Funding Council (SFC) have not yet released their timetable for the 2017-18 Outcome Agreement process.

Action requested/Recommendation

2. Court is invited to consider the key points for the draft Outcome Agreement self-evaluation report, providing guidance on the tone and content of the report, and priorities for the 2017 cycle.

3. Court is invited to delegate authority for finalisation and submission of the self-evaluation report to the Deputy Secretary, Strategic Planning.

Paragraphs 4 - 17 have been removed as exempt from release due to FOI.

Risk Management

18. The risks inherent in Outcome Agreements are addressed in the University Risk Register.

Equality & Diversity

19. The Outcome Agreements with SFC highlight the importance of equality & diversity to the University and specifically include commitments in relation to widening participation, delivery of our Gaelic language plan, our equalities action plan and good governance.

Paragraphs 20 - 21 have been removed as exempt from release due to FOI.

Consultation

22. The self-evaluation report will follow formal guidance from SFC on length and priorities to be addressed. Evidence on performance will be gathered from the relevant areas across the University, once the guidance is available.

Further information

23. *Author*
Pauline Jones
Governance and
Strategic Planning
14 September 2016

Presenter
Tracey Slaven
Deputy Secretary, Strategic Planning

Freedom of Information

24. This paper should remain closed until the final report has been submitted to SFC.

THE UNIVERSITY of EDINBURGH

K

UNIVERSITY COURT

26 September 2016

Proposed Student Accommodation at New Waverley

Description of paper

1. This paper reports on the discussions held to date with the owner of the New Waverley site in Edinburgh.

Action requested/Recommendation

2. Court is invited to approve the paper.

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

Risk Management

13. The risk of continued demand over the period of the lease is the single biggest risk, should there be a reduction in student numbers. This is offset by the ability to dispose of older, less fit for purpose, University owned accommodation.

Equality & Diversity

14. All bed spaces and communal areas will be fully accessible.

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

Consultation

16. The paper was endorsed by Estates Committee at its meeting on 14 September 2016 and recommended for approval by Court. It has not been reviewed by Policy & Resources Committee given the timings of meetings and the timescale for agreeing the documentation.

Further information

17.

Author
Jane Johnston
Head of Estates Planning and Special Projects
16 September 2016

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

Freedom of Information

18. The paper should remain closed until the commercial transaction has been completed.

THE UNIVERSITY of EDINBURGH

L

UNIVERSITY COURT

26 September 2016

The Social Impact Pledge at the University of Edinburgh

Description of paper

1. This paper sets out a response to the invitation, extended by the Scottish Government to universities, to participate in the *Social Impact Pledge*. It includes proposals for the first three pledges to be implemented over the academic session 2016/17 (detailed at Appendix 1); as well as an outline of projects in development (linked to the University's *Community Engagement Strategy*) which will be implemented over the next three years, from which future pledges can be drawn (Appendix 2).

Action requested/Recommendation

2. Court is invited to consider and approve the paper.

Background and context

3. The Scottish Government has recently launched the *Social Impact Pledge*, an initiative aimed at enabling organisations to demonstrate leadership by challenging their policies and operations to ensure that they make a positive contribution to their *local* communities. Each organisation is asked to sign up to three commitments or pledges. These should comprise new activities or significant development of current activity. Universities are encouraged to involve all parts of their organisation in the discussion and development of the pledges, including students. The pledges should be implemented within one year but must begin within six months following sign-up and can be renewed annually. At least one pledge each year must involve new activity, to ensure that organisations are continuously reviewing their operations and impact.

4. In return for sign-up, organisations will be provided with a logo acknowledging commitment to the *Social Impact Pledge* and their pledges will be showcased on the Scottish Community Development Centre's Community Channel Scotland website.

Discussion

5. Central Management Group, at its meeting on 17 May 2016, approved the *Community Engagement Strategy* which is aimed at making step change in the University's relationship with its City, placing our research and teaching in the service of the local community, and contributing, thereby, to the promotion of good health, economic growth, cultural understanding and social wellbeing. Aligning our response to the Scottish Government Initiative with the evolving projects associated with the *Community Engagement Strategy* means that we are already in a strong position to have a phased programme of pledges for the next three years and beyond (as described at Appendix 2).

6. Students have been fully consulted about the *Community Engagement Strategy* and mechanisms will be put in place over the coming academic session to ensure that they are able to collaborate on shaping key priorities relating to the social impact

pledges going forward. For each pledge, the University is required to nominate a contact point, and it is planned that at least one of these key contacts will be a student leader. This will underscore our commitment to making the *Social Impact Pledge* an exemplar of common purpose within our scholarly community of staff and students.

7. *Pledges for year 1*
It is proposed that the three pledges in year 1 relate to the themes of:

- Edinburgh City schools engagement
- Student social enterprise
- Student digital ambassadors

8. As noted above, full details of these pledges are set out in Appendix 1.

Resource implications
9. A business case linked to the wider *Community Engagement Strategy* has been prepared and submitted and this includes provision for the support and management of all of the projects listed at Appendixes 1 and 2 (with the exception of the '*Moray House: Read, Write, Count'* project, resources for which are being provided by the School of Education, with support from The Scottish Book Trust and Edinburgh City's Family Learning Team).

Risk Management
10. There are reputational and political risks in failing to implement a strategic approach to community engagement. As has happened in England, it is likely that there will be increasing political pressure for universities to demonstrate their support for and value to their local communities. There is benefit to the University in building local support for and goodwill towards our activities and our ambitions. Participating in the *Social Impact Pledge* will be one way of communicating and underscoring our commitment to the values outlined in the University Strategic Plan.

Equality & Diversity
11. Participation in the *Social Impact Pledge* is aimed at enhancing equality and diversity across the city and our communities. Each of the pledges will be carefully evaluated to assess impact. Participation should not impair equality and diversity internally.

Next steps/implications
12. Subject to the necessary approvals, the Assistant Principal Community Relations will oversee the implementation of the social impact pledges in collaboration with the named colleagues across the University (see Appendix 1).

Consultation
13. This paper has been developed through extensive consultation with staff and students across the University and endorsed by Central Management Group at its 30 August meeting.

Further information

14. *Author*
Professor Lesley McAra
Assistant Principal Community Relations
22 August 2016

Presenter
Professor Charlie Jeffery
Senior Vice-Principal

Freedom of Information

15. This is an open paper.

Appendix 1

Pledges for Year 1

Commitment 1:
'**Edinburgh University students will work with families of primary school children across the City encouraging them to include easy and fun reading, writing and counting activities in their everyday lives, as a means of enhancing pupil literacy and numeracy'.**

We will deliver this commitment through the implementation of '*Moray House: Read, Write, and Count'*. This new project (led by Dr Gale Macleod) aims to enhance parental engagement with children's learning, a core objective being to raise attainment amongst primary school pupils. As stated, students at the Moray House School of Education will work with families of P1, P2 and P3 pupils across Edinburgh Schools, to promote engagement with literacy and numeracy, encouraging families and parents to include easy and fun reading, writing and counting activities in their everyday lives. The project has been developed in partnership with the Scottish Book Trust (who will provide pupils with a free bag of books, counting games and writing materials) and Edinburgh City's Family Learning Team (who will provide expertise, training and ongoing support to students). It will be evaluated by B.Ed. (Education) students as part of their final year research projects and the results used to inform evolving best practice in family-schools engagement.

Geographical location of impact: Edinburgh City Schools
Contact details: Dr Gale Macleod (Senior Lecturer, Moray House School of Education)

Commitment 2:
'We will increase the number of student social enterprise start-ups (which offer goods and services for the benefit of the local community on a not-for-profit-basis) and provide the infrastructure to ensure their sustainability over the longer term'.

This commitment will be delivered through the implementation of the new '*Social Enterprise Pathways Programme*' over the academic session 2016/17. The programme was developed by the Assistant Principal Community Relations and the Director of Finance in consultation with key stakeholders across the University including student leaders, Launch.ed, and members of the Business School. It comprises:

- A taster seminar series with high profile external speakers (including those from the local social enterprise network) to raise awareness of social entrepreneurialism amongst students new to the University;
- A bespoke course in social entrepreneurship (in development) open to all students across the University, and a managed portfolio of elective courses focusing on business acumen, leadership, innovation, resilience and risk management, as well as communication and community engagement;
- An enhanced mentoring and placement scheme to enable students to gain wider practical experience of social entrepreneurship (drawing on the skills and experience of alumni);
- A fund to support student social enterprise start-ups and new projects developed by existing student social enterprises, with students pitching for small grants to a panel of experts.

The overall aim of the programme is to provide students with the requisite skills and support to produce step-change in the number of new student-led locally-based social enterprises and to enhance the sustainability of existing social enterprises over the longer term.

Geographical location of impact: Edinburgh City and the City Region
Contact details: Alec Edgecliffe-Johnson (President of Edinburgh University Students Association)

Commitment 3:
'We will increase the number of student digital ambassadors to support digital literacy and participation amongst older people in the community.'

The commitment will be achieved through the expansion of the *Student Digital Ambassadors Project* which was successfully piloted in the Spring and early Summer of 2016. This project was instituted and led by the Professor Lesley McAra (Assistant Principal Community Relations) and Amy Woodgate (MOOC Project Manager), and managed by Dr Ben Fletcher-Watson (Student Community Engagement Development Officer). It was undertaken with the advice of a steering group (membership included: Eugenia Twomey - Student Engagement Officer; Michelle Brown - Head of Social Responsibility and Sustainability Programmes; and Professor Siân Bayne - Chair of Digital Education). The pilot programme ran in collaboration with the University's WEEE Recycling programme (via WarpIT Equipment Exchange, who provided i-pads), and in discussion with Scottish Council for Voluntary Organisations whose Scotland-wide Digital Participation programme ran in parallel.

As part of the programme, students were trained to support older people to use computers and touchscreens when they encountered them in their daily lives, such as at GP surgeries and supermarket check-outs. The students then put their training into practice by working at the Charteris Community Centre (based at Kirk O'Field), to support eight participants (aged between 70 and 87) to develop basic digital skills. The evaluation of the pilot found that self-efficacy increased across all basic digital skills for all participants, with users feeling most confident using Google, email and online tutorials / MOOCs. (A copy of the Dr Fletcher-Watson's evaluation report is available on request from the Assistant Principal Community Relations).

Over 2016/17 it is planned to recruit at least 20 student ambassadors to continue the work within the Charteris Centre and to extend it to other locations. Discussions are currently being held with the City of Edinburgh Libraries, via Kenneth Sharkey (Service Development Leader Digital Learning, Edinburgh City Council), who is keen to use our digital ambassadors to support their on-going digital literacy programme. The digital ambassadors programme will form one element of a new Community Engagement Edinburgh Award (to be developed in collaboration with Gavin McCabe, Employability Consultant and Edinburgh Award Manager).

Geographical location of impact: Edinburgh City and the City Region
Contact details: Professor Lesley McAra, Assistant Principal Community Relations

Appendix 2

Community Engagement Projects with Potential for Future Pledges

As part of the implementation of the *Community Engagement Strategy* a number of projects are in development which will provide a resource bank for future pledges (subject to discussion with staff and students on other emergent and evolving priorities). These are as follows:

(i) 'Link-ED': services in support of community groups
This project will develop, co-ordinate, implement and evaluate a package of services in support of local community groups. The project will involve close collaboration with the 'Edinburgh Compact/Third Sector Interface': a partnership of Edinburgh's diverse Third Sector - charities, social enterprises, as well as local community groups – working together to reduce inequalities, and build strong and inclusive communities.

It is planned that the package of support will include:

- Pro bono legal advice service (provided by Law Students in partnership with local solicitors, and for which students will gain credit as part of their degree programmes).
- Green audit (provided by students under the supervision of the University SRS department).
- Review of business plans (to be undertaken by the Finance Department of the University in partnership with students from the Business School).
- Evaluation service(s) provided by students in the School of Social and Political Science (for credit within their degree programmes) - to enable community groups to monitor and assess the impact of their work.

(ii) The Learning City: engagement with schools and community groups to raise attainment and support pathways into Further and Higher Education.

- Extension of the early years literacy project ('*Moray House: Read, Write, Count'*) in partnership with the Director of Widening Participation. The aim here will be to learn from the evaluation of the project (as set out in Annex 1) to develop a longer term and more sustainable programme supporting literacy and numeracy in Edinburgh secondary schools. This will be undertaken in collaboration with the Teacher Education Partnership with bespoke training to be provided for students involved in delivering the programme.
- Supporting leadership development within City schools (building on the Business School's coaching of Head Teachers), and developing bespoke leadership training for community and third sector groups.
- Providing further opportunities for lifelong learners to benefit from the University's learning and teaching, with a particular focus on constructing pathways into education for 'at risk' groups who have experienced social and educational exclusion. Here the emphasis will be on experimentation with digital resources including new ways of utilising the format of Massive Open On-line Courses to promote educational inclusion. This will link with the work of Professor Grant Jarvie (Moray House School of Education) who is exploring potential links with football clubs as a means of supporting educational inclusion.
- Support the on-going development of the Edinburgh *Cityscope* project (led by Professor Jonathan Silvertown, School of Biological Sciences) as a data hub at the service of Edinburgh and its communities. It is planned to develop 100 multi-disciplinary student projects (for credit within the curriculum) in partnership with community groups, with the aim of building content for *Cityscope*. The Cityscope data hub will also be used to facilitate adult learning (through Office of Open Learning) and research evaluation (providing a unique resource through which to track the impact of major infrastructure projects including the City Deal).

(iii) Widening the scope of the *Edinburgh Guarantee Scheme*:
This project will explore, develop and communicate further employment opportunities through the *Edinburgh Guarantee Scheme*. The aim is to ensure that school leavers and other traditionally excluded groups (for example those leaving prison) have increased opportunities to work or volunteer at the university as e.g. apprentices, technicians, and other support roles.

(iv) Curricular pathways:
Extending the curricular pathways programmes to include three further themes (in addition to Social Enterprise as described at Annex 1): *Sustainability*; *Leadership for Innovation*; and *Global Citizenship*. Pathways are based on the student life-cycle from taster seminar series (to inform and inspire students new to the University); to a curated portfolio of elective courses and reflective learning; placements and mentoring with industry, NGOs, and community groups; start up monies for projects; and finally to peer support, advice and mentoring coupled with student-led evaluation service to gauge impact. The extended pathways project will celebrate, recognise and create opportunities for student learning (through community engagement), and for linking this to research, knowledge exchange and impact. It will draw particularly on the expertise of the Living Labs methodology (see http://www.ed.ac.uk/about/sustainability/themes/research-teaching/the-university-as-a-living-lab) and the evolving portfolio-approach to reflective learning (being led by Dr Simon Riley, MRC, Centre for Reproductive Health).

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26 September 2016

Leading Through Action: The University of Edinburgh Climate Change Strategy 2016-2026

Description of paper

1. This paper summarises the Climate Change Strategy 2016-2026 for the University of Edinburgh. The strategy was approved by the Central Management Group on 30 August 2016.

Action requested/Recommendation

2. The paper is for noting.

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

Risk Management

25. As with other risks to be managed, managing our carbon will first require prevention before looking towards offsetting the risk. Not addressing carbon risks will have financial, reputational and operational risks for the University. However, this can also present opportunities for innovation and for achieving multiple strategic objectives.

Equality & Diversity

26. Climate change has implications for global equality and diversity. Impacts such as drought, floods, extreme weather events and reduced food and water security, particularly affect the world's poorest, most disadvantaged and disproportionately affect women from the developing world.

Further Information

27. *Author*
Elizabeth Vander Meer
Climate Policy Manager
31 August 2016

Presenter
Dave Gorman
Director of Social Responsibility and Sustainability

Freedom of Information.

28. This is a closed paper.

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26 September 2016

Edinburgh University Students' Association Democracy Regulation Changes

Description of paper

1. This paper outlines changes to the Democracy Regulations, in order to enact some key aspects of our Democracy Review. These were agreed specifically by the student referendum last academic year.

Action requested/Recommendation

2. Court is invited to approve these changes in order to allow progress in our aspirations for our Democracy and Governance project, to respond to the clear student view as expressed in our March 2016 referendum, and to ensure that our democratic processes allow for wider student involvement.

Background and context

3. Appendix 1 provides full details of this project.

4. The regulations are presented for approval, as previously highlighted in the EUSA President's Report to Court. The following changes include:

- Establishing a campus-wide online ballot system so that contentious issues at Student Council are referred to a University-wide vote;
- Introducing a paid Student Council Facilitator to chair all meetings of Student Council;
- Establishing an elected representative's vote counts for 1.5 votes at Student Council, compared to 1 for a vote from an unelected student.

5. Following approval of these changes to the Students' Association's Democracy Regulations, work will continue through Semester 1 on updating the regulations to progress implementation of the other aspects of the agreed proposals emerging from the review, and approved by the March 2016 referendum. In order to be ready for our March 2017 elections, all matters need to be resolved prior to December 2016, so they can be approved by the Trustee Board and Court. Work on the next set of updates to our Democracy Regulations will therefore continue through to November, along with new election regulations and role profiles for the new representation roles that will be contested in the March 2017 elections. Changes to be ready for December include:

- Increasing the number of elected sabbatical officers from 4 to 5;
- Reorganising the responsibilities of the sabbatical officers;
- Developing new paid College representative roles;
- Developing a new appointment process for student trustee roles;
- Developing paid Liberation representative roles;
- Developing new Activities representative roles.

6. In addition, alongside this work, we are also progressing improvements to our Governance and will be bringing further updates and proposals for Court approval where this is required.

Summary of changes by line

7. The full Student Democracy Regulations with the proposed changes highlighted is available as a background document on the Court wiki site: https://www.wiki.ed.ac.uk/display/UCC/University+Court. A summary of the changes is provided below.

Line 4-23	A table of contents has been added to improve navigation around the Democracy Regulations**.**
Line 82	The Parents and Carers' Group has been added to bring the Regulations in line with our current structures.
Line 447 – 459 **Running of Student Council Meetings**	The Section has been updated to provide more detail on when Student Council Meetings should take place and who can attend, submit, speak and vote. It then references that the new Student Council Facilitator will agree the draft running order and agenda.
Line 454 – 456	This line is not new but it has been moved from the 'Role of the Student Council' section to the 'Running of Student Council Meetings' section.
Line 517 – 544 **Student Council Facilitator**	This section has been added to include the relevant changes needed to introduce a Student Council Facilitator.
Line 546 – 566 **Debate at Student Council**	This section has been added to include the relevant changes needed to highlight the role of the Student Council Facilitator in managing a debate.
Line 568 – 591 **Voting at Student Council**	This section has been updated in line with establishing a campus-wide online ballot system and 1.5 votes for Elected Reps at Student Council.
Line 593 – 616 **Student Council online ballots of members**	This section has been added in line with establishing a campus-wide online ballot system.

Resource implications

8. The appointment of a paid facilitator has resource implications but this has been planned for within current budgets.

Risk Management

9. There is some reputational risk associated with not moving forward with some implementation of this work, given the high profile consultation with members.

Equality & Diversity
10. 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
11. If approved, these changes will be implemented immediately.

Consultation
12. There was extensive consultation regarding this project and these specific proposals. Over 4000 members voted in a referendum on these issues, with 80% voting in favour.

Further information
13.

Author
Alec Edgecliffe-Johnson
Students' Association President
6 September 2016

Presenter
Alec Edgecliffe-Johnson
Students' Association President

Freedom of Information
14. This paper is open

Edinburgh University Students' Association

Appendix 1

Democracy Review Overview, September 2016

This appendix outlines work to date on the Democracy Review, which began in September 2015. It sets out a number of proposals that will be brought for Court approval in due course. It also highlights two key changes we are seeking Court approval for at **this** meeting.

1. Work to date

Work to date during 2015/16 has included:

- A student survey, fully completed by almost 1400 students
- Student representatives' workshops
- Stakeholder consultation with EUSA and University input
- NUS professional support, contextual research, and analysis
- Development and discussion of options by student and staff leadership at EUSA
- Student Referendum on specific proposals
- Development of an implementation plan for progress throughout 2016/17

Key themes that emerged:

- The importance of student sabbatical officer leadership for: liberation, equality, welfare, academic representation, societies, and housing
- Russell Group average ratio of officers to students is 1 to 4000. Our current ratio at Edinburgh is 1 to 8000
- Consensus exists amongst stakeholders that additional officer roles would resolve workload issues and increase effectiveness. It would also help to increase visibility of officers, and consequently our ability to engage with our members.
- Also worth noting here are: the growth of student welfare and mental health as an area of work within the sector, as well as here at Edinburgh; the continuous proliferation of work in relation to students' academic experience; liberation, identity politics and issues relating to equality and diversity becoming more prominent, within the sector but also here at Edinburgh; some of our current roles including non-intuitive combinations of role, making it difficult to deliver across the remit; the President role needing more definition;
- Students are keen to be involved in determining what issues EUSA should be addressing (71%), and several (59%) are also keen to be involved in deciding which solution to implement. (statistics from EUSA democracy survey November 2015)

- Representation may be more effective where there are clear 'constituencies' - students identify strongly and want to be represented in terms of being part of a group of students doing similar things – being grouped with students studying the same thing, or with shared interests
- There is an appetite for more participative and enactive democracy, with online campus-wide ballots being the most popular way students want to be involved in decision-making.

2. Proposals for change

In summary:

- An increase in the number of sabbatical roles from 4-5
- A revised set of sabbatical roles and remits:

Current roles	Proposed Roles
President Vice President Academic Affairs Vice President Societies and Activities Vice President Services	President Vice President Education Vice President Activities and Services Vice President Welfare Vice President Community

- The possibility of students running for a 2nd sabbatical term of office
- Retention of Student Council, but with a revised membership, and new procedures
- Introduction of a new way for contentious policy issues to be referred to the membership through cross-campus ballot
- The introduction of some substantial, paid representative roles, to enable us to strengthen representation in relation to two key areas identified by students and by EUSA: student identity/liberation, and academic representation (particularly at College level which was also identified through the Enhancement-Led Institutional Review as a priority for development). These particular roles are designed to strengthen and support sabbatical officers' ability to represent effectively in these particular areas, and for EUSA to significantly improve engagement in each case. The roles will be representative, but will also work in partnership with EUSA and the College, and include various more 'administrative' or 'co-ordination' tasks, making them distinct and more time consuming and demanding than other non-sabbatical representative roles, and justifying payment.
- Revised membership of the Trustee Board, to include appointed, rather than elected students.

3. Implementation

1. **Referendum:** In March, over 4000 students voted in a Referendum – with 80% voting in favour of the proposals put to them. This gave us a very strong

mandate to take these proposals forward and work up the detailed regulatory changes required by our Trustee Board, and for University Court Approval.

2. **Managing the implementation:** the Trustee Board agreed to the formation of an implementation group, who have now developed a detailed plan to guide the work over the next year and have been working to this plan since it was approved in May. Much of the work is being led from within the Representation and Democracy Team.

3. **Professional advice:** Some of the changes will require formal amendments to EUSA's current Articles of Association, and this work fits with a wider project to develop the Association's Governance in line with sector best practice. We are seeking professional legal advice on this particular aspect. In addition, NUS Strategic Support Unit continues to be providing support as we progress both the Democracy and Governance aspects.

4. **Securing approval: and some key changes requiring approval now**

According to University Court Ordinance no. 60, established in 1895, we are required to present any changes to the regulations for the operation of our Students' Representative Council to Court for approval.

Court will receive the detailed regulations to support the majority of the changes at its December meeting for approval. This will enable us to progress with the new representative roles in our March 2017 elections.

However, having spent a full year engaging our members in identifying appropriate improvements, and gaining their support, we also feel it is important to demonstrate progress, and introduce the specific changes to the Student Council processes now. This is because they will bring genuine improvement to how our democratic processes work, and address some of the key concerns around this important aspect of the Association's work, by immediately providing opportunity for a wider range of students to engage in our democratic decision making, and ensuring the Student Council can operate effectively from the start of this academic year.

They will enable us to:

- Appoint an independent facilitator for Student Council meetings
- Introduce new voting procedures, including a process for taking issues that are contentious at Student Council out to the wider student body.

Court is invited to APPROVE the regulations.

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UNIVERSITY COURT

26 September 2016

Heads of School

Description of paper

1. This paper puts forward proposals for a revised approach to appointment of Heads of School and a revised role description (in Appendix 1).

Action requested/Recommendation

2. Court is invited to formally approve the revised Head of School appointment process, job description and person specification.

Background and context

3. Following initial discussion at People Committee in June 2015 a workshop with former and current Heads of School and academic staff in management roles below Head of School was held to explore potential revisions to current processes for appointment of Heads of School including:

- The term of office
- The option to more routinely open up opportunities to external as well as internal applicants
- The importance of and mechanisms for role holders to retain a role in teaching and or research in parallel with their Head of School appointment
- The adequacy and appropriateness of the development provision available to Heads of School and prospective Heads of School
- The role of Heads of School in the overall leadership of the University
- Options for Heads of School on demitting office

4. The outputs from the workshop were considered at a meeting of Principal's Strategy Group and a paper reflecting the outputs from the workshop and input from members of Principal's Strategy Group was considered by People Committee in February, by Central Management Group in June and by Policy & Resources Committee in September this year.

5. A revised Heads of School appointment process and job description, informed by the above, is now brought forward for formal approval by Court.

Discussion

6. The current "Heads of School: Appointment Process and Job Description" is available at:
http://www.docs.csg.ed.ac.uk/HumanResources/Policies/Heads_of_School_Appointment_Process_and_Job_Description.pdf

7. The process was developed in 2001 in preparation for the University restructure and creation of the three Colleges and 22 constituent Schools and was approved by Court in 2002. Any changes therefore require the approval of Court.

8. The current process includes significant context setting around the University restructure and makes reference to a number of University Committees and bodies

which have evolved, or in some cases ceased to exist, as the University has grown and developed over the last 14 years. These references have been removed from the proposed revised process.

9. A number of principles, which include transparency, fairness, collegiality (in the form of the involvement of staff within the School in the appointment process) flexibility, good employment practice, and equality and diversity considerations underpin the current process and have clearly been well thought through. These principles have been retained in the proposed revised process with some minor revisions.

10. The principles have been amended and reflect the desire (subject to satisfactory performance) for a move to an initial five year appointment, with possible extension for up to a further five years and the opening up of appointments to external as well as internal advertising as the norm.

11. Additional principles have been added to reflect the view that:
    - The Head of School role is a single integrated role which will generally include individual teaching and research responsibilities as well as responsibility for overall academic leadership in these two key areas.
    - The need for upfront discussion and agreement on how the different demands of the role are to be balanced and any additional support that will be provided to support the Head of School to achieve that balance has also been captured within the revised principles.
    - Consolidation of the Head of School allowance into salary for demitting Heads of School will be routinely considered

12. In terms of the job description and selection criteria the main proposed changes emphasise the role of the Head of School in the overall leadership of the University/College in addition to their role in leading the School.

13. The responsibility of the Head of School for ensuring compliance with legal, financial, health and safety, and equality and diversity regulations and reporting requirements is now explicitly spelled out.

Resource Implications

14. The proposals in this paper have no major resource implications

Risk Management

15. Not addressing concerns about the current Head of School arrangements may lead to the University being unable to recruit appropriately skilled and qualified individuals to the role. This may in turn lead to poor management decision making and reputational damage.

Equality & Diversity

16. If the proposals to change the process are accepted an equality impact assessment will be carried out.

Next steps

17. Subject to formal approval by Court the new process, job description and person specification will be adopted with immediate effect for all new or extended Head of School appointments.

Consultation

18. Extensive consultation has been undertaken with Heads of School, former Heads of School and academic staff below the level of Head of School and with People Committee, Principal's Strategy Group, Policy & Resources Committee and Central Management Group.

Further information

19. Further information is available from Zoe Lewandowski, Director of Human Resources

20. <u>Author and Presenter</u>
    Zoe Lewandowski
    Director of Human Resources
    10 September 2016

Freedom of Information

21. This paper is open.

Appendix 1

Revised Process and Job Description for Appointment of Heads of School

The role of Head of School occupies a central position in the leadership structure of the University. It carries with it a significant set of accountabilities for which s/he is responsible, through the Head of College, to the Principal and, ultimately, the University Court. These include a shared responsibility for College and University interests as well as statutory and legal responsibilities. Equally importantly, the role embodies a set of responsibilities to, and for, all staff and students in the School including ensuring that their 'voice' (or sometimes, voices) are heard and heeded in both College and University processes and that the development of the School, in human and academic terms, is fostered and supported.

The following principles must be applied in all Head of School appointment processes:

1. Information, in writing, about the Headship including the formal 'role' description and information about the appointment procedure will be made available to all staff in the School. Additional information relevant to the role in that particular School may also be made available.

2. All members of academic staff in the School will be provided with the opportunity to express an interest in being appointed to the position. This invitation will be in writing. No member of staff may be considered for appointment to the Headship of a School without his or her knowledge and permission.

3. External advertising as well as internal advertising of new Headship roles ensures that the successful candidate is and is seen to be the most able candidate for the role. External and internal advertising will be automatically considered in all cases and is expected to be the norm. However it is acknowledged that there may be rare occasions where after careful consideration a Head of School role is not advertised externally (e.g. in a very small school where budget constraints would make it difficult to fund an external appointment) provided that there are suitably skilled and qualified applicants within the School.

4. For externally and internally advertised Headship roles the guidelines for the establishment and composition of Special Committee's for Chair appointments (with the exception of the inclusion on the Committee of the current Head of School) must be followed. At least one member of the Selection Committee must be selected in accordance with principle 6 below.

5. Where the appointment is advertised internally only the appointment procedure will involve a selection committee of ideally no more than five members although the size and nature of School will be a factor in determining the size of the Committee. It will include the Head of College or his/her nominee and one member of University staff from outwith the School, nominated by the Head of College and approved by the Convener of People Committee. At least one member of the Selection Committee must be selected in accordance with principle 6 below.

6. To ensure that staff in the School have opportunity for involvement, the committee will contain one or more members directly elected by the staff within the School. It is for the College/School to propose the number of such members, the 'constituencies' from which they might drawn and by which they are elected, and also to organise any election. In so doing, it is important to ensure that an appropriate balance is achieved which reflects the size and shape of the School while avoiding the creation of a committee which is too large to operate effectively. Elected members will consult with all staff in their 'constituency' about the requirements which they see as important in the Head of School position and its holder, and ensure that these views are taken into account by the selection committee.

7. In the case of externally and internally advertised appointments the Principal or an alternative member of the Committee nominated by the Principal will chair the Committee. For appointments which are advertised internally only, the Head of College or an alternative member of the Committee nominated by the Head of College will chair.

8. Heads of School will be expected to retain a role in teaching and/or research as an integral part of their role throughout their term of appointment. This will be in addition to providing overall academic leadership within the School.

9. The time commitment to be devoted to different aspects of the Head of School role and any additional support to be provided over the duration of the appointment, e.g. additional research or technical support, cover for teaching commitments and/or administrative support will be discussed and agreed between the Head of College and the incoming Head of School and documented as part of the appointment process.

10. All new Heads of School will be offered appropriate support for their development

11. Appointment as a Head of School will normally be for a period of five years, with the possibility of variation for management reasons. A Head of School may resign the headship role during their term of office by giving 3 months' notice to the Head of College. Similarly the Head of College may require a Head of School to step down from the role by giving 3 months' notice. Appointments may be extended for a second term of up to five years (see point 13 below)

12. Where an external appointment is made, the initial period of appointment to the Head of School role will be 5 years as is the case with an internal appointment. The underlying academic appointment will be open-ended.

13. In the event that a Head of School wishes to remain in post beyond the initial five year term the decision on whether to offer an extension will rest with the Head of College, who will make this decision taking into consideration; performance in the role and achievement of agreed objectives during the initial term, the view of colleagues within the School (elicited through a 360 appraisal process or similar), the needs of the School/College in the light of future

plans/anticipated challenges.

14. Head of Schools will be eligible for time to refresh their academic teaching and research activity in the form of special study leave of up to one year at the end of their term of office or at an appropriate point during their term of office, e.g. between an initial and an extended period of appointment, as agreed with the relevant Head of College.

15. Consolidation (or part consolidation) into salary of the Head of School allowance for Heads of School demitting office will be routinely considered by the relevant Head of College on the basis of performance and achievements in the role and will normally be dependent on the demitting Head of School taking on specific agreed leadership responsibilities which are of benefit to the wider University. Where appropriate Heads of College will submit recommendations to the Principal for consideration and approval.

2. Head of School – Role Profile

The role of the Head of School is to:

- provide academic leadership, develop appropriate plans and ensure delivery of School objectives, in particular, for teaching and research which are aligned with and develop in line with overall University and College strategies.
- responsible for the management of the School and all of its people and financial resources,
- oversee compliance with legal, financial, health and safety, and equality and diversity regulations and reporting requirements.
- play a key role in the leadership and the development of the University encouraging collaborative working between Schools and departments across the University and acting as an ambassador for the School, College and University with external stakeholders.

Key Result Areas

A. Provide strategic leadership in learning and research developing a shared vision for the School that embodies agility and flexibility allowing the School to respond appropriately to changes in internal and external context.

B. Create a positive and collegiate environment that promotes and supports equality, diversity and inclusion and places emphasis on open communication, where all students and members of staff are engaged and their contributions are encouraged and recognised.

C. Contribute to the development of College and University plans and develop the School plan in line with overall College and University strategy. Set and monitor goals and performance standards to optimise the use of all of the School's financial and people resources, in support of School, College and University objectives, where necessary, ensuring corrective action is taken.

D. Where change is needed, lead through effective communication of the vision for the School, ensuring staff understand and embrace the need for change

and their role in contributing to the goals of the School, College and University.

E. Champion the development of constructive working relationships between the School and colleagues in other parts of the University, in order to facilitate mutual understanding and effective joint working.

F. Fulfil an ambassadorial role for the School, College and University, working with relevant School colleagues and professional support units to facilitate, establish and maintain productive relationships with external stakeholders to maximise any available opportunities. External stakeholders are likely to include academic collaborators, alumni, donors, industry and commercial partners.

Context of the Role

- Responsible to the Head of College
- One of 20 Heads of School providing senior academic leadership in the University
- A member of the College's academic leadership group
- Also has significant relationships with:
  i. Principal and Senior Vice-Principal,
  ii. Other Heads of School,
  iii. College Registrar and other members of the College Management team,
  iv. Heads of Support Services and the Heads of Support Groups,
  v. Assistant and Vice-Principals,
  vi. Relevant organisations external to the University.

3. Head of School – Selection Criteria

Essential [Where required, training will be provided to support the successful candidate in developing the required skills]

- Strategic vision and the ability to provide academic and management leadership across the range of disciplines present within the School and lead the development and delivery of a strategic plan for the School.
- A consultative approach to management combined with executive decision making ability.
- Ability to take a College/University wide perspective and collaborate with other Schools/Colleges to achieve University objectives.
- Proven track record in research and/or teaching in areas relevant to the School.
- Preparedness to develop further leadership and management skills
- On an Academic contract which will not terminate prior to the end of the proposed period of appointment.

Desirable

- Ability to develop plans and set and monitor objectives.
- Knowledge of financial management.

- Understanding of student affairs e.g. Personal Tutor system, role of student welfare committees.
- Chairing or convening committees at University or College level (or equivalent for external applicants).
- Representing the School on College wide bodies or the College on University wide bodies (or equivalent for external applicants).
- Representing the Institution externally or working with with external bodies e.g. academic collaborators, alumni, donors, industry and commercial partners.

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UNIVERSITY COURT

26 September 2016

Annual Review Completion Rates 2015/16

Description of paper

1. The purpose of this paper is to provide Court with information on progress in improving the Annual Review completion rate for the year ending 31 July 2016.

Action requested/Recommendation

2. Court is invited to note the contents of the report and the continued high level of completion of annual reviews.

Background and context

3. The University of Edinburgh's Strategic Plan 2012-2016 sets out our commitment to aligning the "*University's world-changing aspirations to individuals' objectives*" through the Annual Review process.

4. Progress on this objective is measured each year with a specific Key Performance Indicator (KPI) of 100% completion for eligible employees; the purpose of this report is to provide Court with the information on progress in meeting this KPI for the year ending 31 July 2016.

Discussion

Completion Rates

5. We are very pleased to note that the University continues to make significant progress with this KPI.

College/Support Group Name	Eligible Head count	Completed Annual Reviews	Incomplete Annual Reviews	2015-16% Completed	2014-15% Completed	2013-14% Completed	2012-13% Completed
College of Arts, Humanities and Social Science	1771	1707	64	96.39%	95.68%	91.17%	68.50%
College of Medicine and Veterinary Medicine	2112	1902	210	90.06%	93.13%	94.23%	77.00%
College of Science and Engineering	1732	1669	63	96.36%	91.61%	86.35%	43.20%
Corporate Services Group	1574	1533	41	97.40%	98.70%	93.53%	90.30%
Information Services Group	590	518	72	87.80%	99.68%	100.00%	91.00%
University Secretary's Group	422	417	5	98.82%	100.00%	100.00%	87.10%
Grand Total	**8201**	**7746**	**455**	**94.45%**	**95.31%**	**92.55%**	**71.90%**

6. Whilst the completion rate is slightly below that seen in 2014-15 it is above that seen in 2013-14 and substantially higher that that seen in 2012-13.

Relevant actions undertaken during 2015/16 in support of achieving the KPI

7. Under the leadership of Professor Jane Norman, Vice-Principal People and Culture, University HR Services, Learning and Development team have undertaken projects aimed at improving the Annual Review help and guidance that is available, to support the achievement of the University KPI.

8. Enhancing Learning and Teaching through Annual Review has delivered:

- Guidance on the difference between Annual Review and capability and how the two are connected
- Enhancements to the web guidance, highlighting the importance of learning and teaching as a core part of the Annual Review conversation for academic staff and including examples of evidence that can be presented
- 3 scenario based videos, which demonstrate evidence based conversations around Learning and Teaching as part of the Annual Review conversation

Resource implications

9. It is anticipated that the variety of actions that have been taken by Colleges and Support Groups and by University HR Services in 2015/16 will need to continue. At this stage no additional funds are being requested.

Risk Management

10. 100% Annual Review Completion is a key strategic goal of the University. There are significant reputational risks if we fail to maintain our progress towards achieving this KPI.

Equality & Diversity

11. The policies which govern Annual Review have been equality impact assessed. The implementation of Annual Review for all staff enhances the University's approaches to improve equality across its different staff groups.

Next steps/implications

12. Supporting Quality Annual Review Conversations is delivering improvements to the content and structure of the Annual Review webpages, providing clearer information, resources and guidance for getting the most out of your own Annual Review conversation and conducting others' effectively. This will be available in September.

Further information

13. <u>*Author*</u>
Martyn Peggie
Deputy Director of Human Resources
9 September 2015

<u>*Presenter*</u>
Zoe Lewandowski
Director of Human Resources

Freedom of Information

14. The paper is open.

THE UNIVERSITY of EDINBURGH

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UNIVERSITY COURT

26 September 2016

Annual Report to the Scottish Funding Council on Institution-led Review and Enhancement Activity 2015/16

Description of paper

1. The University is required on an annual basis to provide the Scottish Funding Council (SFC) with a report on its activities to manage, maintain and improve the standard and quality of its learning experience. This annual report requires approval by Court.

Action requested/Recommendation

2. Court is invited to consider the Annual Report and confirm that it provides Court with the required assurances on the effectiveness of the arrangements put in place by Senate in respect of quality and enhancement of education provision prior to the submission of the Annual Report to the SFC.

3. The Annual Report has been reviewed by the Senate Quality Assurance Committee which is satisfied with its contents and recommends to Court that it authorises the Vice-Convener of Court to sign the following statement on behalf of Court:

> 'On behalf of the governing body of the University of Edinburgh, I confirm that we have considered the institution's arrangements for the management of academic standards and the quality of the learning experience for academic year 2015/16, including the scope and impact of these. I further confirm that we are satisfied that the institution has effective arrangements to maintain standards and to assure and enhance the quality of its provision. We can therefore provide assurance to the Council that the academic standards and the quality of the learning provision at this institution continue to meet the requirements set by the Council.'

Background and context

4. In terms of the University's statutory framework, Court has previously confirmed that the primary responsibility for teaching quality assurance and enhancement rests with Senate and that as required, reports are provided to Court on aspects of the arrangements put in place by Senate. Related to this, it has been confirmed that it is no longer a requirement to produce a Baseline Statement on Quality Arrangements which Court has been asked to approve in the past. An analysis will be carried out to ensure that no key information is lost through the removal of this document, although it should exist in committee terms of reference and quality framework documentation.

5. The University's annual report to the SFC on its institutional-led evaluation and review is conducted in accordance with guidance prepared by the SFC with its primary focus to provide assurances about the quality and standard of provision. The exact format is at the discretion of the institution.

Discussion

6. The report draws on the outputs of annual institutional-led evaluation and review activity: periodic Teaching and Postgraduate Programme Review and Student Support Service Periodic Review, annual School and College quality assurance and enhancement reporting, annual Student Support Service quality assurance reporting, and on the consideration of student performance data through these processes. The report includes a list of provision reviewed by internal processes in 2015/16 and gives a forward schedule of reviews for 2016/17. The report also includes as an appendix the outcomes of reviews by professional, statutory and regulatory bodies (PSRB) during 2015/16.

7. The full report is available as a background paper on the Court wiki site and is summarised below: https://www.wiki.ed.ac.uk/display/UCC/University+Court.

8. The headings within the report are prescribed by the SFC and cover:

- Summary of principal quality assurance and enhancement activities, including self-evaluation processes, undertaken in the preceding academic year
- List of subject areas/programmes reviewed by other bodies
- Ways in which support services were reviewed
- Key messages derived from monitoring and analysis of performance indicators and other data and from feedback from students and actions taken (see below)
- Any significant issues relating to development needs or good practice identified as a result of these review processes (see below)
- Role and nature of student involvement in review processes and in student engagement more broadly
- Reflective overview of key findings from previous year's reviews, including areas of strength and issues for further development (see below)
- Indication of institution-led reviews for the forthcoming year

9. *Key messages derived from monitoring and analysis of performance indicators and other data and from feedback from students and actions taken:*

- The 2016 institutional level results of the Edinburgh Student Experience Survey, the National Student Survey (NSS) and the Postgraduate Taught Experience Survey are broadly outlined in the report.

- All periodic internal subject reviews consider a data suite which forms the basis for reflection on student performance progression and attainment. This data suite is also reflected upon as part of College and School annual monitoring. Analysis of progression data showed that the University outperformed the Scottish sector average and the UK sector averages for the relevant Higher Education Statistics Agency Performance Indicators (non-continuation and projected outcome).

- Action is being taken to address a number of themes identified in previous monitoring and review activity and in the NSS as part of the programme of work initiated following the appointment of a new Senior Vice-Principal for

Learning and Teaching at the start of academic year 2015/16. The four work streams (data; teaching performance; enhancement; and change) along with work packages on the postgraduate research student experience and student representation are helping the University to respond to its Enhancement-led Institutional Review.

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

Annual Review of Academic Provision – Positive practice at the University level:

- The implementation of the External Examiner system has had a positive impact.
- The plan to roll-out the EvaSys course evaluation system has been well received.
- There has been a significant shift towards the use of online submission and marking systems.
- Changes to periodic internal subject review processes have been received positively.
- The collaborations guidance material provides an effective framework.

Annual Review of Academic Provision – Areas for further development at the University level:

- Space Management: the need for the views of staff and students to be taken into account in planning space for teaching and learning, both in terms of availability and appropriateness to needs.
- Feedback to Students: ensuring consistency in the quality and quantity of feedback across the University.
- Personal Tutor (PT) system: ensuring the effective implementation of the PT system across the University.
- Sharing Good Practice: ensuring that the many examples of good practice are shared across the University.
- PhD Supervision: ensuring staff carry out effective supervision of postgraduate research students.

Annual Review of Support Services – General Themes and Issues Arising

- Rising demand for student services: services are dealing effectively with increased demand, however, the University needs to consider at what point the combination of finite (and proportionally) reducing resource and increased/increasing demand become a risk.
- User feedback and evaluation: all services are making significant efforts to gather feedback from users and there is evidence of effective action being taken in response.
- Assessing impact: more emphasis now needs to be made on assessing the impact of services on student outcomes.
- Student communication: a number of services highlighted the need to make more efficient and effective use of communication.
- Awards and accreditations: there is growing evidence of services successfully achieving awards, accolades and external recognition.

- Student and staff wellbeing: the changed student demographic, increased demands on services and facilities and the implications for student and staff wellbeing, and the need to promote student and staff wellbeing was considered. A need to consider a more holistic approach was identified.
- Partnership working: there was evidence of increased partnership working across services and scope to build upon this further.

11. *Reflective overview of key findings from the previous year's reviews, including areas of strength and issues for further development*

Areas of strength:

- Innovative learning and teaching – in particular the use of digital media and the use of flipped classrooms.
- Assessment and feedback – for example, the use of cohort feedback and feedforward and staff identifying and managing deadline diaries.
- Student support – the Personal Tutor system was a prominent feature in reviews which found many examples of committed teams and also good practice on themes such as building academic communities and supporting student transitions that could be shared across the University.
- Student engagement – a common theme identified through the reviews was listening and responding effectively to student feedback.
- Postgraduate tutors – good practice examples relating to the support of postgraduate tutors included the use of Tutor Mentors.
- Inclusivity – engagement with Athena SWAN was identified in several reviews.

Issues for further development:

- Assessment and feedback – transparent processes which are made clear to students.
- Student support – enhancing the training of Personal Tutors to support their development.
- Training and support for postgraduate tutors and demonstrators – in terms of career development and guidance on their role.
- Postgraduate research supervision – clear processes and procedures for students giving feedback on their supervisors.

A thematic review of Mental Health Services took place in 2015/16. The Review Team commended: the wide range of approaches to supporting student wellbeing and mental health; the services that deliver mental health services; and the plan to extend training of Personal Tutors to include mental health awareness. The Review Team made recommendations relating to: governance and strategy; scaling up of activities; policy review and implementation; delivery of reasonable adjustments; continued awareness raising; monitoring of provision; supporting students who live at home or commute; exploring perceived barriers to accessing services; links between Schools and support services; and training. A year-on report on progress with recommendations will be made to Senate Quality Assurance Committee.

12. Senate Quality Assurance Committee at its meeting of 8 September 2016 remitted issues requiring further development to relevant committees and roles for action.

Resource implications
13. There are no specific resources allocations associated with the report. Actions are expected to be taken forward within current budgets or if additional resources are identified to be proposed via the planning round.

Risk Management
14. There are significant reputational risks associated with the provision of high quality teaching and learning provision. The University's Risk Register includes maintenance of a high quality student experience, including Personal Tutor structures and processes and coordination of student services. Actions in these areas are ongoing and continue to be managed via Risk Management Committee.

Equality & Diversity
15. Equality impact assessments are carried out on University quality assurances polices and processes.

Next steps/implications
16. Following approval of the report by Court the statement will be signed by the Vice-Convener and the document submitted to the SFC.

Consultation
17. The report has been considered by the Senate Quality Assurance Committee and eSenate.

Further information
18. Assistant Principal Professor Tina Harrison, Academic Standards and Quality Assurance and Nichola Kett, Academic Services can supply further information

19. *Author*
Nichola Kett
Academic Services
5 September 2016

Presenter
Professor Charlie Jeffery
Senior Vice-Principal

Freedom of Information
20. This paper is open.

THE UNIVERSITY of EDINBURGH

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UNIVERSITY COURT

26 September 2016

Court Effectiveness Review

Description of paper

1. This paper provides the annual review of the effectiveness of the University Court for 2015/16.

Action requested/Recommendation

2. Court is invited to consider and approve the annual review.

Background and context

3. The Scottish Code of Good Higher Education Governance states that governing bodies should keep their effectiveness under annual review and that the effectiveness of University Courts should be assessed against their Statement of Primary Responsibilities and on compliance with the Scottish Code.

Discussion

Compliance with the Scottish Code of Good Higher Education Governance

4. A report providing evidence of compliance with the Scottish Code of Good Higher Education Governance is contained in Appendix 1. This provides assurance to Court that the University remained compliant with the 18 Main Principles of the Scottish Code in 2015/16.

Compliance with the Statement of the Court's Primary Responsibilities

5. A report providing evidence of compliance with the Statement of the Court's Primary Responsibilities in contained in Appendix 2 and provides assurance to Court that it continued to meet its primary responsibilities throughout 2015/16.

Survey of Court Members

7. Court members were invited over the summer to complete a survey of their views on the effectiveness of Court. 14 Court members completed the survey with a summary of responses attached in Appendix 3. In addition, the University Secretary met with Court members completing their first year of office and those demitting office. The free text comments received in response to the survey and the comments made in discussion with University Secretary are summarised below. All comments will be considered by the University Secretary and Court Services Office to inform future practice as appropriate.

- *Court arrangements:* Members welcome Court meetings in different locations. Seminars and tours add to the complexity of arrangements but were generally well received by members and appreciated by those areas of the University able to showcase their activities.

- *Court Papers*: There were positive comments on the format, style and length of papers and the balance between freestanding papers and additional papers on the Court wiki site. Whilst it was recognised that the overall volume of Court papers had reduced, there were concerns about the length of some papers

and whether those previously considered by Policy & Resources Committee could be further summarised.

- *Court Membership*: The issue of greater diversity of Court members was raised. It was generally recognised that Nominations Committee worked hard to consider effective succession planning around membership of Court and key committees, and also keeps skills under regular review and the Skills matrix was noted as a helpful addition to this process. However, the work of Nominations Committee and its processes were not always apparent to those not on the Committee. It was suggested that more could be done to consider ongoing development of Court members.

- *Court Meetings*: The size of Court was noted as potential barrier to positive interaction. It was noted that not all Court members are actively involved in each discussion and busy agendas can result in reduced time for discussion. The important role of the presiding Court member in facilitating discussion and enabling all members to contribute was raised. Constructive challenge was felt to be welcomed but could be limited by time constraints. The importance of people issues being given as much time as finance and estates issues was raised.

- *Court Engagement*: Members welcomed staff and student involvement in strategic governance processes and projects. Positive reference was made to direct engagement with Senate committee chairs, the Meet the Court events and the level of consultation on the Strategic Plan. Members noted the positive contribution student members make to Court discussions and it was suggested there could be even more participation and consultation with students. In addition, more work could be undertaken to increase the visibility of Court across the University and with key stakeholders.

Resource implications

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

Risk Management

9. It is a requirement of the Scottish Code that governing bodies keep their effectiveness under annual review and best practice in governance arrangements aids effective risk management.

Equality & Diversity

10. Improving the equality and diversity of Court has been raised in the survey. Nominations Committee consider equality and diversity aspects when recommending new co-opted members of Court for appointment and the Committee of Scottish Chairs has committed to achieve a minimum of 40 percent of both men and women amongst co-opted members of Scottish higher education governing bodies.

Next steps/implications

11. Court to consider the comments from the survey and identify any areas it would wish to be considered further. The University Secretary and Court Services Office will review all comments in order to inform future practice as appropriate.

Consultation

12. The paper has been reviewed by the University Secretary.

Further information

13. *Authors*

Dr Lewis Allan & Ms Kirstie Graham
Court Services Office
16 September 2016

Presenter

Ms Sarah Smith
University Secretary

Freedom of Information

14. This paper is open.

Scottish Code of Good Higher Education Governance – Compliance Position, August 2016 **Appendix 1**

Summary

The Scottish Code of Good Higher Education Governance was published in July 2013, following which Court established a Sub-Group to consider the implications of the Code within the University's legal framework, to take forward its implementation and to make recommendations on wider improvements to the governance arrangements. The Sub-Group reported that the University was already largely compliant with the Main Principles of the Code but wished to take the opportunity to be 'compliant plus' and made recommendations for changes to the Committee structure to improve clarity on the decision making process and to enhance the flow of information to Court. This included the designation of a number of Standing Committees reporting directly to Court supported by Thematic Committees responsible for key areas. The recommendations were accepted and the new committee structure implemented from August 2014. Subsequently, the University has undertaken annual effectiveness reviews, which include a survey of Court members and documenting compliance with the Code. The table below documents compliance with the Code as at 1 August 2016.

Principles	Details of compliance
1.Governing body. Every Higher Education Institution shall be headed by an effective governing body, which is unambiguously and collectively responsible for overseeing the Institution's activities. In discharging its responsibilities it shall: • ensure the Institution's long-term sustainability; • conduct its affairs according to specified ethical standards; • have due regard to the interests of its stakeholders and the wider public; • determine the Institution's future direction and set the Institutional values; • ensure the protection of the academic freedom of relevant staff in compliance with relevant legislation and its own governing instruments; • ensure that it observes good practice in regard to equality and diversity; • foster a suitable environment whereby knowledge may be advanced and the potential of learners fulfilled; and • take all final decisions on matters of fundamental concern to the Institution.	Court is the University's governing body, with its powers defined in legislation, primarily the Universities (Scotland) Act 1966. Within this legislative framework, Court is unambiguously and collectively responsible for overseeing the University's activities. Court is actively engaged in the University's strategic planning processes and in monitoring progress against the approved Strategic Plan. Court reviewed progress against Key Performance Indicators for the current Strategic Plan 2012-2016 in December 2015, agreed the process for developing the new Strategic Plan for 2016-2021 in June 2015 and approved the final Strategic Plan 2016-2021 in June 2016. The University was the first in Europe to sign the UN Principles of Responsible Investment following Court approval in December 2012. Court approved the University's Responsible Investment Policy Statement in May 2015 and approved the review of investment in fossil fuels. Court approved a responsible investment policy for

Principles	Details of compliance
	armaments following the Principles for Responsible Investment in September 2015. Court reviews annual monitoring data in regard to equality and diversity and in February 2016 participated in a seminar on equality and diversity led by the Vice-Principal People and Culture. <u>Other key documents</u> Annual Report and Accounts 2014-15 and revised Delegated Authority Schedule approved December 2015. Revised Finance Strategy approved June 2015. Revised Standing Orders, Items Reserved for Court and Delegation to the Principal approved May 2014.
2. Legal obligations. The governing body shall ensure compliance with the governing instruments of the Institution, as well as other appropriate legal obligations including any arising in connection with its charitable status.	Support for Court provided by University Secretary and Court Services. Director of Legal Services was appointed in February 2014 to provide specialist advice to Court and senior officers on issues of compliance and ensure appropriate external legal advice. The legal team was increased during 2014-15 with the appointment of a further solicitor. In 2015-16 the Legal Services team was increased further with solicitors joining from Edinburgh Research & Innovation.
3. Conduct of members. The governing body and its individual members shall at all times conduct themselves in accordance with accepted standards of behaviour in public life which embrace selflessness, integrity, objectivity, accountability, openness, honesty and leadership.	Court is committed to the Nolan Principles regarding standards to be adopted in public life. From August 2014, the appointment letter for Court members was revised to include a requirement that members formally confirm compliance with the accepted standards of behaviour in public life.

Principles	Details of compliance
4. Frequency of meetings. The governing body shall meet sufficiently regularly and not less than four times a year, in order to discharge its duties effectively. Members of the governing body shall attend its meetings regularly and actively participate in its proceedings.	The schedule of meetings was revised during 2014-15 to ensure meetings of Court were more evenly spread through the year, with five formal meetings, two seminars and one 'Meet the Court' event open to staff and students. Exception Committee established from August 2014 with delegated authority to take urgent decisions in periods between Court meetings as required. Attendance at Court meetings and Standing Committees is recorded and reported in the Annual Report and Accounts.
5. Statement of Primary Responsibilities. The governing body shall adopt a Statement of Primary Responsibilities which shall include provisions relating to: • approving the mission and strategic vision of the Institution, long-term business plans, key performance indicators (KPIs) and annual budgets, and ensuring that these have due regard to the interests of stakeholders; • appointing the Head of the Institution (the Principal) as chief executive officer of the Institution and putting in place suitable arrangements for monitoring his/her performance. Both the appointment and the monitoring of performance of the Principal shall include consultation with all members of the governing body; • ensuring the quality of Institutional education provision; • ensuring adherence to the funding requirements specified by the Scottish Funding Council; • ensuring the establishment and monitoring of systems of control and accountability, including financial and operational controls and risk assessment, clear procedures for handling internal grievances and "whistleblowing" complaints, and for managing conflicts of interest; and • monitoring institutional performance against plans and approved KPIs which, where possible and appropriate, should be benchmarked against other comparable institutions. This Statement shall be published widely, including in the Annual Report and on the Institution's website, along with identification of key individuals (chair, vice-chair (if any), Principal, chairs of key committees, other members and senior officers) and a broad summary of the responsibilities that the governing body delegates to management and also those responsibilities which are derived directly from the instruments of governance.	A Statement of Primary Responsibilities was adopted from May 2005, based on the model statement set out in the CUC Guide for Members of Higher Education Governing Bodies in the UK. Following publication of the Governance Code, the Statement was revised and approved in May 2014 and is available on the University website: http://www.docs.sasg.ed.ac.uk/GaSP/Governance/Governance/CourtsResponsibilities.pdf. Compliance with the Statement is reviewed annually, with a report mapping compliance submitted to Court.

Principles	Details of compliance
6. Responsibility of members. All members shall exercise their responsibilities in the interests of the Institution as a whole rather than as a representative of any constituency. The Institution shall maintain and publicly disclose a current register of interests of members of the governing body on its website.	This is emphasised in the induction of new members. A Register of Interests of Court members and senior University officers is maintained and updated annually, with individuals requested to provide any updates as soon as they are known. The Register of Interests for Court members is available on the University website: http://www.docs.sasg.ed.ac.uk/GaSP/Governance/RegisterofInterests.pdf
7. The Chair. The chair shall be responsible for the leadership of the governing body, and be ultimately responsible for its effectiveness. The chair shall ensure the Institution is well connected with its stakeholders, including staff and students.	The University's dual model of leadership combines a Rector directly elected by students and staff, who presides at meetings of Court; and a Vice-Convener, whose role is similar to that of chair of institution, appointed by Court through an open and transparent recruitment process. The Vice-Convener is responsible for the leadership and effectiveness of the University Court and for ensuring that the Institution is well connected with its stakeholders. A Statement on the Roles of Vice-Convener of Court and Rector was approved in November 2013 and amended in May 2014 to reflect the new Committee structure. A Job Description for the Vice-Convener of Court was approved in September 2014 and is available on the University website: http://www.docs.sasg.ed.ac.uk/GaSP/Governance/JobDescriptionVC.pdf.
8. The Head of the Institution. The Principal shall be responsible for providing the governing body with advice on the strategic direction of the Institution and for its management, and shall be the designated officer in respect of the use of Scottish Funding Council funds and compliance with that Funding Council's Financial Memorandum. The Principal shall be accountable to the governing body which shall make clear, and regularly review, the authority delegated to him/her as chief executive, having regard also to that conferred directly by the instruments of governance of the Institution.	Court reviewed and approved the items delegated to the Principal in May 2014. The Vice-Convener, in consultation with Court, undertakes annual appraisal and objective setting with the Principal.
9. Governing body members. There shall be a balance of skills and experience among members sufficient to enable the governing body to meet its primary responsibilities and to ensure stakeholder confidence. The governing body shall draw up and make public a full	Job Description for Co-opted members approved by Court, published on the University website, and used to assess applicants and current members.

Principles	Details of compliance
evaluation of the balance of skills, attributes and experience required for membership of the governing body, which shall inform the recruitment of independent members of the governing body. The membership of the governing body shall be regularly assessed against this evaluation. The governing body having due regard to applicable law shall establish appropriate goals and policies in regard to the balance of its independent members in terms of equality and diversity, and regularly review its performance against those established goals and policies.	Skills Register of Court members maintained and updated annually. Court Equality & Diversity Policy with equality monitoring of Court members approved May 2014. The current gender balance of Court is 41%:59% female:male.
10. Governing body members. The governing body shall have a clear majority of independent members, defined as both external and independent of the Institution. A governing body of no more than 25 members represents a benchmark of good practice.	Court comprises 22 members, with 14 of these being lay members who are external and independent of the University.
11. Governing body members. Appointments of the chair, and of members appointed by the governing body, shall be managed by a nominations committee, normally chaired by the chair of the governing body (except where the committee is managing the appointment of the chair's successor) and which includes at least one appointed staff (that is a member of staff of the institution who has been elected or nominated and as a result serves on the governing body) and one student member of the governing body. To ensure rigorous and transparent procedures, the nominations committee shall prepare and publish written descriptions of the role and the capabilities desirable in a new member, based on a full evaluation of the balance of skills and experience of the governing body. When selecting a new chair, a full job specification including a description of the attributes and skills required, an assessment of the time commitment expected and the need for availability at unexpected times shall be produced. In developing such a job description arrangements shall be put in place to consult staff and students before it is finalised. The selection process shall include a formal interview of short-listed candidates. When vacancies arise in the position of the chair or in any of the members appointed by the governing body they shall be widely publicised both within and outside the Institution. In doing so, specific reference should be made to the evaluation referred to at Principle 9 and also to the desirability of ensuring the diversity of the governing body's membership.	Nominations Committee, chaired by the Vice-Convener, makes recommendations to Court on the appointment of co-opted members of Court. Membership of the Nominations Committee includes one student and one staff member of Court. Vice-Convener and other co-opted members are appointed by an open, transparent recruitment process, managed by the Nominations Committee, taking into consideration skills, experience and diversity and the Job Description approved by Court. Recruitment process for the Vice-Convener appointed in August 2014 included a meeting between the candidates and staff and student representatives, with the views expressed by staff and students taken into account, together with the formal interview evidence.
12. Induction. The chair shall ensure that new members receive a full induction on joining the governing body, that thereafter opportunities for further development for all members are provided regularly in accordance with their individual needs, and that appropriate financial provision is made to support such training in accordance with criteria determined by the	New members meet with the Head of Court Services to discuss any training needs, receive the Court Handbook (updated on an annual basis), which provides a comprehensive set of reference materials to support them

Principles	Details of compliance
governing body. In its Institution's Annual Report the governing body shall report the details of the training made available to members during the year to which such Report relates.	in discharging their role, are invited to participate in a mentoring scheme with existing members, have meetings organised with senior staff as appropriate and are invited to attend Leadership Foundation for Higher Education training events. All members are informed of internal and external training opportunities and are supported to attend events.
13. The Secretary. The secretary to the governing body shall be responsible for ensuring compliance with all procedures and ensuring that papers are supplied to members in a timely manner containing such information, and in such form and of such quality, as is appropriate to enable the governing body to discharge its duties. All members shall have access to the advice and services of the secretary to the governing body, and the appointment and removal of the secretary shall be a decision of the governing body as a whole.	The University Secretary is Secretary to the University Court and is available to provide advice and services to all Court members with the support of the Court Services Office (three staff members). Arrangements for the recruitment and appointment of the University Secretary were approved in May 2014. Revised Court and Committee paper and agenda formats were introduced in August 2014 and continue to be improved incrementally.
14. Conduct of meetings. The proceedings of the governing body shall be conducted in an appropriately transparent manner, with information and papers published quickly and fully, except when matters of confidentiality relating to individuals, the wider interest of the Institution or the public interest demands, including the observance of contractual obligations. The governing body shall also ensure that the Institution has in place appropriate arrangements for engaging with the public and the wider communities which it serves.	Agendas, open papers and minutes are published on the University website following Court meetings. Court News is also published on the University's website after meetings to summarise key items for staff and students. Two 'Meet the Court' events have been held, one in April 2015 (Informatics Forum) and one in February 2016 (Medical School) at which the Principal, Vice-Convener of Court, Rector and the University Secretary delivered presentations to staff and students on the activities of Court and participated in a question and answer session. Two joint meetings with Court and Senate Committee Conveners have been held (June 2015 and June 2016) to strengthen Court-Senate links.

Principles	Details of compliance
15. Remuneration. The governing body shall establish a remuneration committee to determine and review the salaries, terms and conditions (and, where appropriate, severance payments) of the Principal and such other members of staff as the governing body deems appropriate. The policies and processes used by the remuneration committee shall be determined by the governing body, and the committee's reports to the governing body shall provide sufficient detail to enable the governing body to satisfy itself that the decisions made have been compliant with its policies.	Membership of Remuneration Committee revised in August 2014 and Framework for Decision Making was approved by Court in June 2014 and updated November 2014. Annual reports are submitted from Remuneration Committee to Court.
16. Effectiveness. The governing body shall keep its effectiveness under annual review. Normally not less than every five years, it shall undertake an externally-facilitated evaluation of its own effectiveness, and that of its committees, and ensure that a parallel review is undertaken of the senate/academic board and its committees. Effectiveness shall be assessed both against the Statement of Primary Responsibilities and compliance with this Code. The governing body shall, where necessary, revise its structure or processes, and shall require the senate/academic board of its Institution to revise its structure and processes, accordingly.	Annual effectiveness reviews, including a survey of Court members and documenting compliance with the Code, undertaken and reported to Court. Effectiveness of Standing and Thematic Committees reviewed at end of 2014-15 / beginning of 2015-16. Intention to initiate externally facilitated review following implementation of revised Governance Code.
17. Effectiveness. The governing body shall reflect annually on the performance of the Institution as a whole in meeting long-term strategic objectives and short-term KPIs. Where possible, the governing body shall benchmark institutional performance against the KPIs of other comparable institutions.	The 2012-16 Strategic Plan contains KPIs and targets which are monitored and reported to Policy & Resources Committee and Court annually in the October-December committee cycle. For the Strategic Plan 2016-2021, Court expects to agree around six to ten high level performance measures, focussing on areas of highest risk and change and to review these annually.
18. Effectiveness. The results of effectiveness reviews, as well as of the Institution's annual performance against KPIs and its progress towards meeting its strategic objectives, shall be published widely, including on the Institution's website and in its Annual Report.	Annual Report and Accounts include information on annual performance against KPIs and progress towards meeting the objectives in the 2012-16 Strategic Plan. Results of effectiveness reviews published on University website with other open Court papers.

Review of the Statement of the Court's Primary Responsibilities, 2015/16 **Appendix 2**

The authority and responsibilities of the University Court are derived largely from the statutes contained in the Universities (Scotland) Acts from 1858 to 1966 and in the Ordinances and Resolutions made there under. In addition the University Court has responsibilities within the terms and conditions of the Financial Memorandum agreed with the Scottish Funding Council.

The list of primary responsibilities given here derives from these sources and has been prepared with reference to the statements of the other ancient Scottish Universities. This Statement is also compliant with the requirements of Main Principle 5 of the Scottish Code of Good Higher Education Governance (2013). The Statement of Primary Responsibilities was approved by Court on 12 May 2014.

Broadly the roles and responsibilities of Court are focused on strategy, taking the final decisions on matters of fundamental concern to the University and effective corporate governance. More specifically:

The Court's primary responsibilities are:	Compliance/Comment
I. Strategic Direction	
1. To approve the mission and strategic vision of the University and its major priorities as expressed in the University-level Strategic Plan underpinned by complementary strategies and long term academic and business plans.	Court reviewed progress against Key Performance Indicators for the current Strategic Plan 2012-2016 in December 2015, agreed the process for developing the new Strategic Plan in June 2015 and approved the final new Strategic Plan in June 2016.
2. To ensure that the approved mission and strategic vision of the University takes proper account of the interests of stakeholders, including students, staff, alumni, the wider community and funding bodies.	Court discussed the development of the new Strategic Plan at the September 2015 seminar. A wide variety of groups and individuals had input to the Strategic Plan's development. The draft plan was consulted on with all staff and students between February and March 2016
3. To ensure strategies complementary to the University – level Strategic Plan are in place and in particular to approve financial, estates, staff, information technology and management strategies in support of institutional objectives and priorities as expressed in the approved University-level Strategic Plan.	Court approved the University's Responsible Investment Policy Statement in May 2015 and approved the review of investment in fossil fuels. Court approved a responsible investment policy for armaments following the Principles for Responsible Investment in September 2015.
4. To ensure strategies are in place to enhance the student experience.	The Senior Vice-Principal regularly reports to Court on student experience activities. Regular reports are also received from Senate, including student experience activities.

5. To ensure processes are in place to monitor and evaluate the performance and effectiveness of the University against the University-level Strategic Plan and to approve key performance indicators (KPIs), which should where possible be benchmarked against other comparable Universities.	Court approves the performance framework to evaluate the University's performance against the Strategic Plan and reviews key performance indicators annually.
6. To promote and safeguard the reputation and values of the University.	Court approval is required for issues likely to impact on reputation of the University and for novel and contentious items. Court approves the University's risk appetite statement, which shows a low appetite for reputation and compliance risks.
II. Responsibilities in relation to Management and Senate 1. To appoint the Principal as chief executive, including the terms and conditions of such an appointment, and to put in place suitable arrangements for monitoring his/her performance which include consultation with all members of Court.	Court appoints the Principal, with annual appraisal and objective setting led by the Vice-Convener in consultation with Court members.
2. To delegate authority to the Principal, as chief executive, for the academic, corporate, financial, estate and HR management of the University subject to reserving such matters to itself as the Court thinks appropriate.	The 'Items Reserved for Court' and 'Delegation to the Principal' documents were approved in May 2014.
3. To establish and keep under regular review the policies, procedures and limits within which such management functions shall be undertaken by and under the authority of the Principal.	The Principal provides reports at each Court meeting. Standing Committees also report to each meeting and outline their activities including policies and procedures and items approved according to delegated level of authority. Thematic Committees report to Court via the relevant Standing Committee report.
4. To appoint a University Secretary to the Court and to ensure that if the person appointed has managerial responsibilities in the University, there is an appropriate separation in the lines of accountability.	Court appoints the University Secretary, who is accountable to Court as University Secretary and is accountable to the Principal as Head of the University Secretary's Group.
5. To review decisions made by the Senate as prescribed in statute.	Court receives Senate Reports after each Senate meeting describing any decisions taken and an annual meeting of Conveners of Senate and Court Committees also takes place.

6. To ensure that the Senate has processes in place for monitoring and reporting the quality of education provision and to monitor quality enhancement arrangements.	Annual Report to the Scottish Funding Council on Institution-led Review and Enhancement Activity considered and approved by Court annually.
III. Exercise of Controls 1. To ensure the establishment and monitoring of systems of control and accountability, including financial and operational controls and risk assessment, arrangements for internal and external audit and regularly reviewed schedules of delegated authority.	Monitoring systems in place and considered by Policy & Resources Committee, Audit & Risk Committee, Knowledge Strategy Committee and Court. A comprehensive review of the Delegated Authority Schedule took place in 2015, with a revised version approved in December 2015.
2. To be the principal financial and business authority of the University, to ensure that proper books of account are kept, to approve the annual budget and financial statements, to have overall responsibility for the University's assets, property and estates and to safeguard long term sustainability.	Annual Budget and Annual Report and Accounts approved by Court. Policy & Resources Committee and Estates Committee (via PRC) report to Court on approvals regarding assets, property and estates taken under delegated authority.
3. To ensure that appropriate arrangements are in place for the management of health, safety and security in respect of students, staff and other persons affected by the University's operations.	Health and Safety Committee, Risk Management Committee, IT Committee in place with Audit & Risk Committee, PRC and Court holding oversight of these areas. Central Management Group also has a role from an operational/management perspective.
4. To ensure that appropriate arrangements are in place for promoting equality and diversity in respect of students, staff and other persons making use of University services or facilities.	Reporting arrangements via People Committee and PRC onto Court. Court annual approval of Equality, Diversity Monitoring and Research Committee staff and student reports. Vice-Principal People and Culture has responsibility for the University strategy and performance in the area of equality and diversity and held a seminar for Court members in September 2015.
IV. Corporate responsibilities 1. To be the University's legal authority and as such, to ensure that systems are in place for meeting all the University's legal obligations, including those arising from contracts and other legal commitments made in the University's name.	Director of Legal Services in place and in attendance at Court meetings. Delegated Authority Schedule codifies contractual signing authority with reporting arrangements to Court.

2. To ensure adherence to the requirements specified by the Scottish Funding Council in terms of its Financial Memorandum and other funding documents including ensuring delivery of outcome agreements.	Outcome Agreements approved and monitored by Court. Information on other Scottish Funding Council requirements monitored and reported to Court as required.
3. To be the employing authority for all staff in the University and to ensure that obligations thereto are met including with regard to the welfare, development and reward of employees. 4. To put in place appropriate arrangements for determining and regular review of the performance, remuneration and conditions of service of staff.	(Both 3 and 4) Court receives reports on staff issues from the People Committee via PRC and direct reporting as appropriate, approving strategic policies and in respect of grade 10 or equivalent staff has approved a Remuneration Committee Framework for Decision making document.
5. To ensure that arrangements are in place to protect the academic freedom of relevant staff with due regard to relevant legislation and the governing instruments of the University.	The conditions of employment for academic staff include a statement on academic freedom.
6. To make provision for the general welfare of students, in consultation with the Senate and EUSA.	Senior Vice-Principal reports to Court. Regular reports from Senate and EUSA at Court.
7. To act as trustee for, or make appropriate alternative arrangements for the trusteeship of, any property, legacy, endowment, bequest or gift in support of the work and welfare of the University.	Development Trust, Investment Committee and Ethical Fundraising Advisory Group in place, procedures for the ethical screening of donations also in place
8. To make appropriate arrangements compliant with relevant legislation for the trusteeship of any pensions scheme established by the Court for University employees and to employ the employer-nominated trustees.	Reporting to Court as appropriate re: external pension schemes (principally Universities Superannuation Scheme). Staff Benefits Scheme Trustees appointed by Court on recommendation of Nominations Committee and Trustees supported as appropriate in order to discharge their duties Pension liabilities also reported to Court as these arise and in the University Accounts.

9. To ensure that at all times it operates within the terms of the Universities (Scotland) Acts 1858-1966, Ordinances and Resolutions made under those Acts and any other relevant legislation; and that appropriate advice is available to enable this to happen.	Court approves Resolutions and Ordinances, advice from University Secretary and Director of Legal Services available to Court at all times.
10. To ensure that the University acts ethically, responsibly and with respect for society at large and the sustainability of the environment.	Documents including procedures for the ethical screening of donations, agreed Social Responsibility and Sustainability Strategy and implementation plan and the socially responsible investment policy. Sustainability highlighted in Strategic Plan and reported in Annual Accounts.
V. Effectiveness and transparency 1. To conduct its business in accordance with best practice in higher education corporate governance, with the principles of public life drawn up by the Committee on Standards in Public Life and with best practice in regard to equality and diversity.	On appointment to Court all members are invited to sign a declaration covering the principles of public life drawn up by the Committee on Standards in Public Life. Court is committed to equality and diversity and has approved a University Court Equality and Diversity Policy. All papers to Court, Senate and their Committees include an equality and diversity impact section.
2. To ensure that clear procedures are in place in the University for handling internal grievances, potential conflicts of interest and 'whistleblowing' complaints with due regard to relevant legislation.	Internal procedures in place and a Whistleblowing policy with a lay member of Court provided as contact point under this policy and publicised on the University website.
3. To put in place arrangements for the appointment of co-opted members of the Court so as to maintain a broad balance of expertise taking account of the principles of equal opportunity.	Co-opted members of Court are appointed through an open advertisement and interview process managed by the Nominations Committee, taking into consideration skills, experience and diversity. A Skills Register is maintained for all Court members.
4. To establish processes to monitor and evaluate the performance and effectiveness of the Court itself and that of its Committees.	Court conducts an annual effectiveness review and in 2015/16 undertook a review of the effectiveness of its committees.

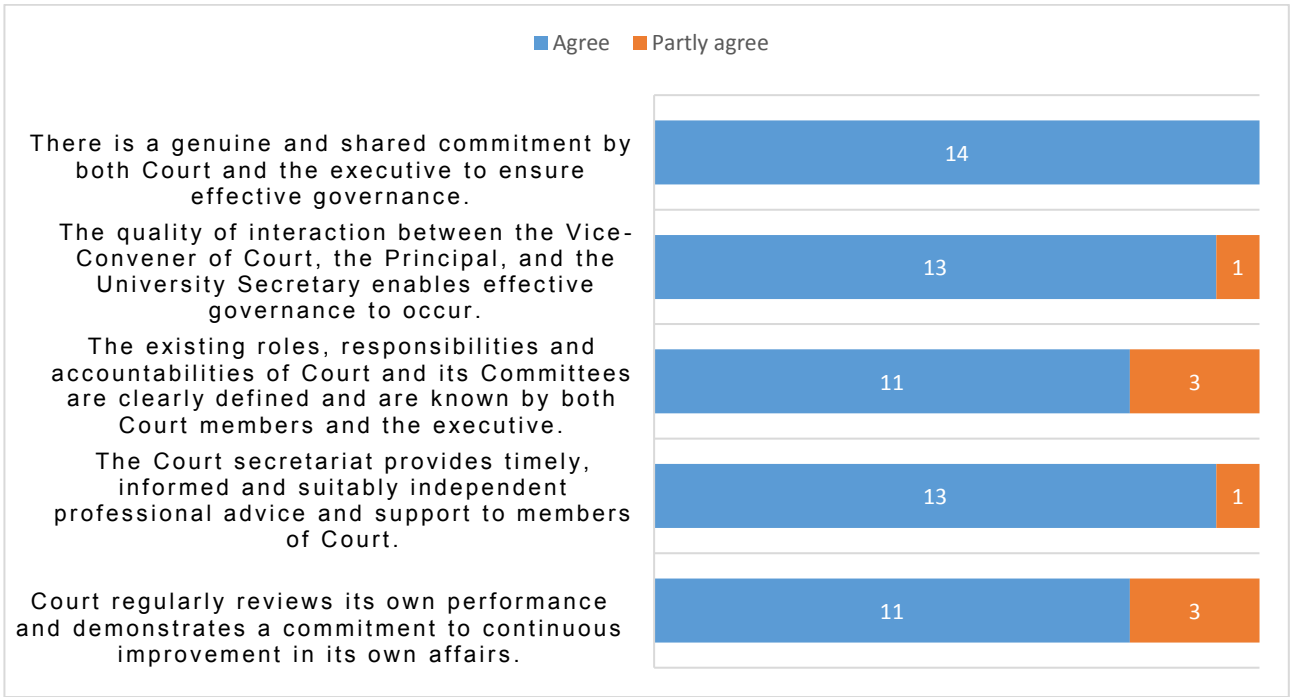
THE UNIVERSITY of EDINBURGH

Appendix 3

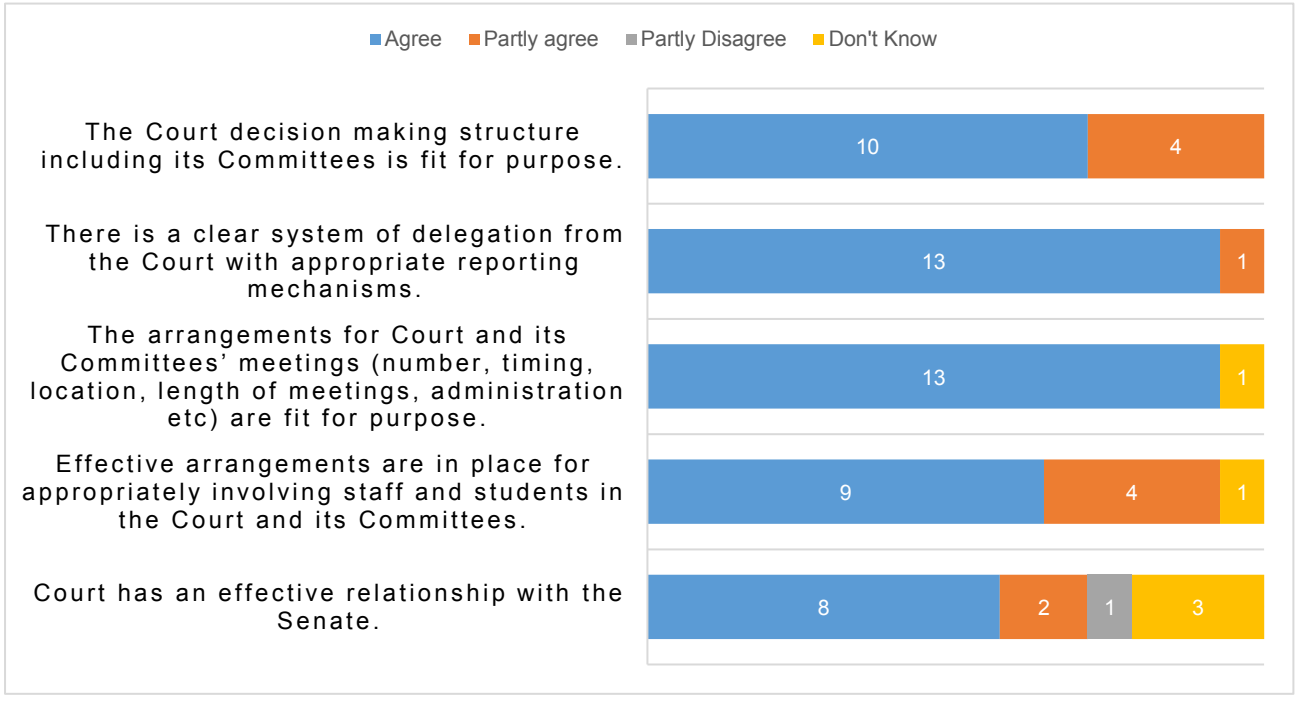
Court Members' Survey, 2016

Responses:	General Council Assessors:	2
	Senatus/Non-teaching Staff Assessors:	3
	Co-opted Court Members:	7
	Others:	2
	Total Responses:	**14**

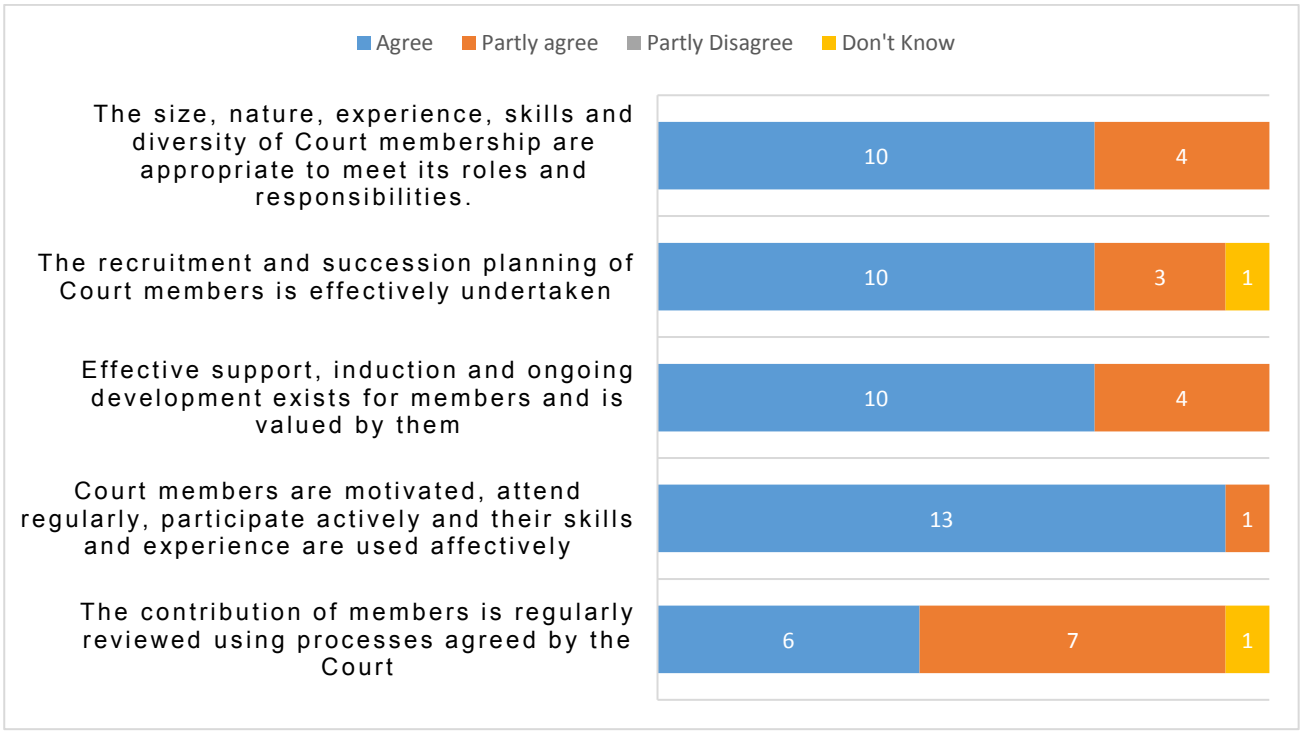
The commitment to effective governance



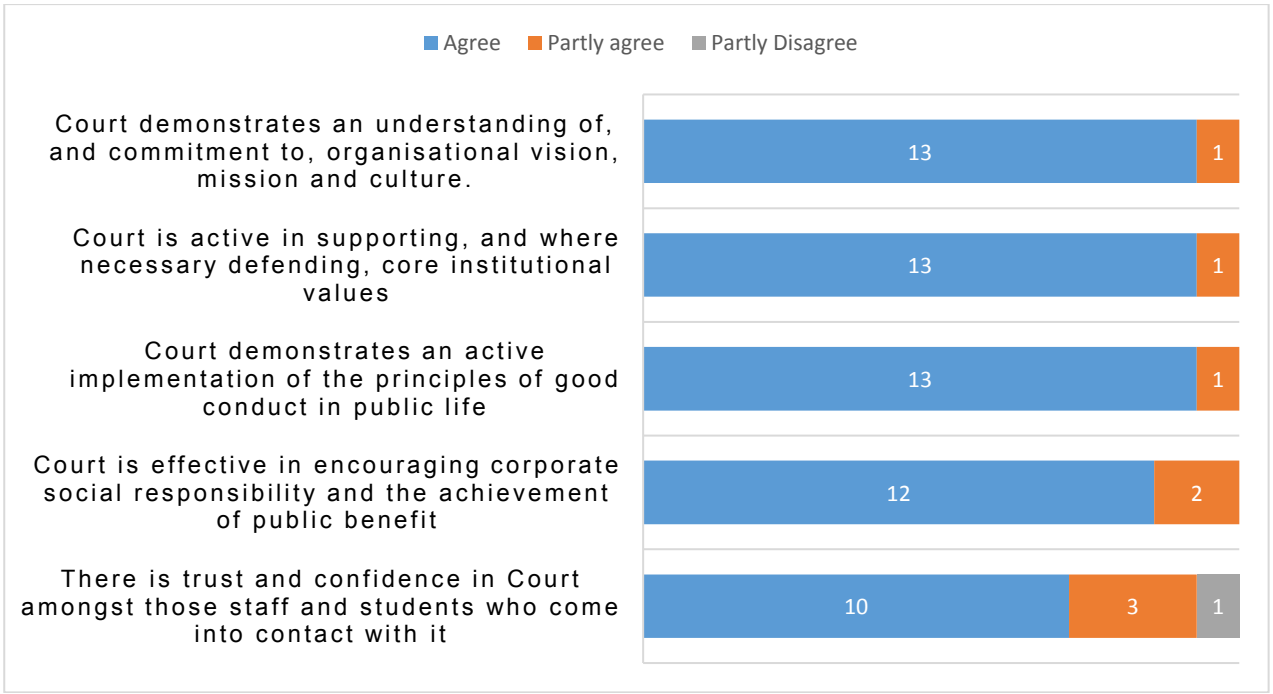
Effective governance structures and processes



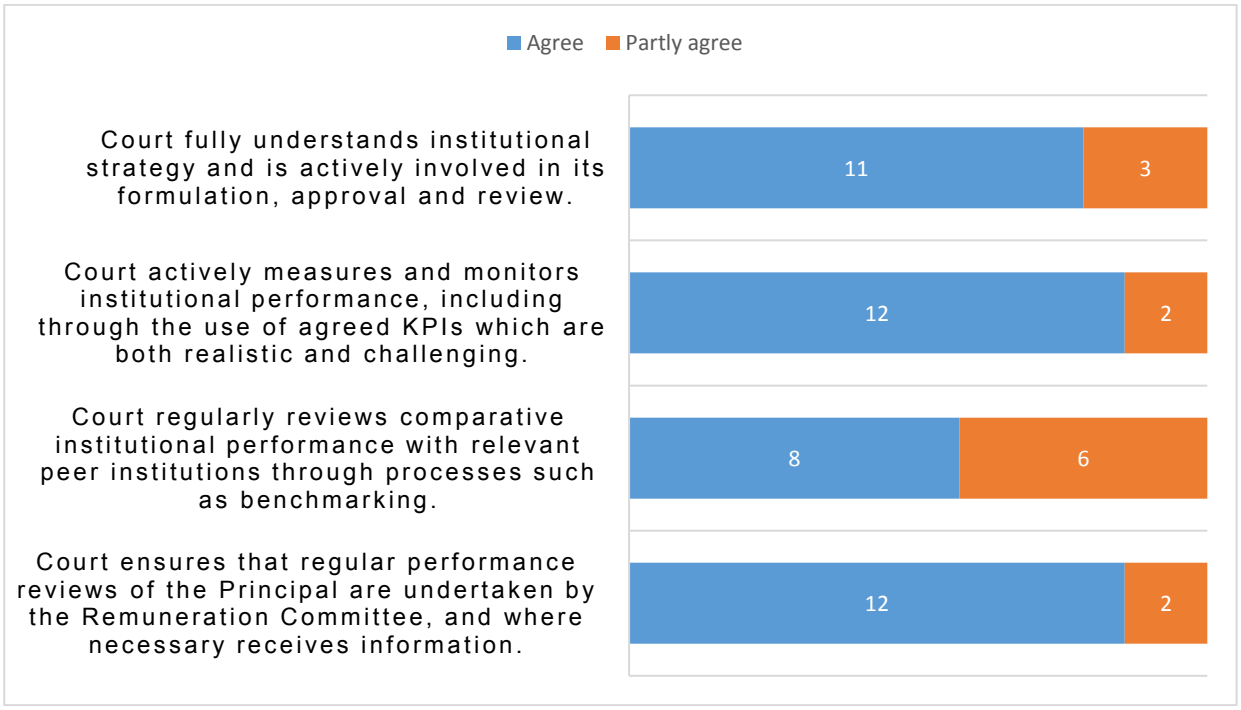
Effective Court membership



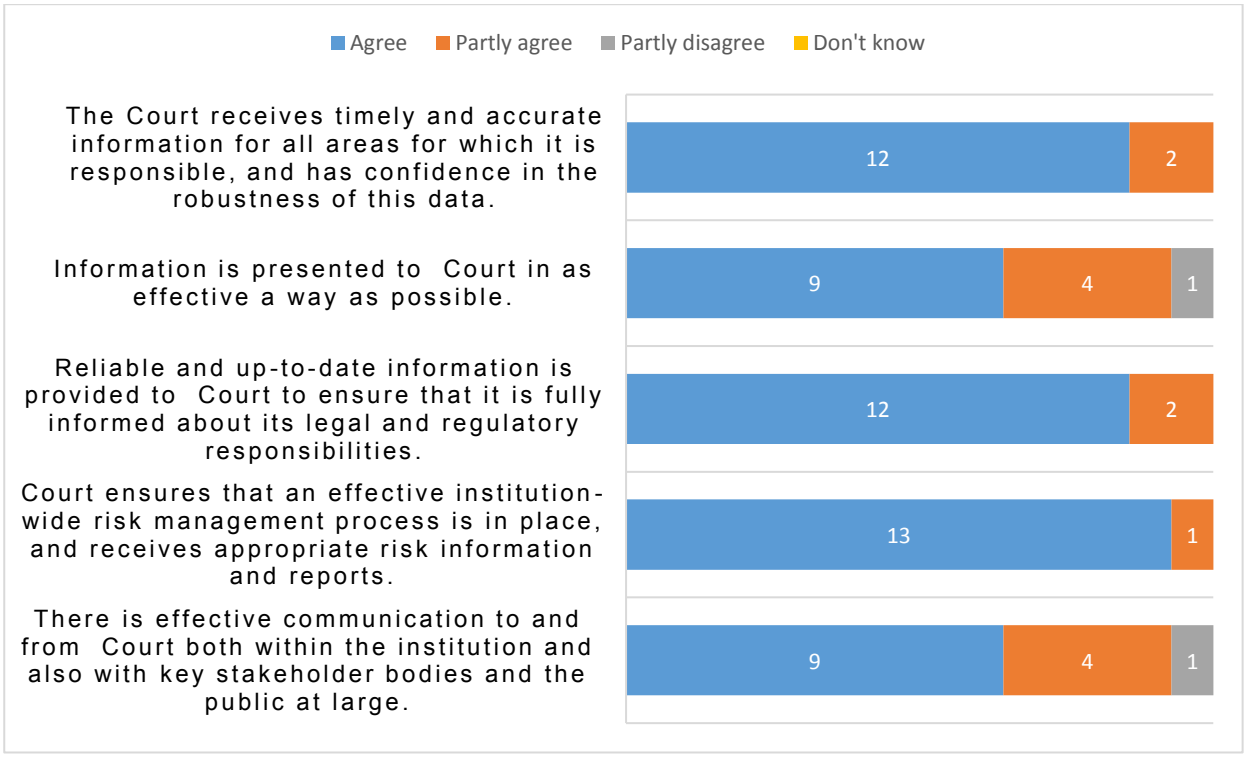
Court commitment to organisational vision, culture and values



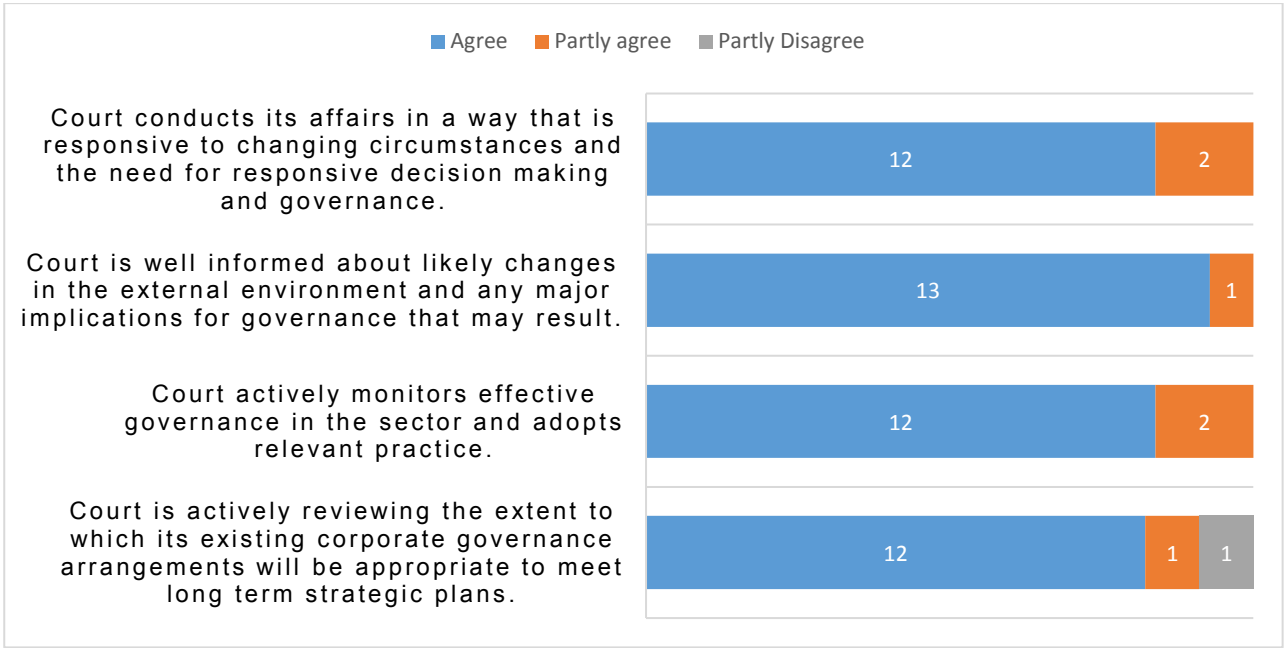
Effective strategic development and performance measurement



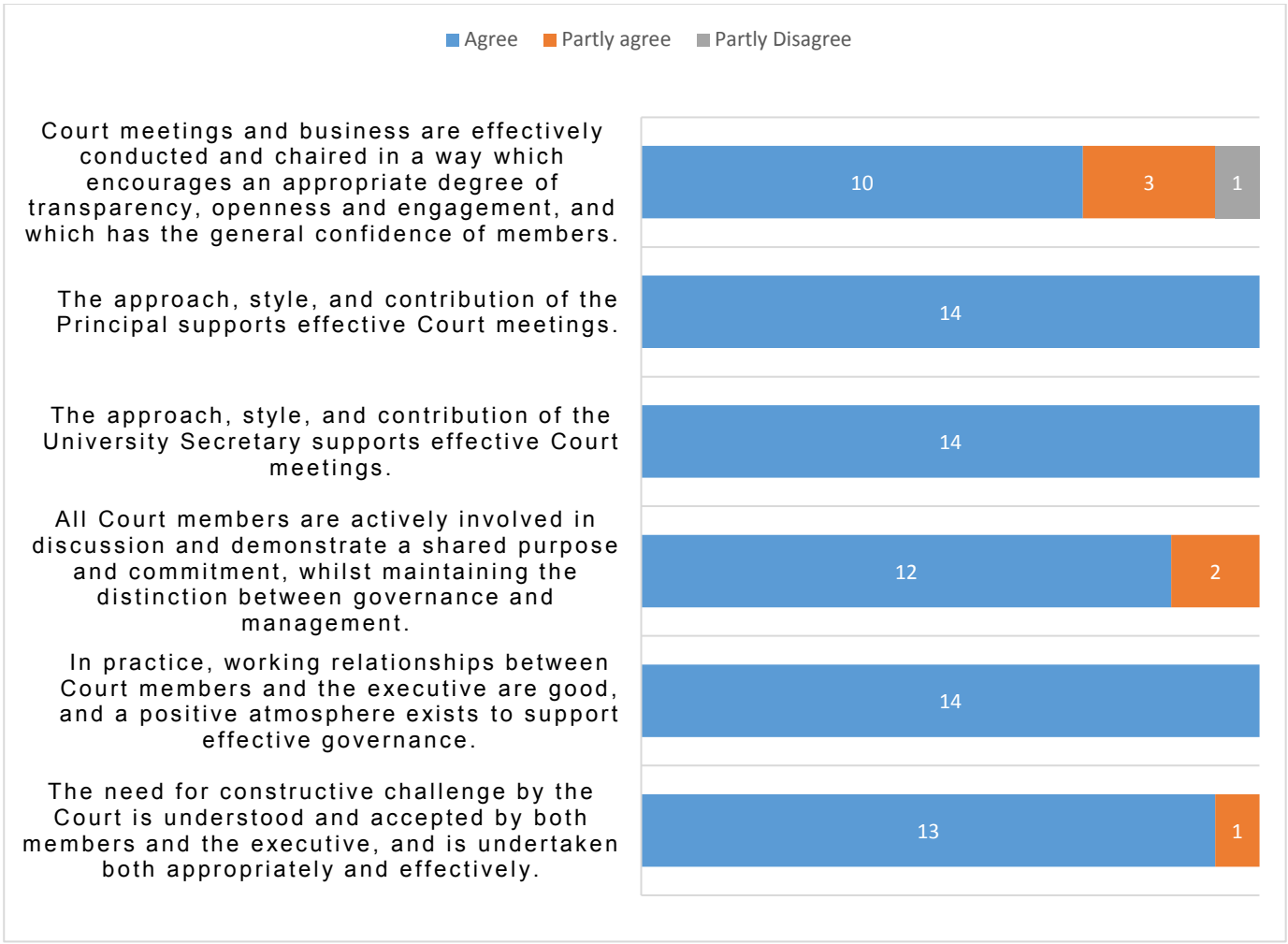
Effective Court information and communication



Future Governance



Working Relationships and Court behaviour



THE UNIVERSITY of EDINBURGH

S

UNIVERSITY COURT

26 September 2016

President of the Development Trust

Description of paper

1. The paper concerns the resignation of the current President of the Development Trust and the recommendation of her replacement. It also provides information on a review of the governance of the University's philanthropic operations.

Action requested/Recommendation

2. Noting that the current President of the Trustees, Christine Montgomery, has indicated she wishes to resign due to relocation to Australia, Court is invited to approve the appointment of Steve Thomson as the new President of the Trustees. The appointment of Steve Thomson has been recommended by the four existing management trustees.

Background and context

3. The paper concerns the resignation of the current President of the Development Trust and the recommendation of her replacement. The Trust deed notes that "the Chairman of any Meeting shall be the President appointed by The Court".

Discussion

4. As the appointment has been agreed by the four existing management trustees, the University Secretary wishes to recommend the appointment to Court.

5. Steve Thomson is an Edinburgh graduate who is currently a Trustee of the Development Trust and formerly a Managing Director of Credit Suisse First Boston. He has been involved in community development projects on the island of Tiree, established a market intelligence service providing research coverage of the Russian and CIS aviation industry and has been Chair of Court at the University of Highlands and Islands and served on the Board of Highlands and Islands Enterprise.

Review of governance of philanthropic operations

6. Court is invited to note that a review of the University's approach to the governance of its philanthropic operations is underway, with the agreement and participation of the Trustees. One possible outcome is that, in future, philanthropic donations are made directly to the University rather than via a Trust. In that scenario, Court may be asked to undertake an oversight role.

Resource implications

7. There are no specific new resource implications.

Risk Management

8. There could be regulatory risks if the University is not seen to be fully compliant with the Trust deed note.

Equality & Diversity
9. Full consideration of Equality and Diversity issues has been considered by those involved in these discussions including Development & Alumni.

Next steps/implications
10. If approved, Steve Thomson will be appointed as the new President of the Development Trust.

Consultation
11. Consultation has taken place with those individuals involved.

Further information
12. *Author*
Mr Grant Spence
Development & Alumni

Presenter
Ms Sarah Smith
University Secretary

Freedom of Information
13. Open Paper

THE UNIVERSITY of EDINBURGH

T1

UNIVERSITY COURT

26 September 2016

Exception Committee Report

Committee Name
1. Exception Committee

Date of Meeting
2. The Committee considered business via electronic communications concluded on 24 August 2016.

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

Paragraphs 4 - 6 have been removed as exempt from release due to FOI.

Full Minute:
7. Papers considered are available at:
https://www.wiki.ed.ac.uk/display/UCC/Exception+Committee

Equality & Diversity
8. There are no specific equality and diversity issued associated with this report.

Further information
9.

Author	*Presenter*
Dr Lewis Allan	Ms Anne Richards
Head of Court Services	Convener of Exception Committee

Freedom of Information
10. The paper is closed for reasons of commercial confidentiality.

THE UNIVERSITY of EDINBURGH

T2

UNIVERSITY COURT

26 September 2016

Nominations Committee Report

Committee Name

1. Nominations Committee.

Date of Meeting

2. 5 September 2016.

Action Required

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

Paragraphs 4 - 6 have been removed as exempt from release due to FOI.

Equality & Diversity

7. Improving the equality & diversity of Court membership is proposed as one of the core principles against which proposals to implement the Higher Education Governance Act will be assessed.

Further information

8.

Author	*Presenter*
Dr Lewis Allan	Ms Anne Richards
Head of Court Services	Convener, Nominations Committee

Freedom of Information

9. This paper is closed.

THE UNIVERSITY of EDINBURGH

T3

UNIVERSITY COURT

26 September 2016

Audit & Risk Committee Report

Committee Name

1. Audit & Risk Committee.

Date of Meeting

2. The meeting was held on 15 September 2016.

Action Required

3. Court is invited to note the key points from the meeting and approve:
   - Internal Audit Strategy 2016/17-2020/21, attached as Appendix 1;
   - External Audit Fee at point 7.

Paragraphs 4 - 8 have been removed as exempt from release due to FOI.

Full minute:

9. The full minute will be available in due course on:
https://www.wiki.ed.ac.uk/display/UCC/Audit+and+Risk+Committee

Equality & Diversity

10. No direct equality and diversity implications were raised in this report

Further information

11. *Author*
Ms Kirstie Graham
19 September 2016

Presenter
Mr Alan Johnston
Convener of the Audit and Risk Committee

Freedom of Information

12. This paper is closed.

THE UNIVERSITY of EDINBURGH

T4

UNIVERSITY COURT

26 September 2016

Knowledge Strategy Committee Report

Committee Name

1. Knowledge Strategy Committee.

Date of Meeting

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

Action Required

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

Key points

Lecture Capture Business Case

4. The Committee endorsed the submission of the business case to Court with the inclusion of a comprehensive solution including all university lecture theatres. The business case will be further discussed at Policy & Resources Committee, with PRC made aware of Knowledge Strategy Committee's feedback on the paper.

Full minute

5. The full minute and papers considered are available on the wiki site: https://www.wiki.ed.ac.uk/display/UCC/Knowledge+Strategy+Committee.

Equality & Diversity

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

Further information

7.

Author	*Presenter*
Dr Lewis Allan	Ms Doreen Davidson
Head of Court Services	Convener, KSC

Freedom of Information

8. The paper is open.

THE UNIVERSITY of EDINBURGH

U

UNIVERSITY COURT

26 September 2016

Resolutions

Description of paper

1. The paper invites Court to approve Resolutions to establish Chairs and change the names of existing Chairs 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.

Discussion

4. 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. 52/2016:	Foundation of a Personal Chair of Business and Sustainable Development
Resolution No. 53/2016:	Foundation of a Chair of Accountancy
Resolution No. 54/2016:	Alteration of the title of the Chair of Cultural Relations
Resolution No. 55/2016	Alteration of the title of the Chair of Medical Statistics
Resolution No. 56/2016:	Foundation of a Personal Chair of Black Studies
Resolution No. 57/2016:	Foundation of a Chair of Avian Biology
Resolution No. 58/2016:	Foundation of a Chair of Power Electronics
Resolution No. 59/2016:	Foundation of a Chair of Integrated Sensor Technology

5. The full text of the Resolutions is available at:
https://www.wiki.ed.ac.uk/display/UCC/University+Court

Resource implications

6. 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

7. 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
8. 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
9. 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 website.

Consultation
10. 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 University website to enable observation from any other body or person having an interest to express observations.

Further information
11. *Author*
Ms Kirstie Graham
Deputy Head of Court Services
September 2016

Freedom of Information
12. This paper is open.

THE UNIVERSITY of EDINBURGH

V

UNIVERSITY COURT

26 September 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 26 May 2016 to 31 August 2016, prepared for the Court meeting of 26 September 2016.

Action requested/Recommendation

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

Paragraphs 3 - 6 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
07 September 2016

Freedom of Information

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