THE UNIVERSITY of EDINBURGH

University Court
Board Room, Edinburgh College of Art
Monday, 24 April 2017

AGENDA

The meeting will be preceded by a presentation from Professor Chris Breward, Principal of Edinburgh College of Art and Vice-Principal Creative Industries and Performing Arts

1	**Minute** To *approve* the minute of the meeting held on 6 February 2017	**A**
2	**Matters Arising** To *raise* any matters arising	**Verbal**
3	**Principal's Communications** To *receive* an update from the Principal	**B**
4	**Vice-Principal and Assistant Principal Appointment/Extensions** To *approve* the recommendations from the Principal	**C**
5	**Policy & Resources Committee Report** To *consider* a report from the Convener of Policy & Resources Committee	**D**

SUBSTANTIVE ITEMS

6	**Student Experience Update** To *consider* an update from the Senior Vice-Principal	**E**
7	**Edinburgh Futures Institute – Quartermile** To *approve* the paper presented by the Vice-Principal Planning, Resources & Research Policy	**F**
8	**Finance** To *note/approve* the papers presented by the Director of Finance:	
	• **Finance Director's Report**	**G1**
	• **Social Finance Investment**	**G2**
9	**Low Carbon College** To *consider* a paper presented by the Senior Vice-Principal	**H**
10	**EUSA & EUSU** To *approve* a paper by the Deputy Secretary, Strategic Planning:	
	• **EUSA and EUSU Planning Round submission**	**I1**
	To *approve/note* the papers presented by the EUSA President:	
	• **Budget 2017-18**	**I2**
	• **President's Report**	**I3**

11   **City Deal Update**   **J**
To *consider* an update from the Senior Vice-Principal and Director of
Corporate Services

ITEMS FOR NOTING OR FORMAL APPROVAL

12   **Estates: Nominations Agreements**
To *approve*
- **Brae House**   **K1**
- **38 Haddington Place**   **K2**

13   **Equality & Diversity**
To *approve*
- **EDMARC Report**   **L1**
- **Equality Outcomes 2017-2021**   **L2**

14   **Enhancement-Led Institutional Review: Follow-Up Report**   **M**
To *endorse*

15   **ARCHER2**   **N**
To *approve*

16   **Financial Regulations**   **O**
To *approve*

17   **China Office Bank Account**   **P**
To *approve*

18   **Committee Reports**
- Exception Committee   **Q1**
- EU Sub-Group   **Q2**
- Audit and Risk Committee   **Q3**
- Knowledge Strategy Committee   **Q4**
- Senate   **Q5**

19   **Resolutions**   **R**
To *approve*

20   **Donations and Legacies**   **S**
To *note*

21   **Uses of the Seal**
To *note*

22   **Any Other Business**
To *consider* any other matters

23   **Date of next meeting**
Monday, 19 June 2017

THE UNIVERSITY of EDINBURGH

UNIVERSITY COURT

6 February 2017

Minute

Present:	Mr Steve Morrison, Rector (in chair)
	The Principal, Professor Sir Timothy O'Shea
	Ms Anne Richards, Vice-Convener
	Sheriff Principal Edward Bowen
	Dr Alan Brown
	Ms Doreen Davidson
	Mr Ritchie Walker
	Professor Elizabeth Bomberg
	Professor Sarah Cooper
	Professor Alexander Tudhope
	Dr Robert Black
	Mr Peter Budd
	Mr Alan Johnston
	Dr Chris Masters
	Lady Susan Rice
	Ms Angi Lamb
	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 Gavin McLachlan, Chief Information Officer & Librarian to the University
	Ms Tracey Slaven, Deputy Secretary, Strategic Planning
	Mr Phil McNaull, Director of Finance
	Ms Leigh Chalmers, Director of Legal Services
	Mr Gary Jebb, Director of Estates
	Dr Ian Conn, Director of Communications and Marketing
	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
	Mr David Bentley
	Ms Alison Grant

Pre-Court Presentation – 'Connecting for Good'

Court received a presentation on Development & Alumni activities and priorities, including an alignment of all alumni and donor activity with the Strategic Plan 2016 and the role of Court in 'Connecting for Good' with alumni, potential donors and influencers and advocates.

1   Minute   Paper A1-3

The Minute of the meeting and note of the seminar held on 5 December 2016 and the Minute of the special meeting held on 30 January 2017 was approved.

On behalf of Court, the Rector thanked the Vice-Convener, University Secretary, Director of Human Resources and all those involved in the recruitment process leading to the appointment of Professor Peter Mathieson, President and Vice-Chancellor of the University of Hong Kong as the next Principal and Vice-Chancellor of the University of Edinburgh.

2   Matters Arising   Verbal

The Principal provided updates on:
i) a proposed property acquisition, with a decision from the vendor expected before the next Court meeting;
ii) Roslin Technologies Ltd, with the legal agreements expected to be finalised shortly.

3   Principal's Communications   Paper B

Court observed a minutes silence in memory of Tam Dalyell, former Rector (2003-06), Member of Parliament for West Lothian (1962-83) and Linlithgow (1983-2005) and great supporter of the University, who died on 26 January 2017.

Court noted the content of the Principal's report and the additional information on: recent engagement with the Scottish Government; 2017/18 application statistics; and the University's position of 13th in the Times Higher Education World's Most International Universities 2017 ranking.

4   Assistant Principal Extension   Paper C

Court approved the extension of Professor Arthur Trew's term of office as Assistant Principal Computational Science with immediate effect until 31 July 2018.

The Principal indicated that, in consultation with Professor Peter Mathieson, terms of office for Vice and Assistant Principals which conclude in summer 2017 will be recommended for one year extensions.

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

The report was noted.

SUBSTANTIVE ITEMS

| 6 | **Student Experience Update** | **Paper E** |

The Senior Vice-Principal reported on ongoing work to enhance the student experience following the December Court seminar. The intention to develop a holistic plan for learning and teaching to support the ambition to achieve a top ten placing in UK league tables was discussed. It was noted that a pilot project to subsidise a public bus link between King's Buildings and the Central Area will begin shortly and the Main Library will open 24 hours a day, 7 days a week from 20 March, with a successful communications campaign having been launched.

| 7 | **Strategic Plan Performance Measurement Framework** | **Paper F** |

The Deputy Secretary, Strategic Planning, presented a performance measurement dashboard illustrating the health and impacts of the University for use in assessing performance against the Strategic Plan 2016. Members welcomed the intention to develop an online version with further detail below each measure and discussed measuring social and economic impacts on a regional, Scottish, UK and international basis and measuring the return on investment of estates projects.

Noting that the 'work in progress' measures will continue to be developed, Court endorsed the performance measurement dashboard and agreed the proposed targets and next steps set out in the paper.

| 8 | **Edinburgh Global Update** | **Paper G** |

The Vice-Principal International presented the new University Global Engagement Plan and provided an update on the MasterCard Scholars Program, Zhejiang University Joint Institute and planned Hua Xia Healthcare collaborative initiatives. Opportunities arising from the Cross-Government Prosperity Fund, further improving Chevening and Commonwealth Scholarship student numbers, the ability to offer an international experience at Edinburgh with 20,000 international staff and students; and, peer support schemes that match domestic and international students were discussed.

| 9 | **Finance Director's Report** | **Paper H** |

The first quarter 2016/17 financial outturn, the latest iteration of the Ten Year Forecast and results of stress testing of inflation assumptions in the Ten Year Forecast were reviewed. Court discussed cashflow projections over the Ten Year Forecast period and measuring the return from capital invested on individual projects.

10   City Deal Update   **Paper I**

The Senior Vice-Principal presented a progress update on negotiations to establish a City Deal for the Edinburgh and South-East Scotland City Region. Court endorsed the direction of travel and noted that the Court Sub-Group and Exception Committee may be utilised.

11   Core Systems Strategy   **Paper J**

The Chief Information Officer presented an initial information brief to raise awareness of the evolving University Core Systems Strategy – to operate the underpinning business and administration software systems in an integrated fashion. The risks of not replacing existing systems, the opportunity to improve the student and staff experience, ensuring realistic measurement of expected savings and the Strategy's close alignment with the Service Excellence Programme were discussed. Court noted the requirement for a University Core Systems Strategy and the proposed governance process and timeline.

12   Non-Teaching Staff Assessor Election Regulations   **Paper K**

Regulations governing the conduct of the Non-Teaching Staff Assessor Election 2017 were approved subject to a change to the duration of the term of office of the Non-Teaching Staff Assessor to three years – linked to the conclusion of the transitional period in 2020 for compliance with the Higher Education Governance (Scotland) Act 2016.
Secretary's note: the Standing Orders of the University Court will be revised to reflect the change in duration of the next term of office.

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

The EUSA President reported on activities since the last meeting and forthcoming events, including the annual Gather Festival (20-28 February) to celebrate the diverse University community, the Sustain.Ed Festival (16-18 February) to celebrate sustainability at the University and in the city and the opening of nominations for the annual Impact Awards, Teaching Awards and the EUSA elections.

ITEMS FOR NOTING OR FORMAL APPROVAL

14   Committee Reports
   • **Nominations Committee**   **Paper M1**

Updates on the Higher Education Governance (Scotland) Act and the recruitment process to recruit new Co-opted Court members from 1 August 2017 were noted. It was agreed that the Rector would be involved in discussions regarding the roles of the Rector and Senior Lay Member at the appropriate time.

   • **Knowledge Strategy Committee**   **Paper M2**

Key points from the report were noted.

- **Senate**

Key points from the report were noted. The Principal provided a update on an initial discussion of options to revise Senate's membership in line with the Higher Education Governance (Scotland) Act, with a formal report to follow.

| 15 | **Resolutions** | |

The following resolutions were approved:

Resolution No. 1/2017: Foundation of a Personal Chair of Common Law
Resolution No. 2/2017: Foundation of a Chair of Economics
Resolution No. 3/2017: Foundation of a Personal Chair of Global Agriculture and Food Security
Resolution No. 4/2017: Foundation of a Chair of Economics
Resolution No. 5/2017: Foundation of a Chair of Business
Resolution No. 6/2017: Foundation of a Personal Chair of Paediatric Infectious Diseases and Global Health
Resolution No. 7/2017: Foundation of a Personal Chair of Corporate Finance
Resolution No. 8/2017: Foundation of a Personal Chair of Computational Biology

| 16 | **Donations and Legacies** | |

Donations and legacies received by the Development Trust from 16 November 2016 to 16 January 2017 were noted.

17   Uses of the Seal

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

18   Any Other Business

There was no other business.

19   Date of next meeting

Monday, 24 April 2017

UNIVERSITY COURT

24 April 2017

Principal's Report

Description of paper

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

Action requested/Recommendation

2.   Court is asked to note the information presented.

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

Background and context

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

Discussion

5.   *University News*

 a) Brexit
 On the 29 March the Prime Minister issued the formal letter invoking Article 50 which confirmed the UK's intention to leave the European Union following the two year negotiating period.   The publication of The Great Repeal Bill, to ensure that European law will no longer apply in the UK, closely followed.

 The University has continued to communicate with staff and students on the developments and is using our "The University and Europe" microsite (http://www.ed.ac.uk/news/eu) to bring all of the relevant information together. A couple of the key recent points are noted below:
 * There was positive news regarding the funding arrangements for undergraduate student fees as the Scottish Government confirmed that EU nationals enrolling in 2018-19 will be guaranteed free tuition for the duration of their course.
 * Another round of practical legal information sessions for European Economic Area (EEA) staff or staff with EEA partners/dependents is now underway alongside reduced costs for staff who may need additional legal advice and financial support to help spread the cost of UK residency fees and/or citizenship fees and legal advice.

 b) Public Affairs Activity
 As the UK Department for Business, Energy and Industrial Strategy (BEIS) nears the end of the consultation period on the Industrial Strategy the University has been well positioned to raise our profile and bring influence to bear on this important initiative. The Rt Hon Greg Clark MP, Secretary of State for Business, Energy and Industrial Strategy, visited the University to host a recent stakeholder reception event. He was accompanied by the

Secretary of State for Scotland David Mundell MP and the occasion afforded the University a private briefing enabling very good exposure at a key time with regard to the City Deal and the Industrial Strategy consultation. We also hosted, alongside the UK Biotechnology and Biological Research Council, the Secretary of State at the Roslin Institute where he announced £29 million of new funding.

A delegation from the Cabinet Office and BEIS also visited the University in mid-March to meet academic staff, discuss the Industrial Strategy and the City Deal and to visit the BioQuarter. Representatives from the City of Edinburgh Council also participated in this visit.

Our formal response to the Industrial Strategy has been submitted and we have also fed into the respective responses of the Russell Group, Universities UK and Universities Scotland.

c) Admissions
There has been continued strong growth in Rest of UK (RUK) and Overseas undergraduate applications this year. Whilst the growth in Overseas applications (+10%) does not match the intake target (+15%), the reverse is true for RUK (applications +9%; intake target -2%), meaning we are broadly on track to meet targets. If necessary clearing will provide a further opportunity to increase 2017 intakes in line with targets.

Scotland/EU applications are down this year, returning to their 2015 levels however as we still have more than 10 Scottish & EU applications per place we are still looking to be on track.

The SIMD (Scottish Index of Multiple Deprivation) applications largely mirror this trend, although we have seen only a marginal drop in MD20 applications. In the context of stretching Scottish Funding Council targets, we have made significantly more MD20 and 40 offers for this year.

It is very early in the taught postgraduate applications cycle but the position is looking healthy for both on-campus and online study with applications up by 16%.

d) New UK higher education pay negotiating round 2017-18
Two of three negotiation meetings have taken place between the Universities and Colleges Employers Association's (UCEA) and the trade unions: UCU, EIS, Unite, GMB and UNISON.

In light of the unions' willingness to negotiate, UCEA improved its opening offer from 1.2% to 1.5%, with an uplift of 1.8% on the lowest pay point. The third meeting will take place on 27 April 2017.

e) High Level Visits and Meetings
I have been in regular contact with the Secretary of State for Scotland, the Rt Hon David Mundell MP, over the issue of post study work arrangements for international students. We continue to explore all opportunities to improve on

the current situation. I have also spoken to the Cabinet Secretary for Economy, Jobs and Fair Work, Mr Keith Brown, MSP about recent political developments.

We are extremely lucky to have such a hard working Chancellor, HRH The Princess Royal, who has made a number of recent visits notably to the Edinburgh Imaging Facility at Little France, a reception raising awareness of the University's Salvesen Mindroom Centre and the opening of the O'Shea Hall. It was lovely to see so many Court members at the latter and I hope you enjoyed seeing this excellent new facility for our postgraduate students.

I was delighted to welcome, along with colleagues, representatives from the Thai Royal Family to Little France. The visit enabled Her Royal Highness Princess Chulabhorn and the delegation to meet with senior staff, have a short tour of our facilities and gain an understanding of our teaching and research expertise across medicine and veterinary medicine. Her Royal Highness is the Chancellor of the new Princess Chulabhorn College of Medical Science in Bangkok and is Professor of Chemistry at Mahidol University.

Finally, I wished to mention the very poignant occasion of the memorial service, at which I offered a tribute, for our former Rector Tam Dalyell in late February. It was very moving and fitting tribute to our friend and colleague.

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

6. *International News*

   a) Edinburgh Global
      A new Global Engagement Plan has now launched and the International Office has rebranded as Edinburgh Global. The new Edinburgh Global website has a range of interesting features and articles, including the Global Engagement Plan which sets out the strategic goals for 2017-2020, focussed on the three themes of global community, global exchange and global partnerships. More at https://global.ed.ac.uk/.

      New Regional Directors have been appointed for Europe, Helen McMillan, the Middle East, Dr Firas Ibrahim and South-East Asia, Audrey Kon. Ms Kon will be based in a Representative Office in Singapore that will open on 12 May 2017.

   b) Hong Kong & Shanghai
      The University will visit Hong Kong and Shanghai during the week of 15-21 May 2017 to signal our commitment to advancing strategic partnerships in

both cities. The delegation will include: Senior Vice-Principal, Professor Charlie Jeffery; University Secretary, Sarah Smith; Vice-Principal International, Professor James Smith; Deputy Vice-Principal International, Alan Mackay and Assistant Principal China, Professor Natascha Gentz alongside senior academic colleagues from all three Colleges and staff from Edinburgh Global and Development and Alumni.

The visit will be anchored primarily around partnership dialogue with leading institutions in Hong Kong, University of Hong Kong and Hong Kong University of Science & Technology, and Shanghai, Fudan, Donghua University, Shanghai Jiao Tong University and Zhejiang University, plus business meetings with Foundations, British Embassies and British Council. During the visit there will be events with University alumni in both Hong Kong and Shanghai, recruitment events and public lectures to engage new audiences for the University.

c) USA
An excellent research trip this year combined with alumni engagement summarised below:
- Portland, Oregon: presentations at Computer Supported Collaborative Work conference and meeting with recent alumni.
- Los Gatos, California: dinner with senior alumni.
- Palo Alto: reception for alumni at SRI International, dinner for senior alumni and SRI President, meetings in SRI, meetings in Stanford, presenting eLearning strategy seminar to Stanford senior team, meetings with new Stanford President and Provost, meetings with various Google colleagues, meeting at Computer History Museum and attendance at celebration of sixty years of Computer Science at Stanford.
- Los Angeles: reception for alumni.
- Pasadena: lunch for senior alumni and meeting with Provost and alumni at CalTech.
- Boulder, Colorado: Presenting at Coursera Partners Conference, meeting with University of Colorado researchers.
- Washington: delivered keynote at the National Science Foundation Cyberlearning 2017: What's Next? Making Connections to Shape the Future and alumni reception.
- Boston: Learning@Scale conference at MIT and alumni reception.

d) Europe
In mid-February I hosted an 'Edinburgh in Europe' event in Brussels, with key influencers and MEPs, where the implications of Brexit for higher education within the UK and in the rest of Europe were the subject for discussion. The visit also incorporated an evening reception for alumni.

During March we were also hosting three different League of European Research Universities (LERU) working group meetings Learning & Teaching, Natural Sciences and Chief Information Officers. The delegations, led by the LERU Secretary General, Kurt Deketelaere, were welcomed by Senior Vice-Principal Jeffery and Vice-Principal Seckl.

e) International high-level delegations received as follows:
   Ministry of Health, Thailand
   High Commissioner, Sri Lanka
   Europe Minister of Baden-Wuerttemberg, Germany
   National University of Singapore
   National University of Medical Sciences, Pakistan
   University of Toronto

7. *Higher Education Sector*

   a) UK Government Higher Education and Research Bill
      The Higher Education and Research Bill received its Third Reading in the House of Lords on 4 April. This was a fairly straightforward affair, with only government amendments designed to tidy up and clarify aspects of the bill being passed.

      Having completed its progress through the Lords, the bill will now return to the Commons for consideration of amendments made by peers. The bill will then move between the Commons and Lords until the final text is agreed. Universities UK expect the main points of contention will be around the Teaching Excellence Framework and international students.

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

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

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

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

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

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

14. *Author and Presenter*
    Principal and Vice-Chancellor Sir Timothy O'Shea
    14 April 2017

Freedom of Information
15. Open Paper.

THE UNIVERSITY of EDINBURGH

UNIVERSITY COURT

24 April 2017

Vice-Principals and Assistant Principals

Description of paper

1.   The paper concerns the appointment of Professor Dave Robertson as Vice-Principal and Head of College of Science and Engineering and the extension of the term of office for Vice-Principals, Assistant Principals and Honorary Assistant Principals with terms of office currently scheduled to conclude in 2017.

Action requested/Recommendation

2.   Court is recommended to formally approve the:

- Appointment of Professor Dave Robertson as Vice-Principal and Head of College of Science and Engineering from 1 August 2017 for an initial period of 5 years.

- Extension of Vice-Principal High Performance Computing Professor Richard Kenway's term of office until 31 July 2018.

- Extension of Vice-Principal People and Culture Professor Jane Norman's term of office until 31 July 2018.

- Extension of Vice-Principal International Professor James Smith's term of office until 31 July 2018.

- Extension of Vice-Principal Data Science Professor Andrew Morris' term of office until 31 July 2018.

- Extension of Assistant Principal Religion and Society Professor Mona Siddiqui's term of office until 31 July 2018.

- Extension of Assistant Principal External Relations Professor Susan Deacon's term of office until 31 July 2018.

- Extension of Assistant Principal Global Justice Professor Christine Bell's term of office until 31 July 2018.

- Extension of Assistant Principal Global Health Dr Elizabeth Grant's term of office until 31 July 2018.

- Extension of Assistant Principal Research-led Learning Professor Sarah Cunningham-Burley's term of office until 31 July 2018.

- Extension of Honorary Assistant Principal Mental Health Research Development and Public Understanding of Medicine Professor Eve Johnston's term of office until 31 July 2018.

- Extension of Honorary Assistant Principal Cancer Research Development Professor John Smyth's term of office until 31 July 2018.

Background and context

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

Discussion
4.   Professor Robertson was appointed following a rigorous external recruitment exercise chaired by the Principal and which included input from Professor Peter Mathieson, Principal designate.

5.   With regard to the extensions, and as signalled at the last Court meeting, all of the existing officers are performing well in their respective roles and I wish to extend as indicated under the existing terms. Professor Mathieson has been consulted and is supportive of this approach.

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

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

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

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

Consultation
10. Consultation has taken place with those individuals involved, the relevant managers and also with Professor Mathieson.

Further information
11. *Author and Presenter*
      Principal and Vice-Chancellor Sir Timothy O'Shea
      12 April 2017

Freedom of Information
12. Open Paper

THE UNIVERSITY of EDINBURGH

UNIVERSITY COURT

24 April 2017

Policy & Resources Committee Report

Committee Name

1.   Policy & Resources Committee.

Date of Meeting

2. 3 April 2017.

Action Required

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

Paragraphs 4 - 11 have been removed as exempt from release due to FOI.

Full minute

12. All papers considered at the meeting and in due course the Minute can be accessed on the wiki site at the following link:
https://www.wiki.ed.ac.uk/display/UCC/Policy+and+Resources+Committee

Equality & Diversity

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

Further information

14.   *Author*   *Presenter*
      Dr Lewis Allan   Ms Anne Richards
       Head of Court Services   Convener, Policy & Resources Committee

Freedom of Information

15. The paper is closed.

THE UNIVERSITY of EDINBURGH

UNIVERSITY COURT

24 April 2017

Student Experience Update

Description of paper
1. This paper updates Court on work to understand and enhance the student experience.

Action requested/Recommendation
2. Court is invited to note and discuss the content of this paper.

Background and context
3. In February's Student Experience update to Court I set out thinking on the development of a holistic plan for learning and teaching, focussing on a more holistic approach than we have taken hitherto, with continued work on:
*   Incentivising and recognising strong teaching performance;
*   Staff-student community-building; supplemented and aligned with
*   Reprioritisation of resources; and
*   Reconsideration of how we structure academic career paths to nurture excellence in teaching alongside – and without compromising – our well-established excellence in research.

Discussion
4. This thinking has been crystallised in the University's Learning and Teaching Strategy, which was approved by the Senatus Learning and Teaching Committee earlier this year and formally launched at an event in the Playfair Library on 15 March. The Strategy is attached to this short paper and hard copies will also be available for Court members at the meeting.

5. Under an overarching vision that the University should be recognised nationally and internationally for providing research-led learning and teaching of the highest quality, the Strategy sets out seven areas of focus:
*   Working in partnership with students to bring about enhancements to learning and teaching
*   Developing and enhancing our curriculum
*   Using the flexibility of the standard undergraduate degree structure to build a rounded learning experience
*   Offering our postgraduate taught students the opportunity to develop cutting edge and advanced skills and knowledge in their chosen field
*   Nurturing a learning community that supports students
*   Recruiting and nurturing excellent teaching staff
*   Optimising academic and professional support staff time devoted to core learning and teaching activities

Resource implications
6. Significant resource is allocated to improving the student experience. This paper describes some of the uses to which this funding is being put.

Risk Management

7.   'Failure to provide a high quality student experience' is the most significant internal risk on the University's risk register – the paper provides an update on mitigating actions.

Equality & Diversity

8.   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

9.   Work is now underway on a strategy implementation plan that sets out responsibilities and timescales for taking forward the various strategic initiatives.

Further Information

10. *Authors*   *Presenter*
Senior Vice-Principal Professor Charlie Jeffery   Senior Vice-Principal
Gavin Douglas, Deputy Secretary Student   Professor Charlie Jeffery
Experience
14 April 2017

Freedom of Information

11. Open Paper.

LEARNING
& TEACHING
STRATEGY
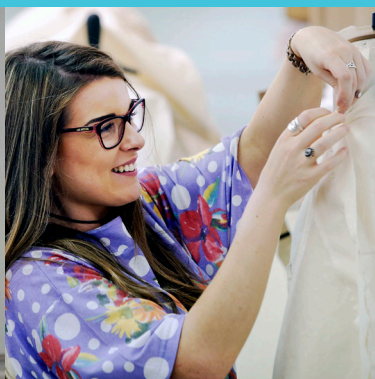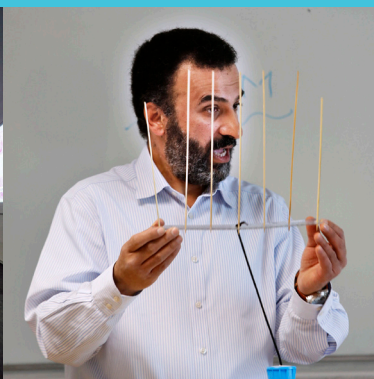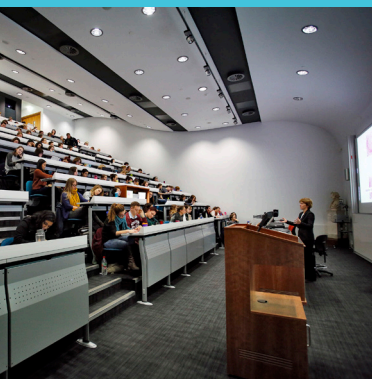
THE UNIVERSITY of EDINBURGH

The University aims to:

- Be recognised nationally and internationally for providing research-led learning and teaching of the highest quality;

- Provide leadership in learning and teaching;

- Offer an educational experience that is inspiring, challenging, and transformational;

- Ensure all students from all backgrounds achieve their potential by providing a supportive environment and rich learning culture; and

- Equip students with the knowledge, skills and experiences to flourish and continue to learn in a complex world and become successful graduates who contribute to society.

We will work in partnership with students to bring about enhancements to learning and teaching by:

- Facilitating effective dialogue with students and representation of student views at all levels of the University and across all modes of study; and

- Developing a Student Partnership Agreement that outlines the University's commitment to partnership with students and highlights priority areas for working together.

We will develop and enhance our curriculum by:

- Embedding the University's excellence in research in our teaching and assessment;

- Using the curriculum to promote inclusion, equality and diversity;

- Supporting a culture of active and engaged students by providing varied opportunities for independent and student-led-learning within and beyond students' main programmes of study;

- Developing opportunities for experiential learning on campus, in the community, and in businesses and other organisations, nationally and internationally;

- Committing to the creative use of digital technologies in our teaching and assessment where appropriate whether online, blended or on-campus; and

- Utilising our world-class libraries and collections in innovative and research-led ways to enrich our curriculum.

We will use the flexibility of the standard undergraduate degree structure to build a rounded learning experience including:

- The opportunity to learn in a research-rich context from year one and, in the Honours years, to specialise and to develop the research and enquiry-led skills to support original research in the core discipline(s);

- Learning experiences that equip students for whatever path they follow once they graduate, including:
  - Greater integration of graduate attributes and employability in all programmes;
  - University-wide courses in a broader range of skills, for example quantitative methods, digital skills and languages;

- The opportunity to participate in courses and modes of learning outside of a student's core discipline(s), and to develop academic skills alongside students from all parts of the University;

- The opportunity for all students to have an international learning experience; and

- A focus on reviewing and enhancing the experience of students on joint Honours programmes.

We will offer our postgraduate taught students the opportunity to develop cutting edge and advanced skills and knowledge in their chosen field by:

- Developing our range of interdisciplinary and specialist programmes, drawing on world-class research expertise from across the University; and

- Building on and growing the University's portfolio of online learning programmes and using them to innovate with new approaches to learning and teaching.

We will nurture a learning community that supports students by:

- Ensuring that the Personal Tutor system delivers sustained, effective academic guidance and support;

- Reviewing how accessible, high quality, and well-provisioned pastoral support is best provided and accessed within Schools and from specialist support services;

- Developing assessment and feedback that delivers constructive and supportive dialogue between students and staff;

- Continuing to develop peer support for learning;

- Supporting our academic units to build a strong sense of community for both staff and students;

- Reviewing and enhancing the way that our physical and digital estates support high quality learning and teaching and interaction between staff and students; and

- Exploring whether learning analytics systems can help Personal Tutors provide effective academic support and enhance learning.

We will recruit and nurture excellent teaching staff by:

- Celebrating and rewarding the best teaching practices;

- Showcasing success in teaching in our internal and external communications;

- Recognising student education as a key element in our staff recruitment, promotion and annual review processes;

- Developing robust sources of evidence on the quality of teaching;

- Building communities of practice which encourage innovation and diffuse good ideas across the University;

- Embedding professional development in learning and teaching as a routine feature of academic work;

- Pursuing the aspiration that every educator is a digital educator, and that all teaching staff are supported in the appropriate use of the full breadth of learning technologies;

- Ensuring opportunity for reflection, development and innovation in teaching in workload modelling; and

- Recognising the important role played by tutors and demonstrators, and supporting them to develop high-quality teaching practices.

We will optimise academic and professional support staff time devoted to core learning and teaching activities by:

- Ensuring through the Service Excellence Programme that that the University has high quality, efficient student administration and support services and associated IT systems;

- Reviewing the nature and duties of the academic role; and

- Simplifying academic policies and processes regarding learning, teaching and assessment whilst ensuring that all students across the University are treated equitably.

For further information about this Strategy or to obtain the document in an alternative format, please contact Academic.Services@ed.ac.uk

UNIVERSITY COURT

24 April 2017

Edinburgh Futures Institute – Quartermile

Description of paper
1.   The purpose of the paper is to present the Full Business Case and associated academic vision for the development, and to seek Court approval of funding to progress the project to completion.

Action requested/Recommendation
2.   Court is invited to approve the funding and to endorse the Full Business Case.

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

Risk Management
17.   A detailed project risk register has been prepared and is maintained on an ongoing basis by the project team to ensure risks are mitigated.

Equality & Diversity
18.   There are no equality and diversity issues identified at this point.

Paragraph 19 has been removed as exempt from release due to FOI.

Consultation
20.   The Project Board have been fully consulted and have approved submission of the Full Business Case to Court seeking the funding requirement. Estates Committee and Policy & Resources Committee have reviewed and endorsed the paper.

Further information
21. *Author*
    Jane Johnston, Head of Estates
    Planning and Special Projects
    Dorothy Miell, Head of College, Arts,
    Humanities and Social Sciences
    Gary Jebb, Director of Estates
    27 March 2017

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

Freedom of Information
22. The paper should remain closed until any commercial or construction contracts have been concluded.

UNIVERSITY COURT

24 April 2017

Finance Director's Report

Description of paper
1.   The paper summarises the finance aspects of recent activities on significant projects and initiatives and reports the Quarter 2 Full year Forecast for the University Group and the Annual Transparent Approach to Costing (TRAC) Return for 2015/16.

Action requested/Recommendation
2.   Court is invited to note the Q2 forecast surplus.

3.   The April update to the University Group Ten Year Forecast is also included and Court is invited to note the seven key performance indicators over the period.

Paragraphs 4 – 30 have been removed as exempt from release due to FOI.

Equality & Diversity
31*.* 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 & Communication
32. Requested feedback is outlined in the discussion above.

Consultation
33. The paper has been reviewed by Phil McNaull, Director of Finance.

Further information
34. *Author*   *Presenter*
     Lee Hamill   Phil McNaull
     Deputy Director of Finance   Finance Director

     Lorna McLoughlin
     Senior Management Accountant
     10 April 2017

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

UNIVERSITY COURT

24 April 2017

Investing in Social Finance Opportunities

Description of paper
1.   This paper sets out a proposal for the University to support its overall vision by investing in a range of social finance opportunities that deliver impact for society.[1]

Action requested/Recommendation
2.   Court is asked to endorse in principle the proposed direction of travel and associated model for social finance investment and to approve an initial investment in the Big Issue Invest proposals outlined.

Paragraphs 3 - 26 have been removed as exempt from release due to FOI.

Risk Management
27. The proposals are intended to develop a self-sustaining model over time. As this is a new model, we would wish to clearly identify the costs and benefits from the activity to assess its performance and to put in place appropriate governance procedures. A strategy will be explored to minimise the reputational consequences for the University of being associated with business failures and foreclosures during any downturn in the economic cycle.

Equality & Diversity
28. Due consideration has been given to equality and diversity as a key element of the Social Responsibility & Sustainability agenda.

Paragraph 29 has been removed as exempt from release due to FOI.

Further information
30. *Authors & Presenters*
       Phil McNaull, Director of Finance
       Dave Gorman, Director of Social Responsibility & Sustainability

Freedom of Information
31. This is a closed paper.

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[1] 'Delivering impact for society' : The University of Edinburgh Strategic Plan 2016

THE UNIVERSITY of EDINBURGH

UNIVERSITY COURT

24 April 2017

Update paper: Low Carbon College
Partnership with Shanghai JiaoTong University

Description of paper

1. This paper provides an update on the University's progress with the development of our partnership with Shanghai JiaoTong University and specifically with the proposed development of a Low Carbon College in Shanghai Lingang.

Action requested/Recommendation

2. Court is asked to note progress to date and to endorse planned work to advance the development of a Low Carbon College.

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

Equality & Diversity

11. Any equality and diversity issues or opportunities will be considered as a part of the development of the business plan.

Paragraph 8 has been removed as exempt from release due to FOI.

Consultation

13. This paper has been reviewed by the Senior Vice-Principal, the Director of Corporate Services and the Deputy Secretary, Strategic Planning.

Further information

14. *Authors*   *Presenter*
    Gordon Donald, Chief Operating Officer, ERI   Senior Vice-Principal
    Ed Craig, Head of Innovation, ECCI   Professor Charlie Jeffery

Freedom of Information

15. Closed paper – commercial confidentiality.

UNIVERSITY COURT

24 April 2017

Business Planning Round – EUSA and EUSU approvals

Description of paper
1.   This paper outlines current progress through the business planning cycle and provides detail on the business plans submitted by Edinburgh University Students' Association (EUSA) and Edinburgh University Sports Union (EUSU) for approval.

Action requested/Recommendation
2.   Court is recommended to approve the proposed budget allocations for EUSA and EUSU, outlined. Court is also invited to note current progress through the planning round and to comment on the priorities identified at this stage.

Paragraphs 5 - 12 have been removed as exempt from release due to FOI.

Equality & Diversity
12. Equality and diversity objectives are specifically prioritised within the business plans from both EUSA and EUSU. The additional post requested by EUSU is focused primarily on further development of inclusivity within the growing membership.

Next steps & Communication
13. Subject to Court approval, the EUSA and EUSU resource allocations will be formally offered to the student bodies in the form of an award letter.

Consultation
14. The proposals for the EUSA and EUSU budget proposals follow discussion and challenge through the EUSA forum as well as the planning triumvirate meetings, and were endorsed at the 7 April Principal's Strategy Group and 11 April Central Management Group meetings.

Further Information
15. *Authors*

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

Tracey Slaven
Deputy Secretary Strategic Planning

Phil McNaull
Director of Finance
11 April 2017

Presenter

Tracey Slaven
Deputy Secretary, Strategic Planning

Freedom of Information
16. This paper should be closed until completion of the business planning cycle.

UNIVERSITY COURT

24 April 2017

Edinburgh University Students' Association Budget 2017/18

Description of paper
1.   The paper is a narrative summary of the budget for financial year 2017/18 for Edinburgh University Students' Association (EUSA). Please note that EUSA's financial year runs from 1 April 2017 to 31 March 2018.

Action requested/Recommendation
2.   Court is invited to approve the 2017/18 EUSA budget. This is required under Section 22 of the Education Act 1994 ('appropriate arrangements should exist for the approval of the [student] union's budget, and the monitoring of its expenditure, by the [University's] governing body'). This authority was delegated by Court to Policy & Resources Committee in June 2015. However, for timing reasons, the budget is presented directly to Court this year.

Background, context and discussion
3. The budget presented is for a near break-even position (an overall surplus of £2,000) in the year to 31 March 2018. This reflects an improvement of over £200,000 from the 2016/17 budget.

4. A break-even position in 2017/18 will result in attaining the stated target of £1m reserves by 2019 less likely. However, EUSA believes that the investments being made now will enable it to grow in future.

5. Non-recurring project costs of marginally under £90,000 are included within the budget. An underlying surplus of £90,000 is therefore behind the overall break-even position.

Resource implications
6.   As set out in the budget.

Risk Management
7.   As set out in the 'Risks & Opportunities' section of the budget paper. In addition, EUSA's Finance Director meets monthly with two senior University staff (the Director of Strategic Finance Change Management and the University Secretary's Group Business Manager) to monitor EUSA's financial position.

Equality & Diversity
8.   Not applicable.

Next steps/implications
9*.*   The EUSA President will update Court of the Association's financial performance via the President's Report.

Consultation

10*.* The budget was approved by the EUSA Board of Trustees on 27 March 2017.

Further Information

11. *Author*   *Presenter*
    Euan MacLean   Alec Edgecliffe-Johnson
    EUSA Finance Director,   EUSA President
    12 April 2017

Freedom of Information

12. The paper is open.

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY COURT

24 April 2017

Edinburgh University Students' Association President's Report

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

Action Requested/Recommendation
2.   Court is invited to note the report and recommend that this information be considered to support other initiatives and projects designed to improve student satisfaction and enhance the student experience.

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

Discussion
Commercial Trading Update
4.   Our annual budget process has been completed for the year ahead and involved significant refining of the templates and reporting systems to enable us to improve financial reporting at outlet level across our commercial estate to provide better control and visibility for our team.

5.   Building on our investments from last year we have proposed additional investment into our festival operation for the year ahead to continue to improve the overall look, feel and customer experience under the guidance of our dedicated Festival Business Manager. We have budgeted for sales growth of over £300k as a result of the investment; coupled with the completion of the Bristo Square works and the space being unobstructed by any other festival operations. The festival remains an integral part of our commercial strategy and we will continue to build on the opportunities with our festival partners and indeed the University as a whole.

6.   The development works undertaken by the University Estates department at King's Building House completed in March and have transformed the spaces covered by the works. Our street food outlets have been incredibly popular exceeding expectations and receiving many positive comments. We will continue to refine the menu range until the end of the semester based on customer feedback to ensure our offers meet their needs as well as possible.

7.   The return of graduation ceremonies to McEwan Hall has seen us secure School and Class receptions for over 3,000 graduation guests and we are almost at capacity for the building; in addition, we have developed a celebratory afternoon tea offer which will be served within the Potterrow Dome.

8.   Whilst the ongoing works within Bristo Square continue to affect access to Teviot Row House and our bar and catering business we continue to persevere and can, day by day, see the end of the landscaping phase approaching.

9. We have several commercial areas earmarked for low scale development and revamp to better match our facilities to the needs and expectations of our customers; these will be tackled throughout the coming 12-18 months as funds and capacity become available.

Finance Update - April 2017

10. The financial results for the Association at the end of February 2017 (accounting period 11) are shown in summary below:

Net Income / Expenditure (£000)
February (Period 11)
2016/17

	Year to Date			
	Actual	Budget	Variance	Last Year
	£000	**£000**	**£000**	**£000**
Trading	847	771	76	941
Block Grant	2,276	2,341	(65)	2,378
Total net income	3,123	3,112	11	3,319
Student Support Activities	(479)	(516)	37	(435)
Central costs	(2,569)	(2,775)	206	(2,516)
Total expenditure	(3,049)	(3,292)	243	(2,951)
Surplus / (deficit)	**74**	**(180)**	**254**	**368**

Numbers shown in red & brackets denote a net expense or an adverse variance

11. The Association continues its strong performance against the budgeted position. At the end of February, results were over £250k favourable to those expected at the start of the year. Explanations of the reasons have been given in previous reports, and can be summarised as strong Festival results in August 2016 combined with significant cost savings in central cost areas (such as marketing, IT and HR). However some non-Festival trading results, in particular the Association's bar and catering operations, have been performing significantly worse than the budgeted position, primarily in Teviot Row House, but also at King's Building House where outlets were closed in semester one versus the budget that anticipated the refurbishment works to have been completed by September 2016.

12. Please note that the apparent adverse variance against the block grant from the University is simply reflecting a reallocation of some elements of the grant into student support activities.

13. Full year results are not yet available, however we anticipate a position around the break-even mark, owing to significant project expenditure relating to financial systems and building improvements, incurred over the last two months of the year. A break-even result would leave the Association's reserves (excluding pension provision) of just under £680k.

2017-18 Budget

14. The budget for the new financial year was approved by the EUSA Trustee Board in late March and reflects an overall break-even position. Within this there are non-

recurring project costs of £90k therefore there is an underlying core surplus. We know that to achieve our stated reserves target the Association needs to generate an absolute surplus. We believe that, with the investments being made in the Association by itself and the University, it will be able to generate an actual surplus in 2018/19 and beyond. The budget as it stands is also cash-generative as capital investment is lower than depreciation.

Cash
15. Cash balances continue to grow, as the Association shifts its balance sheet from one heavy in fixed assets and debt to one that is focused on cash and free reserves. The progress remains strong and encouraging, and for a second year the Association will operate free of an overdraft in summer 2017.

16. Our budget and plans for 2017-18 include investment in additional staff resource across our Activities, Communications and Events teams to improve service and experience. Specifically this will enable us to address demand for additional and higher quality support for over 300 student societies, and other student-facing/student-led activity.

Making progress
17. Our **2016 Members Survey**, conducted in November, has demonstrated some positive development in relation to some of our Key Performance Indicators. Whilst significant work has been going on over the last year or so to begin to deliver key changes set out in our Strategic Plan, these have perhaps only manifested themselves to students this year – for example the changes to our democratic processes, the introduction of new representative positions, the rebrand project, and other departmental work including the introduction of comment and feedback mechanisms in our commercial services and changes to our training delivery meaning we reached 1,400 class representatives, and 1,400 Society Office Bearers – all have contributed to more of our members feeling connected to the Association and what we do. We have seen a substantial increase in some key metrics. These include:

November 2016 Annual Members Survey outcomes	2015/16 score	% change
• **60%** feel we **represent the needs of the student body**	54%	**+ 6%**
• **50%** feel personally that **we represent them specifically**	42%	**+ 8%**
• **70%** agree the Association is **welcoming, friendly and helpful**	66%	**+ 4%**
• **54%** agree the Association **creates a sense of belonging** amongst our members	45%	**+ 9%**
• **67%** agree the Association **promotes inclusivity**	63%	**+ 4%**
• **49%** agree the Association **contributes positively to their development** whilst at university	45%	**+ 4%**
• **67%** agree the Association **contributes positively to their experience** whilst at university	65%	**+ 2%**

External Recognition

18. Alongside this, we have just been named **Higher Education Student Union of the Year** in the annual NUS Scotland Awards. Our nomination particularly focussed on the work we have done to transform student representation and engagement at the Association, resulting in closer connections with members and members feeling we are more representative and reflective of their needs.

Advice Place Quality Assessment

19. Last month we underwent external assessment in order to achieve Matrix accreditation for a further 3 years. Matrix is a national accreditation for providers of information, advice and guidance, (also secured by the Careers Service), so it is an important benchmark of the quality, continuous improvement and professionalism of our service. The process is highly developmental, and we have 2 key areas to prioritise for future work – **awareness amongst students** and **longer term impact assessment**. We will be working with colleagues across the University to ensure the service and its professional, independent support on often complex issues such as finance, accommodation, University processes and procedures, and other things continues to be visible and valued as a core resource for key staff such as personal tutors and Student Support Officers to refer students to.

Annual Elections 2017

20. Our elections took place during March, and we were pleased to see turnout remain steady (in a context of some other comparator unions seeing some decline). Interestingly, turnout in more than half of schools is well above our average of just under 16% – as high as 26%. We will be using the voting data to help us determine how we can best focus engagement effort throughout the year, and where we need to do more. In addition, we saw good levels of engagement with our new positions, with 23 candidates running for the 5 sabbatical positions available, compared to 9 running for 4 positions the previous year. We continue to see a positive atmosphere around our elections following 3 years concerted effort to increase engagement and improve the experience for candidates, with no candidate complaints/disputes.

21. Our new officers for 2017-18 will join us for a period of changeover with the current officers from 29 May, followed by residential training with the Senior Management Team week commencing 5 June, and officially take up office on Monday 12 June. This year they are:
President: Patrick Kilduff (he/him)
Vice-President Education: Bobi Archer (she/her)
Vice-President Activities and Services: Kai O'Doherty (they/them)
Vice-President Community: Ollie Glick (he/him)
Vice-President Welfare: Esther Dominy (she/her)

Campaigns and Projects
Sustain.Ed

22. Our three day Green festival aimed to engage with University staff, students and the wider Edinburgh community. The programme included a range of events and activities encouraging participants to take a more sustainable approach, and included a sustainable fashion show, a farmers' market, tree planting and tree giveaways, events led by schools, student societies, and Residence Life. The Festival was a collaboration and we also secured support (either financial or in-kind) from the City of

Edinburgh Council and a number of relevant groups (including Tree Time, the Woodland Trust, and NUS).

Mental Health and Wellbeing Week
23. This programme of events early in semester two included a range of events designed to reach those directly affected, as well as raise awareness amongst a broader range of students. Several events were designed and delivered by student societies and groups, which ensured the programme reached those who might not otherwise have engaged or known about it. In addition, we worked collaboratively with other University teams and relevant external charities. From eating disorders, to male mental health, to mindfulness, to alpaca petting, the events reached a broad range of students and was accompanied by a cross-campus outreach campaign to spread the #letstalk message. We are currently producing our evaluation report from the event and are aiming for the week to become an annual event, as part of the implementation phase of the University's own Mental Health Strategy, which highlights student-facing events and activities as key.

LGBT+ History Month 1 – 28 February
24. Led by our LGBT+ convener/group we developed a successful programme of 14 events in collaboration with student societies, local LGBT+ organisations and community groups. These included film screenings, panel discussions, a Valentine's Day party, networking events, quiz night, LGBT+ open mic night. Over the month events tackled themes around coming out, the needs of trans students, the LGBT blood ban, gender and diversity in the context of faith, asexuality and sexual identity, and LGBT+ asylum and immigration.

No-One Asks for It: Sexual harassment campaign and follow-up work
25. No-One Asks for it is a collaborative campaign with the University to highlight sexual harassment and encourage students and staff to report it. A widespread publicity campaign in semester one is being repeated this month, accompanied by access to online resources, and training. We are running 'Active Bystander' training for students, and have also run 'Take the Lead' – a workshop to support student leaders to create a culture within their activities that ensures sexual harassment will not be tolerated and can be addressed – this has had good take up amongst sports clubs in particular. Since the campaign had its first launch in semester one, both the University and our own Advice Place have reported an increase in the number of students coming forward to report instances of sexual harassment and assault, and we have worked with the University on new processes and guidance for students experiencing, and being accused of, sexual assault.

Gather Festival
26. Gather is our annual festival celebrating the diverse community, culture and global citizens at the University of Edinburgh. We work in collaboration with the International Office (now Edinburgh Global) in order to deliver Gather, including managing two student interns to develop and manage the programme.

27. We had 1,400 sign-ups across the festival of 34 events, including 7 screenings as part of the Gather Film Focus. 22 events were student-led, 6 staff-led and 6 community-led. Of these, 10 were collaborations across the student/staff/local communities. £2637.80 in support grants were awarded to 18 event organisers (10 of which were students). The full impact report will be available shortly.

International Support and Activity

28. We have been working closely with Vice-Principal Professor James Smith to discuss the recently launched Edinburgh Global Strategy. The Association facilitated a student and staff workshop to explore the recently launched Edinburgh Global Strategy with students, and identify priorities for future development. Given the recent rebrand and relaunch of the International Office under the Edinburgh Global brand, we are considering our own offer (also previously called Global), and the core role we play in supporting student community through our language learning project, Tandem, our home and international student buddies scheme, Gather Festival, International Student Induction, and initiatives such as Welcome Home, to celebrate and encourage reflection on return from an international experience. We will be publicising ourselves and our work under a revised 'Global Students' name in order to ensure some differentiation for ourselves and Edinburgh Global.

29. In addition, we are currently working with the International Students' Centre, a student group providing social support, community, and a programme of trips in Scotland for international students as they navigate issues regarding space and support in the University. It is likely that a closer relationship with Global Students here at the Association will result.

30. The Association is also currently participating in a number of international activities:
- We are the UK partner, with the University's Social Responsibility and Sustainability Department, in a three year EU-funded project – ESSA (European Student Sustainability Audit) – taking excellent practice from Edinburgh in relation to sustainability auditing and developing a model to be rolled out across the EU.
- We are the UK partner in a further EU-funded project to support the development of a national Student Union framework for Kosovo. This project is in its final year, with staff currently involved in supporting the development of student elections process and good practice, and training for student representatives.
- We are participating alongside many other Edinburgh institutions in a reciprocal visit later this month to support effective academic representation in Armenia – again an EU project.

Celebrating our Students and their Achievements

31. We have now seen two sets of Association Awards celebrating student activities on and off campus. Our Activities Awards last month saw over 450 nominations for individuals and groups contributing to a hugely diverse and vibrant student experience through participation in and delivery of society and volunteering activities. We were delighted to announce that our overall Group of the Year was the Islamic Society, for their inclusive approach, and creation of student community as well as links with the local community too. Overall the awards showcased incredible levels of commitment from our students to running student groups, creating community, and giving students a great experience, as well as development of community projects, and impressive examples of student leadership and achievement. Read more about the awards and the winning projects here: http://www.ed.ac.uk/news/students/2017/awards-recognise-extracurricular-success

32. 6 April saw our annual Impact Awards ceremony – again over 400 nominations (up from 105 last year) were received from students, and University staff, celebrating student leaders and representatives, across a range of activities from course representation, to peer learning and support, to supporting international students and projects both here and abroad.

33. Our Teaching Awards take place at the end of April – almost 2,500 nominations were received this year, and we are looking forward to announcing the results!

34. All of the awards provide a great opportunity to gain insight into some fantastic work by staff and students, and we are working with the University's Communications and Marketing Team to ensure the achievements and stories can reach a wider audience across the University and beyond.

Sabbatical Officer Updates
35. Jess has been working on a number of initiatives related to the Disability Review and the Mental Health Strategy. She is also exploring anti-sexual harassment initiatives and policy with University and Student Association staff.

36. Patrick has been working to create a more inclusive and diverse curriculum through the LiberatED project. He is also working to ensure 2nd year articulation progression for widening participation students.

37. Jenna has been working to assess the impact of the Sustain.Ed Festival and ensure that it continues for next year. She has also been working on a proposal to increase the number of drinking fountains on campus.

38. Alec is working with Development & Alumni and the Careers Service to create an Alumni Mentoring program for students. He is also gathering data and information about the Lothian Bus Route 41 subsidy pilot in order to create a longer term strategy.

Resource Implications
39. There are no resource implications for this report because this report is retrospectively outlining existing projects.

Risk Management
40. Not applicable.

Equality & Diversity
41. 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
42. None.

Consultation
43. All relevant 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

44. *Author*   *Presenter*
    Alec Edgecliffe-Johnson   Alec Edgecliffe-Johnson
    Edinburgh University Students'
    Association President
    April 2017

Freedom of Information

45. This paper is open.

THE UNIVERSITY of EDINBURGH

UNIVERSITY COURT

24 April 2017

City Deal Update

Description of paper
1. This paper reports on progress since the 6 February Court meeting and provides an overview of the City Deal innovation proposition and core projects within this.

Action requested/Recommendation
2.   To note the joint letter from Government, note progress on responses to questions raised by Government on the innovation proposition and comment on the progress report.

3.   Court will be kept informed of progress, with papers presented for decisions when appropriate. The Court Sub-Group remains in place should decisions need to be taken at short timescales between meetings.

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

Risk Management
24. Risks and mitigating actions are set out in Appendix 2.

Equality & Diversity
25. No impacts are anticipated at this stage.

Next steps/implications
26. Progress and requests for approval will be reported to PRC, Court and the City Deal Sub-Group as appropriate.

Consultation
27. Policy & Resources Committee has reviewed the paper.

Further Information
29. *Author*   *Presenters*
    John Scott   Hugh Edmiston, Director of Corporate Services
    Project Manager   Professor Charlie Jeffery, Senior Vice-Principal
    Corporate Services Group
    27 March 2017

Freedom of Information
30. This paper is closed.

THE UNIVERSITY of EDINBURGH

UNIVERSITY COURT

24 April 2017

Nominations Agreement: Brae House, Abbeyhill

Description of paper
1.   The paper proposes that the University enters into a 20 year Nominations Agreement with Student Housing Company (Edinburgh Ltd) commencing in September 2017. The agreement covers 402 bed spaces on a 38 week lease length, suitable for undergraduates.

Action requested/Recommendation
2. Court is recommended to grant approval to enter into a 20 year Nominations Agreement for 402 bed spaces.

Paragraphs 3 - 11 have been removed as exempt from release due to FOI.

Risk Management
12. In such a length of agreement, the University has to be sure the property will be maintained and refurbished to remain attractive to students and be worthy of the agreed rent. The University's expectations as to replacement and refurbishment schedules will be incorporated into the Nominations Agreement, safeguarding the property standards contractually. Should the number of first year undergraduate numbers drop, then the development would be equally attractive to returners and some postgraduates wishing a shorter lease length.

Equality & Diversity
13. No equality and diversity issues have been identified.

Next steps/implications
14. If approved, the formal lease documentation will be prepared and signed.

Consultation
15. The paper has been reviewed and endorsed by the Estates Committee and Policy & Resources Committee.

Further information

16. *Authors*

Michelle Christian
Assistant Director, Accommodation,
Catering and Events

Richard Kington, Director,
Accommodation, Catering and Events
3 March 2017

Presenter

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

Freedom of Information

17. The paper should remain closed until this commercial transaction has been concluded.

THE UNIVERSITY of EDINBURGH

UNIVERSITY COURT

24 April 2017

Nominations Agreement: 38 Haddington Place
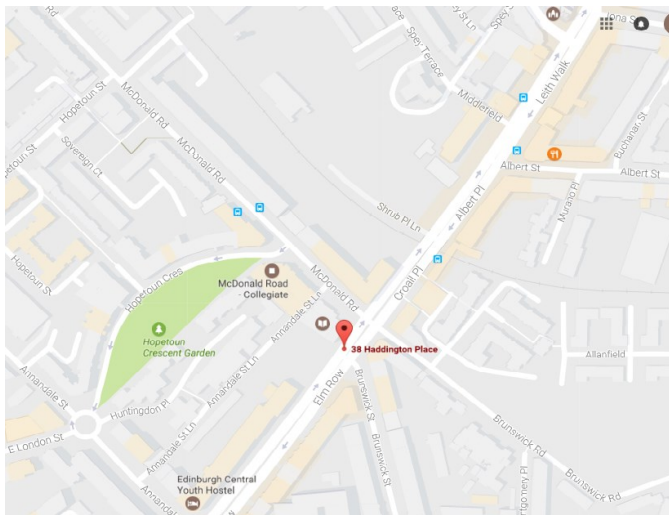
Description of paper
1. The paper proposes that the University enters into a 20 year Nominations Agreement with M&G UK Property Limited Partnership commencing in September 2017. The agreement covers 159 bed spaces on a 38 week lease length, suitable for undergraduates.

Action requested/Recommendation
2. Court is recommended to grant approval to enter into a 20 year Nominations Agreement for 159 bed spaces.

Paragraphs 3 - 11 have been removed as exempt from release due to FOI.

Risk Management
12. In such a length of agreement, the University has to be sure the property will be maintained and refurbished to remain attractive to students and be worthy of the agreed rent. The University's expectations as to replacement and refurbishment schedules will be incorporated into the Nominations Agreement, safeguarding the property standards contractually. Should the number of first year undergraduate numbers ever drop, then the development would be equally attractive to returners and some postgraduates wishing a shorter lease length.

Equality & Diversity
13. No equality and diversity issues have been identified.

Next steps/implications
14. If approved, the formal lease documentation will be prepared and signed.

Consultation

15. The paper has been reviewed and endorsed by the Estates Committee and Policy & Resources Committee.

Further information

16. *Authors*   *Presenter*
Michelle Christian   Professor Jonathan Seckl
Assistant Director, Accommodation,   Vice-Principal Planning, Resources &
Catering and Events   Research Policy

Richard Kington, Director,
Accommodation, Catering and Events
3 March 2017

Freedom of Information

17. The paper should remain closed until this commercial transaction has been completed.

THE UNIVERSITY of EDINBURGH

UNIVERSITY COURT

24 April 2017

EDMARC Staff and Student Reports 2016

Description of paper
1. The paper presents the eighth Equality, Diversity Monitoring and Research Committee (EDMARC) reports on staff and student data for the University of Edinburgh.

Action requested/Recommendation
2. Court is invited to approve the paper.

Background and context
3. This report focusses on staff and student data for 2015/16 and looks at the equality dimensions of gender, age, disability and ethnicity for undergraduate, taught postgraduate and research postgraduate students and for academic and professional services staff.

Discussion
4. The Executive Summary included as Appendix 1 identifies the main points from the staff and student reports. The full reports are available as background documents on the wiki site: https://www.wiki.ed.ac.uk/display/UCC/University+Court.

5. All data from both the student and staff report has been made available to Heads of School. The Vice-Principal People & Culture has asked each Head of School to review their own School data and:
- Identify the equality and diversity priorities for their own School that they consider requires action to address;
- State what the School can do itself to address these priorities; and,
- State what support they require from College and/or Support Groups to assist in addressing their priorities.

6. The new Strategic Plan 2016 performance measures will provide the corporate priorities for equality and diversity that Heads of School can use alongside their own specific priorities to inform the above process. The reviews will aim for completion by the end of April 2017.

Resource implications
7. None.

Risk Management
8. None.

Equality & Diversity
9. Publication of our annual equality data for staff and students meets our obligations under equality legislation.

Next steps/implications

10. Following approval, the information contained in the reports will inform the Advancing Gender Equality Steering Group and the Race Equality Working Group.

Consultation

11. The attached report has been reviewed by EDMARC Committee, People Committee and Policy & Resources Committee.

Further information

12. *Authors*   *Presenter*
Professor Jane Norman, Chair of EDMARC   Zoe Lewandowski
Vice-Principal People & Culture   Director of Human Resources
Kevin Harkin, Management Information Analyst,
Governance and Strategic Planning

Freedom of Information

13. This paper is open.

THE UNIVERSITY *of* EDINBURGH

EQUALITY AND DIVERSITY MONITORING AND RESEARCH COMMITTEE (EDMARC)

**2016
EIGHTH REPORT
EXECUTIVE SUMMARY**

1. Introduction

The eighth EDMARC report provides analyses of student and staff data by the key equality dimensions of gender, age, disability and ethnicity. The report supports the monitoring of equality and diversity within the University of Edinburgh.

This summary identifies the main points from the staff and student reports. The full reports can be obtained from the following weblink,
https://www.wiki.ed.ac.uk/display/UCC/University+Court
or by contacting Kevin Harkin in Governance and Strategic Planning, telephone: 0131 651 4578 or email: Kevin.Harkin@ed.ac.uk.

The University successfully achieved an institutional Athena Swan Silver Award in 2015, an award held by only ten other HE institutions and two research institutes. The University also submitted an application for the Equalities Challenge Unit (ECU) Race Charter Award. These activities concentrate on gender and race issues respectively in more detail than the EDMARC report does, and the findings and action plans are published on the Equality and Diversity website.

2. Students

2.1 Gender
Intakes of undergraduate (UG) female students remain consistent across the period with 63.1% of undergraduate (UG) entrants being female in 2015/16. There remains gender differences between Colleges (linked to subject differences) with both the College of Humanities and Social Sciences and the College of Medicine and Veterinary Medicine consistently having between 63% and 68% proportion of female UG entrants and the College of Science and Engineering having between 39% and 46% female entrants. The overall proportion of female postgraduate taught (PGT) entrants in 2015/16 was 62.5%. Subject differences remain at postgraduate taught level, with the College of Humanities and Social Science attracting the highest proportion of female entrants. For Postgraduate Research (PGR) entrants the proportion of female entrants is 48.7% although there remain subject gender differences between the colleges with CHSS and CMVM having a majority intake of female students. The proportion of female entrants for first degree, postgraduate taught and postgraduate research are all above the Russell Group average.

1

For the analysis of undergraduate outcomes, we use the proportion of entrants who exit with an award as the measure. Overall, and consistently over the last ten years females are more likely to exit with a qualification and to achieve a first class or upper second class degree than males, although this pattern is not seen in all schools, with some showing a broadly even level of attainment between genders and in some schools in some years this is reversed, with males doing better than females.

Outcomes of PGT entrants show that female students are slightly more likely to have a successful outcome from their programme of study than male students. There is no difference between the successful outcomes of women and men on Postgraduate Research programmes

2.2 Disability
The proportion of UG students with a registered disability continues to rise and is 10.4% in 2015/16. Since 2006/07 the proportion of PGT entrants with a declared disability has increased from a low of 3.5% in 2006/07 to 5.8% in 2015/16. The proportion of PGR entrants declaring a disability is slightly higher than last year at 6.3%. The University of Edinburgh has one of the highest proportion of students declaring a disability in the Russell Group at UG level, but at PGR level it is one of the lowest.

For the current year the outcomes of entrants who register a disability the proportion that achieved a 1st or 2.1 honours degree was lower (3.5%-points) than the group with no declared disability. Students with no declared disability at both PGT and PGR level are slightly more likely to have a successful outcome from their programme of study than students declaring a disability.

2.3 Ethnicity
At 9.7%, the overall proportion of UK-domiciled black and ethnic minority (BME) UG entrants is the highest level recorded by EDMARC. The most recent four years has seen a step increase in the proportion of BME entrants (range 7.8% - 9.7%) compared to the six years previously (range of 5.9% - 6.4%). Over the last ten years there has been a year-on-year increase in the overall proportion of non-UK BME UG entrants (apart from 2010/11) rising from 20.1% to 46.5% in 2015/16. The proportion of UK-domiciled PGT entrants from an ethnic minority background has increased from 5.5% in 2002/03 to 13.4% in 2015/16 and the proportion of non-UK PGT BME entrants has increased from 48.1% to 59.3% over the same period. The proportion of UK-domiciled BME entrants is much higher in MVM than the other two Colleges, whereas all three Colleges have a similar proportion of non UK-domiciled entrants. The proportion of PGR entrants from an ethnic minority background is 10.9% for UK entrants and 42.8% for non-UK entrants, and the 10 year trend for both groups shows no increase over the period. Analysis of ethnicity data from peer groups shows that the University of Edinburgh has a slightly higher proportion of BME entrants at all levels of study in comparison to other institutions in Scotland although is some way off the proportion of BME entrants to Russell Group institutions. Edinburgh's participation in the Race Charter Mark aims to identify how participation of BME students and staff can be improved.

There is a slight divergence of achievement for UK-domiciled BME students where the proportion of students achieving a 1st or 2.1 honours degree has been lower than white students for the last four years (range 5.0%-points to 7.7%-points). For non-UK BME students the diversion of achievement is more pronounced, with the proportion achieving a 1st or 2.1 honours degree being lower than white students in every one of the last ten years (range 6.9%-points to 18.9%-points). The difference in proportions of white and BME students attainment in achieving a 1st or 2.1 Honours degree is reported across the sector (Russell Group difference in range 10%-points to 14%-points over the last five years, sector wide a 15%-points overall difference after modelling other factors, and seen by a variable degree across all entry qualifications from between 5%-points and 18%-points and in each country in the UK). EDMARC will publish a more detailed report on the UG BME journey from application to outcome in the spring of 2017.

Over the 10 year period for PGT a higher proportion of white UK-domiciled entrants exit with a qualification than do BME entrants (range 2.5%-points to 12.1%-points difference) whereas for non UK-domiciled entrants the proportion of BME students exiting with a qualification was similar to that of white students (range 1.9%-points to -0.1%-point).

In every year over the ten year period UK-domiciled PGR BME students were less likely to successfully complete their programme than white students (range 2.1%-points to 7.30%-points) whereas there is little difference in completion rates between non-UK domiciled BME and white students. EDMARC will monitor this going forward.

2.4 Age
The large majority (80%) of our UG entrants continue to be 21 or under on entry, with the relative decrease seen from a peak of 89% in 2008/09 maintained in 2015/16.

2.5 Comparison data
Peer group comparison with Russell Group and institutions in Scotland is provided for the dimensions of gender, disability and ethnicity.

3. Staff

3.1 Gender
Staff data is a snapshot of the staff database, as at 31 July 2016. For 2015/16 overall 42.6% of academic staff are women and 60.0% of professional services staff are women. There remains an under-representation of women in senior posts. For academic staff women make up 34% of staff at grade UE9 and 24% of staff at UE grade 10 and for professional services staff women make up 51% of grade UE9 staff and 35% of UE grade 10 staff. Women are more likely to be employed on a fixed-term contract (more pronounced for academic staff than professional services staff) and this pattern has not changed significantly over the last six years.

3.2 Disability

Staff declaring a disability are presented here separately and at an aggregated University level as the figures are too small to by split by staff type and college and support group. The overall headcount of staff declaring a disability has risen from 202 (1.9%) in 2010/11 to 394 (2.9%) in 2015/16. The proportion of staff disclosing a disability since 2013/14 is broadly in line with the benchmarking data for higher education in Scotland (3.3%, ECU statistical report 2016).

3.3 Ethnicity

The proportion of UK-nationality academic BME staff is 6.3% and for those staff from outside the UK it is 27.6%, both of which show a general upward trend since 2008/09. The proportion of UK nationality BME professional support staff is 2.7% and for non-UK nationality staff is 23.6% with the trend showing no appreciable increase for the last four years for either category of staff. The University of Edinburgh has a higher proportion of both UK-nationality BME academic staff and BME professional services staff than the average for other institutions in Scotland but a lower proportion than that for Russell Group institutions.

There is a tendency for UK staff overall to be on higher grades than non-UK staff, and that within each of the non-UK and UK nationality groups, there tends to be a greater proportion of white ethnicity staff than BME staff on higher grades for both academic and professional services staff.

Both UK-nationality and non-UK nationality BME academic staff are more likely to be employed on a fixed-term contract than a white academic member of staff, a pattern has not changed significantly over the last six years. UK and non-UK BME professional services staff are each more likely to be on a fixed term contract than their white counterparts over the last six years, except for non UK-nationality staff in 2015/16 when the gap has been closed.

3.4 Age

Since the removal of the default retirement age the proportion of all staff age 66 & over has increased slightly year-on-year but there remains a consistent spread of staff across all age groups.

3.5 Specific Duties from the Equality Act

To meet the Specific Duties for public bodies in Scotland, figures on sexual orientation and religion are included in the EDMARC report. In 2015/16 the number of staff declaring their religion or belief was 5,515 and 7,891 were unknown. 58% of those declared were of no religion. The number of staff declaring their sexual orientation was 5,506 and 7,900 were unknown. Of those that declared, 87% were heterosexual. Full breakdowns of the figures are available in the EDMARC report.

4. EDMARC actions

Following the publication of this EDMARC report, student data will be made available to all Colleges and Schools within the University and will also be made public on the Equality and

Diversity website to create greater transparency. By providing a greater granularity of data on entry profiles, the information will be used to inform any further analysis Schools may wish to take forward.

Professor Jane Norman, Chair of EDMARC and Vice Principal People & Culture
Kevin Harkin, Governance and Strategic Planning
6 February 2017

UNIVERSITY COURT

24 April 2017

Equality Outcomes 2017-2021

Description of paper
1.   This paper sets out the 2017 reporting requirements under the Scottish Specific Duties of the Equality Act 2010 Public Sector Equality Duty, known as the Equality Outcomes 2017-2021.

Action requested/Recommendation
2.   Court is recommended to approve the Equality Outcomes 2017-2021 prior to publication on the University website by 30 April 2017.

Background and context
3.   Under the Equality Act 2010, the University is bound by the Public Sector Equality Duty (PSED) and must – in all its activities – have 'due regard' to the need to eliminate unlawful discrimination, advance equality of opportunity and foster good relations.

4.   The PSED is underpinned by additional, devolved, specific duties. The Scottish specific duties came into force in May 2012 and require the University to publish various equality reports every two years from April 2013, with additional reporting every four years.

5.   Under the Scottish Specific Duties the University must, by 30 April 2017, meet the following reporting duties, to:

- report on progress on mainstreaming the equality duty;
- publish a set of equality outcomes for 2017-2021 and report on progress in achieving the 2013-2017 outcomes;
- gather and publish employee equality information;
- publish gender pay gap information;
- publish statements on equal pay and occupational segregation;
- publish the gender composition of Court, and produce succession plans to increase diversity (new duty effective from March 2016).

6.   This paper focuses on the development of a set of Equality Outcomes for 2017-2021.

7.   Equality Outcomes are broad results that will be achieved as a consequence of targeted actions to improve equality. The University published its first set of Equality Outcomes in April 2013 covering the period 2013-2017 and reported progress in achieving these in April 2015.

Discussion
8.   The Equality Outcomes 2017-2021 have been identified and shaped by:

- Review of the previous set of Equality Outcomes and progress;

- Consideration of responses to staff and student surveys including the Race Equality Charter Survey, the Staff Disability Survey and the Social Responsibility & Sustainability Survey;
- Consultation with key stakeholders including Heads of Colleges/Support Groups, Convenors of Staff Networks, Chairs of College/Support Groups Equality & Diversity Committees, Equality & Diversity Coordinators, the Student's Association, and action-owners;
- Alignment with University strategic priorities, the Scottish Funding Council Outcome Agreement, and existing initiatives/activities across the University;
- Cognisance of external drivers such as the Scottish Funding Council Gender Action Plan.
- Guidance from Equality & Human Rights Commission, and the Equality Challenge Unit on developing equality outcomes.

9. The Equality Outcomes 2017-2021 and underpinning actions are presented in the Appendix to this paper.

Resource implications

10. The implementation of the Equality Outcomes 2017-2021 will have implications for staff resources and in some cases will have financial costs. However, the majority of actions are aligned with existing initiatives/activities across the University.

Risk Management

11. Failure to comply with our reporting duties has legal implications.

Equality & Diversity

12. In seeking to support the advancement of equality, this paper has positive implications for equality, diversity and inclusion matters.

Next steps/implications

13. Court will receive a report on progress in achieving these outcomes in 2019, in line with legislative reporting requirements.

Consultation

14. As described in Paragraph 8. Additionally, the draft Equality Outcomes have been presented to People Committee and Policy & Resources Committee.

Further information

15. _Authors_

Dr Caroline Wallace, Senior Partner – Equality Diversity & Inclusion, UHRS
Professor Jane Norman, Vice-Principal People & Culture

Presenter
Zoe Lewandowski, Director of University HR Services

Freedom of Information

16. This paper is open.

Equality Outcomes 2017-2021

Outcome 1: We provide an environment that is accessible, inclusive and safe.
Which of the PSED general duties does this outcome support? - Eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct - Advance equality of opportunity between people who share a relevant protected characteristic and those who do not - Foster good relations between people who share a protected characteristic and those who do not
Which protected characteristic(s) does the outcome relate to?: All protected characteristics

Objective	Actions and timescales	Protected Characteristics	General Duty needs	Oversight/ Responsibility
Provide an inclusive and enabling environment for work and study.	Promote a culture of respect by raising awareness of the University's Dignity and Respect Policy, and providing guidance to staff and students from AY 2017/18.	All	• Eliminate unlawful discrimination and harassment • Foster good relations	University HR Services – Equality, Diversity & Inclusion; Deputy Secretary – Student Experience
	Develop and publish a British Sign Language Plan by October 2018 to improve equity in education and employment.	Disability	• Advance equality of opportunity	Deputy Secretary – Student Experience; UHRS – Equality, Diversity & Inclusion
	Improve awareness of, and support for mental health issues through implementation and promotion of the University's Student Mental Health Strategy and continuing to enhance support for student and staff wellbeing.	All	• Advance equality of opportunity • Foster good relations	Deputy Secretary – Student Experience; Occupational Health; University HR Services
	Develop policy and provide dedicated support to disabled staff and managers encompassing advisory services, guidance and training, and promotion of understanding of equality in relation to disability.	Disability	• Eliminate unlawful discrimination • Advance equality of opportunity • Foster good relations	UHRS – Equality, Diversity & Inclusion

	Promote and embed the Accessible and Inclusive Learning Policy (AILP) into standard learning and teaching practice.	Disability	• Eliminate unlawful discrimination • Advance equality of opportunity	Senate Learning & Teaching Committee
	Enhance support for disabled students through improvements to infrastructure, communications and the implementation of adjustments.	Disability	• Eliminate unlawful discrimination • Advance equality of opportunity	Vice Principal People & Culture; Deputy Secretary – Student Experience; Heads of School
	Deliver on the Learning & Teaching Strategy commitment to promote equality, diversity and inclusion in the curriculum. Pilot the Higher Education Academy's standard for Embedding Equality and Diversity in the Curriculum (EEDC) in a small number of programme areas in AY 2017/18.	All	• Advance equality of opportunity • Foster good relations	Senate Learning & Teaching Committee
	Actively celebrate the diversity of our staff and student community through an ongoing programme of events such as the Gather Festival, and strengthen international and intercultural competencies on our campuses.	All	• Foster good relations	Edinburgh Global; Vice Principal People & Culture; Edinburgh University Student's Association
	Act as a University of Sanctuary, providing supported opportunities to access English-language and degree-level study to asylum seekers, refuges and people with humanitarian protection.	All	• Advance equality of opportunity • Foster good relations	Edinburgh Global
Provide an environment that is accessible and safe.	Improve the accessibility of the University's estate through continuing to integrate equality consideration into the building and maintenance programme and ensuring timely response to required equality adjustments.	Disability	• Eliminate unlawful discrimination • Advance equality of opportunity	Estates Committee; Director of Estates

	Develop a more effective system to generate and execute Personal Emergency Evacuation Plans (PEEPs).	Disability	• Eliminate unlawful discrimination	PEEPs Working Group
	Continue to develop communications, support services, policies and procedures to reduce sexual harassment and sexual violence on campus.	All	• Advance equality of opportunity • Foster good relations	Director of Student Wellbeing

Outcome 2: Equality, diversity and inclusion are embedded in all that we do.

Which of the Equality Act 2010 general duties does this outcome support?

- Eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct

- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not

- Foster good relations between people who share a protected characteristic and those who do not

Which protected characteristic(s) does the outcome relate to?: All protected characteristics

Objective	Actions and timescales	Protected Characteristics	General Duty needs	Oversight/ Responsibility
Provide data to support progression of equality, diversity and inclusion.	The University's Equality and Diversity Monitoring and Research Committee (EDMARC) will continue to publish comprehensive annual reports of student and staff data by protected characteristics. Heads of School will formally respond to their data and implement actions to address areas of concern, from April 2017.	All	• Eliminate unlawful discrimination • Advance equality of opportunity	EDMARC

| Equality, diversity and inclusion principles are embedded in our governance, strategy and planning. | Implement a succession plan to improve the diversity of University Court. This comprises the following:

• Compile the gender and ethnic composition of Court and use this to inform recruitment of new co-opted members;
• Regularly update the skills register of current Court members and use this to inform recruitment of new co-opted members;
• Widely advertise Court vacancies, including using the Women on Boards platform, and encourage applications from under-represented groups;
• Collect equality information from applicants and use this to inform future recruitment exercises;
• Operate a Court mentoring scheme and induction process for new members;
• Encourage and fund new Court members to attend relevant training courses, including those with equality and diversity content (e.g. Leadership Foundation for Higher Education New Governor courses);
• Review the Court's Equality and Diversity Policy;
• Consider unconscious bias training for Court members involved in recruitment. | All | • Advance equality of opportunity
• Foster good relations | University Court |
| | Promote the effective use of Equality Impact Assessment (EqIA) to improve the account taken of equality impact in governance, decision- | All | • Eliminate unlawful discrimination
• Advance equality of opportunity | UHRS – Equality, Diversity & Inclusion |

	making, policy and practice across the University.		• Foster good relations	
	Review and refresh the University's Equality & Diversity Strategy.	All	• Eliminate unlawful discrimination • Advance equality of opportunity • Foster good relations	Vice-Principal People & Culture; UHRS – Equality, Diversity & Inclusion
Promote understanding of equality, diversity and inclusion throughout the University community.	Expand provision and improve take-up of equality, diversity and inclusion training and learning opportunities.	All	• Eliminate unlawful discrimination • Advance equality of opportunity • Foster good relations	UHRS – Equality, Diversity & Inclusion; Deputy Secretary – Student Experience
	Continue to improve religious literacy and understanding through a sustained programme of activity across the University and the wider community.	Religion/ Belief	• Foster good relations	Chaplaincy

Outcome 3: We have equity of pay for all staff.

Which of the Equality Act 2010 general duties does this outcome support?

- Eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct

- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not

Which protected characteristic(s) does the outcome relate to?: All protected characteristics

Objective	Actions and timescales	Protected Characteristics	General Duty needs	Oversight/ Responsibility
Use data to inform reward management, policy and practice.	Continue to conduct and publish biennial Equal Pay Audits, and report on the pay gap by gender, race and disability.	All (and particularly Gender, Race, Disability)	• Eliminate unlawful discrimination • Advance equality of opportunity	Remuneration Committee; UHRS – Reward

Reduce the gender pay gap at Grade 10.	Implement recommendations from the Gender Pay Gap Task Group. These include: • reference to internal and external comparators for staff newly appointed or promoted to grade 10; • increased use of Performance data in Grade 10 contribution review process http://www.ed.ac.uk/files/atoms/files/actions_to_address_gender_pay_gap.pdf	Gender	• Eliminate unlawful discrimination • Advance equality of opportunity	Remuneration Committee; Heads of College/Support Groups

Outcome 4: We have a diverse community of staff and students, who are able to reach their full potential.

Which of the Equality Act 2010 general duties does this outcome support?

- Eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct

- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not

- Foster good relations between people who share a protected characteristic and those who do not

Which protected characteristic(s) does the outcome relate to?: All protected characteristics

Objective	Actions and timescales	Protected Characteristics	General Duty needs	Oversight/ Responsibility
Attract a diverse workforce and student body	Attract the world's most talented students and staff through the implementation of the Edinburgh Global Engagement Plan 2017-2020. This will include: • Continuing to design and pilot global access recruitment and support programmes such as the MasterCard Foundation Scholars Program;	All	• Advance equality of opportunity • Foster good relations	Edinburgh Global; University HR Services

	• Attracting students from a wider range of socio-economic backgrounds around the world through new scholarships and financial assistance; • Providing a dedicated support and guidance for international staff.			
	Provide employment opportunities to young people from diverse backgrounds through the implementation of a Youth Employment Strategy. This will include: • increasing the numbers of Modern Apprenticeship opportunities; • enhancing existing on campus employment of students; • actively promoting the University to young people in the local community.	All	• Advance equality of opportunity • Foster good relations	UHRS – Resourcing
	Provide supported internship opportunities for disabled people in partnership with Inclusion Scotland from AY 2017/18.	Disability	• Advance equality of opportunity • Foster good relations	UHRS – Resourcing
	Continue to engage with the Equality Challenge Unit 'Attracting Diversity in Student Recruitment' project and develop actions and pilot initiatives to address gender imbalance in specific UG programmes. Provide training for admissions and student recruitment practitioners including sessions on Equality and Diversity in Admissions, and the Risk of Unconscious Bias in Admissions.	Gender	• Eliminate unlawful discrimination • Advance equality of opportunity	Student Recruitment and Admissions; relevant programme staff

Provide a supportive culture where all can progress and succeed.	Continue to participate in the Equality Challenge Unit's Athena SWAN award scheme, maintain our Institutional Silver award, implement the University's Athena SWAN action plan, and provide support for departmental submissions.	Gender/ Gender reassignment	• Advance equality of opportunity	Advancing Gender Equality Steering Group; UHRS – Equality, Diversity & Inclusion
	Further develop and implement the University's Race Equality Action Plan to remove barriers to progression and drive systemic change.	Race	• Advance equality of opportunity • Foster good relations	Race Equality Steering Group; UHRS – Equality, Diversity & Inclusion
	Continue to support, engage and consult with Staff Networks and Student Groups to inform the development and delivery of policies, practices and services to maximise value and impact.	All	• Advance equality of opportunity • Foster good relations	UHRS – Equality, Diversity & Inclusion; Deputy Secretary – Student Experience

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY COURT

24 April 2017

Enhancement-led Institutional Review: Follow-up Report

Description of paper
1.   This paper presents the year on Follow-up Report for the University's 2015 Enhancement-led Institutional Review (ELIR).

Action requested/Recommendation
2.   Court is asked to endorse the Follow-up Report.

Background and context
3.   ELIR is the review method of the Quality Assurance Agency Scotland (QAAS) for higher education institutions in Scotland. The University achieved the highest possible judgement and outcome in its 2015 ELIR. The University's ELIR Outcome and Technical reports can be found on QAAS's [website](#).

4.   A themed approach is being taken to respond to the ELIR reports as part of an integrated planning process in order to ensure alignment with existing learning and teaching priorities and Assistant/Vice Principal roles and responsibilities. Senate's Quality Assurance Committee (SQAC) is responsible for overseeing actions in response to the ELIR reports. Senate's Learning & Teaching Policy Group also receives regular reports on actions and discusses and advises on matters in line with its strategic remit. Management of the overall response process is being undertaken by the Assistant Principal Academic Standards and Quality Assurance. Reports on progress to SQAC have been made by theme leads every three months during the first year following the ELIR outcome, and will continue be made every six months thereafter.

5.   The Follow-up Report was created using the theme lead progress reports. The final version of the Follow-up Report was approved by the Assistant Principal Academic Standards and Quality Assurance and submitted to QAAS by the required deadline of 3 March 2017. QAAS's guidance states that '… ELIR Follow-up Reports require endorsement by the institution's governing body in advance of publication on the QAA website.'

6.   This paper relates to the Strategic Plan's mission to 'provide the highest-quality research-led teaching and learning" and the strategic objective "leadership in learning.'

Discussion
7.   The five themes and their leads are:
     (1) Assessment and feedback (Assistant Principal Assessment and Feedback, Professor Susan Rhind);
     (2) Personal tutor system (Assistant Principal Academic Support, Professor Alan Murray);
     (3) Postgraduate research student experience (Assistant Principal Researcher Development, Professor Jeremy Bradshaw);

(4) Staff engagement in learning and teaching – workload allocation models (Vice-Principal People and Culture, Professor Jane Norman); and
(5) Student representation – college and school level (Tanya Lubicz-Nawrocka, Edinburgh University Students' Association and the College Deans of Quality: Professor Robert Mason, Dr Gordon McDougall and Professor Jeremy Bradshaw).
The University was also encouraged to progress existing work on student data dashboards and this is being led by Barry Neilson (Director of Student Systems).

8.   Theme leads are responsible for developing and implementing a plan of work to address areas for development and for providing progress reports to SQAC. The Follow-up Report is an overview of the information gathered from these progress reports.

9.   The full report is included in Appendix 1. The report outlines the significant progress made and planning for areas still to be addressed. We are confident that our approach over the next three years will deliver enhancements to the student experience and that we will be able to demonstrate the effectiveness of these actions by the time of the next ELIR.

Resource implications
10. The implementation of the plans have resource implications for support services as well as for Colleges and Schools, which need to be taken account of when setting the priorities for the Senate Committees.

Risk Management
11. The ELIR has been managed within the University's risk management processes.

Equality & Diversity
12. The paper does not require an Equality Impact Assessment. Equality and diversity considerations will be taken into account by the theme leads.

Next steps/implications
13. The theme leads will continue to report to SQAC on a six monthly basis. The Follow-up Report will also be presented to Senate for information. Additionally, the ELIR Follow-up Report will be a focus of the annual discussion between the University and QAAS which takes place on 3 May 2017.

Consultation
14. The theme lead progress reports which have been used to create the Follow-up Report have been considered by SQAC. The EUSA Vice-President Academic Affairs is a member of SQAC and has the opportunity to comment on progress reports and was sent a draft version of the Follow-up Report. EUSA have been involved in follow-up activity and are leading one of the themes.

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

17. *Author*
    Nichola Kett
    Academic Services
    21 March 2017

Presenter
Senior Vice-Principal Professor Charlie
Jeffery

Freedom of Information
18. This paper is open.

| The University of Edinburgh
Enhancement-led Institutional Review (ELIR) 2015/16
Follow-up Report – 3 March 2017 |

Introduction

The University of Edinburgh welcomed the ELIR reports and the successful outcome was communicated widely to staff and students, including through the University's website[1]. A themed approach is being taken to implementation as part of an integrated planning process in order to ensure alignment with existing learning and teaching priorities and Assistant/Vice Principal roles and responsibilities. Senate Quality Assurance Committee (SQAC) is responsible for overseeing actions in response to the ELIR reports. Learning and Teaching Policy Group also receives regular reports on actions and discusses and advises on matters in line with its strategic remit. Management of the overall response process is being undertaken by the Assistant Principal Academic Standards and Quality Assurance. Reports on progress to SQAC have been made every three months during the first year following the ELIR outcome, and will continue be made every six months thereafter. The aims are to make substantial progress during the first year, to ensure all actions are completed by the end of year three and that, as far as possible, there is evaluation of their impact.

The five themes and their leads are: (1) assessment and feedback (Assistant Principal Assessment and Feedback, Professor Susan Rhind); (2) personal tutor system (Assistant Principal Academic Support, Professor Alan Murray); (3) postgraduate research student experience (Assistant Principal Researcher Development, Professor Jeremy Bradshaw); (4) staff engagement in learning and teaching – workload allocation models (Vice-Principal People and Culture, Professor Jane Norman); and (5) student representation – college and school level (Tanya Lubicz-Nawrocka, Edinburgh University Students' Association, hereafter referred to as the Students' Association, and the College Deans of Quality, Professor Robert Mason, Dr Gordon McDougall and Professor Jeremy Bradshaw). The University was also encouraged to progress existing work on student data dashboards and this is being led by Barry Neilson (Director of Student Systems).

Theme leads are responsible for developing and implementing a plan of work to address areas for development and for providing progress reports to SQAC. The following paragraphs are an overview of the information gathered from these reports.

The Students' Association Vice President Academic Affairs is a member of SQAC and has the opportunity to comment on progress reports and was sent a draft version of this report. The Students' Association have been involved in follow-up activity and are leading one of the themes.

Assessment and Feedback

A broad and balanced approach has been taken to addressing the areas for further development relating to assessment and feedback identified in the ELIR reports, recognising that the National

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[1] http://www.ed.ac.uk/academic-services/quality/elir and http://www.ed.ac.uk/staff/teaching-matters/features/institutional-review

Student Survey (NSS) is an important indicator of success but not the only one that should be considered.

The ELIR reports encouraged progressing with planned further analysis of NSS free text answers. In order to do this, a methodology for thematic qualitative analysis of NSS data was developed, initially using three schools as pilots. This has been expanded with half of all Schools now complete and the remaining due by the end of March. The Student Surveys Unit also made available to staff via an internal wiki a more quantitative analysis of free text comments in October 2016. Key findings from these analyses specific to assessment and feedback, highlight issues of perceived fairness, lack of transparency and a need to better manage expectations. These themes are now forming the basis of discussion and prompting action among the Directors of Teaching Network and through individual discussions with Schools, the Institute for Academic Development (IAD) and the Assistant Principal (Assessment and Feedback). IAD carried out a project exploring student perceptions of the NSS question set which has informed the development of our NSS processes. In addition, the September 2016 meeting of the Directors of Teaching Network, led by an external consultant, focussed on NSS results and prompted attendees to consider and review their action plan. As an alternative source of information, an analysis of the 2014/15 and 2015/16 External Examiners' reports was carried out which revealed many more commendations than suggestions or issues for the topics 'student feedback' and 'assessment methods'. Text analysis highlighted the constructive nature of much of the feedback and the clear efforts being made to improve, whilst amongst the small number of issues raised, the theme of inconsistency was highlighted. This mirrors the theme of inconsistency highlighted by students in NSS free text comments previously identified that is being discussed with Schools through the mechanisms described above.

The ELIR reports asked the University to work with students in Schools to address matters raised and to understand specific issues and needs. This is being undertaken at a School level, using both local information and information provided through University-level initiatives. A University-wide approach to course enhancement questionnaires was implemented in 2016/17 and the core question set includes the question 'Feedback so far has been helpful and informative'. It is anticipated that a reasonably complete picture of semester 1 performance in relation to this metric across Schools will be available by mid-semester 2. This will then inform further conversations between individual Schools and the Assistant Principal (Assessment and Feedback). During semester 1 2016/17 mid-course feedback was introduced, giving students the opportunity to give early feedback on courses and for immediate issues to be addressed. An evaluation of this exercise revealed positive feedback in general and no immediate concerns with assessment and feedback.

The Leading Enhancement in Assessment and Feedback (LEAF) project continues to work closely with Schools to explore students' experiences of assessment and feedback. To date, 24 programmes across 20 Schools (spanning all three Colleges) have been audited and a further three audits are planned for 2016/17. Follow up action continues with several Schools and key themes emerging from audits have been reported to the Senatus Learning and Teaching Committee[2] (LTC). The key themes informing ongoing practice are: over-assessment and deadline log-jams; inconsistency in assessment and teaching; agency/assessment literacy; and the importance of aligned authentic assessment and a sense of place and belonging. As the LEAF project progresses, we are learning more about the experiences of Edinburgh students and the issues that affect them. Solutions that help LEAF programmes develop are likely to be adaptable to other programmes and can help develop support that is local and discipline-based and therefore more likely to have longer-term 'ownership' at programme and discipline level. Furthermore, both good practice that is identified and the solutions themselves can be shared to the benefit of the wider University community.

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[2] http://www.ed.ac.uk/files/atoms/files/agendapapers20160921.pdf (Paper Q)

In relation to the ELIR recommendation to implement feedback policy and practice in a clear and consistent manner, the Assessment and Feedback Enhancement Group has been formalised as a Task Group of LTC[3] with responsibility for reviewing the Feedback Standards and Guiding Principles[4] to support the consistent implementation of assessment and feedback policy (as prominently outlined in the Learning and Teaching Strategy[5] published in January 2017) and practice (as outlined in the Assessment regulations). It is anticipated that this exercise will be completed by September 2017 and will result in the creation of an interactive resource with case studies. In relation to Taught Assessment Regulation 16[6] and the 15 day feedback turnaround deadline, in January 2017 LTC agreed that, from semester 2 2016/17, Schools would no longer be required to report on turnaround times at an institutional level, but increased emphasis would be placed on local oversight, monitoring of turnaround times and ownership. Heads of School must ensure that arrangements are in place to monitor and address any problems regarding feedback turnaround times.

In order to promote the importance of the provision of formative feedback opportunities that help student progress and consistent with Taught Assessment Regulation 15, a series of presentations at College and School level continue to highlight the importance of formative feedback experiences and provision of opportunities for students to gain skills in assessment literacy. The balance of formative and summative feedback is also explored through the LEAF project audits.

With reference to reflecting on the positive experiences of assessment and feedback reported by Online Distance Learning (ODL) students, a high level agreement has been made to move towards the increased usage of online submission of assessment and return of feedback and marks where appropriate and the College of Arts, Humanities and Social Sciences (CAHSS) implemented it at the start of 2016/17 through its electronic submission of assessment and return of feedback project. Additionally, the Learning and Teaching Strategy outlines a commitment "… to the creative use of digital technologies in our teaching and assessment where appropriate whether online, blended or on-campus". The Assessment and Feedback Enhancement Group continues to receive updates on the CAHSS project. Furthermore, opportunities to share practice will continue through the Directors of Teaching Network and the Assessment and Feedback Enhancement Working Group.

The University's Assessment and Feedback Enhancement Group has discussed how to approach the actions identified in the ELIR reports relating to information provided to students about marking schemes and grade descriptors. An initial stage of action is underway involving gathering examples from across the Colleges and analysing available sources of student feedback for relevant responses.

The work undertaken as part of this theme aims to result in: students and staff having a sound mutual understanding of standards and expectations in assessment and feedback; increased understanding at School-level of students' issues and needs in relation to assessment and feedback; a continued small percentage year on year increase in NSS and course enhancement questionnaire assessment and feedback question scores; and continued positive comments on assessment and feedback from External Examiners.

Personal Tutor System

A holistic approach has been taken to addressing the areas for further development of the Personal Tutor (PT) system identified in the ELIR reports, with feedback from a wide variety of sources being considered. Results from the Edinburgh Student Experience Survey, NSS and the Postgraduate

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[3] http://www.ed.ac.uk/files/atoms/files/16_november_2016_-_agenda_and_papers_final.pdf (Paper I)
[4] http://www.ed.ac.uk/files/atoms/files/feedback_standards_guiding_principles.pdf
[5] http://www.ed.ac.uk/files/atoms/files/learning_teaching_strategy.pdf
[6] http://www.ed.ac.uk/files/atoms/files/taughtassessmentregulations.pdf

Taught Experience Survey have been considered along with the PT-related results of the Teaching Award nomination analysis[7] and an external benchmarking exercise. Additionally, consultative meetings on the measures that have been taken to encourage excellence in teaching and student support have been held with every School. The PT system was one of the less frequently raised issues by staff at these meetings, however, staff noted that the University could do more to understand and manage students' expectations regarding the PT system.

A number of actions have been taken to revisit the way in which Schools are implementing the PT system. The PT Oversight Group (a sub-committee of SQAC) have agreed actions in relation to: minimising and effectively managing the changing of PTs; sharing good practice examples identified through the Teaching Award nomination analysis; and monitoring of free text comments relating to PT/tutee contact. The Group have concluded that more robust and granular internal survey data is required if meaningful conclusions are to be drawn and/or judgements made in regard to the relative performance of both Schools and individual PTs.

The Learning and Teaching Policy Group have agreed to: (1) consider how Schools/Colleges/University can communicate to students regarding what to expect from their PT, and how the PT role relates to the broader academic and pastoral support arrangements; and (2) to explore the models of student support teams operating in different Schools, and the way that they interact with the PT systems in the Schools, and assess whether some models are more effective than others. An agreed set of activities is planned in order to progress these actions, including a review of website information and consultation with a virtual student panel. Three non-mandatory proposed enhancements to the PT system to help support staff in their roles as PTs have been discussed and broadly supported by the PT Oversight Group and the Senior Tutor Network: guidance on holding meaningful meetings; pre-arrival questionnaires; and PTs working in a supportive group (PT group practices).

In response to consistent feedback from staff about the different needs of ODL students and the extensive existing support provided, the PT Oversight Group approved a pilot approach in the College of Medicine and Veterinary Medicine for postgraduate taught students. In December 2016 the Senior Tutor Network was asked to consider appropriate ways of supporting ODL students within the PT system framework and it was agreed that the Assistant Principal (Academic Support) would consult further in order to establish the needs of ODL students in relation to the PT system to inform any developments and a meeting of key stakeholders has been organised for March 2017.

The ELIR reports outlined the value of the University providing additional clarification for students around the aims of the system and providing students with information on alternative avenues of support in order to align expectations of students and staff. A review of the Academic and Pastoral Support Policy[8] and the School Personal Tutoring Statement template[9] took place in advance of academic session 2016/17 in order to provide greater clarity on expectations of both staff and students. The School Personal Tutoring Statement and the My Personal Tutor webpage[10] now include a prominently placed standard paragraph on the aims of the PT system. Students are provided with information on alternative avenues of student support through many different mechanisms, for example, the student website[11] and programme and course handbooks[12]. The

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[7] https://issuu.com/eusa/docs/teaching_awards_report_2015_16_issu
[8] http://www.ed.ac.uk/files/atoms/files/academic_pastoral_support.pdf
[9] http://www.ed.ac.uk/files/atoms/files/schoolpersonaltutoringstatementtemplate.docx
[10] http://www.ed.ac.uk/students/academic-life/personal-tutor
[11] http://www.ed.ac.uk/students
[12] http://www.ed.ac.uk/files/atoms/files/progcoursehandbooks.pdf

Personal Tutor staff website[13] was extensively redeveloped for September 2016. This website aims to support staff in their PT system roles and was redeveloped using staff feedback. The Academic and Pastoral Support Policy contains information on briefing, training and development and notes: "All Schools will offer a training session for Personal Tutors and Student Support Teams at the start of each academic session". Since the roll out of the Student Mental Health training programme this academic year, 127 staff have attended training. There are another eight sessions planned for this semester, and the programme will continue in 2017/18.

In the ELIR reports, the University was encouraged to continue to support staff and students to embed peer learning and support and to continue working with the Students' Association to deliver appropriate training for peers. There is growing engagement with Peer Learning and Support activities and the commitment for development is outlined in the Edinburgh University Students' Association and University Student Engagement Statement and the Learning and Teaching Strategy. LTC discussed peer learning and support at its January 2017 meeting and identified a number of practical issues to take forward. The Spring 2017 meeting of the Senior Tutor Network will take the form of a show and tell, highlighting the successes and challenges with peer learning and support systems across the University.

Work on the enhancement of the Personal Tutor system aims to ensure that staff and students are clear on the aims of the system, their respective roles and that expectations are met. Progress will continue to be monitored through student survey feedback and opportunities to develop further sources of feedback will be explored.

Postgraduate Research Student Experience

The University is addressing two of the areas for further development from the ELIR reports relating to the postgraduate research (PGR) student experience through the creation of a programme of work titled the Excellence in Doctoral Research and Career Development programme.

Aligning with the ELIR reports' findings that the University should review the effectiveness and regularity of research supervisor training, one of the strands of the programme is Supervisor Training and Support which aims to:

- Enhance the content of compulsory supervisor briefings by sharing practice across Colleges and ensuring updated database of resources;
- Identify, design and pilot additional optional training for supervisors, including facilitation guides for Schools to use;
- Consult with Schools and Colleges to design an online toolkit to support supervising at a distance;
- Explore ways in which to ensure accurate, central recording of supervision training; and
- Identify ways to recognise and share practice of excellence in supervision.

The ELIR reports also asked the University to analyse the needs and experience of PGR students (School, College and University) to ensure effective support (particularly in the context of increasing numbers) and clarify where students go for further support. Another one of the strands of the programme, Mentorship and Wellbeing, aims to:

- Explore the PGR mentor function across the University and identify a number of possible models. This involves benchmarking current practice, scoping and defining different models.

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[13] http://www.ed.ac.uk/staff/student-support/student-support-website

- Benchmark and carry out a gap analysis of support for PGR wellbeing across the University.

In line with the ELIR reports' recommendation to ensure that PGR students who teach are properly trained and supported, the Senatus Researcher Experience Committee has set up a Task Group to review the Code of Practice on Tutoring and Demonstrating, which sets out the University's training and support arrangements for tutors and demonstrators. The Group has produced a new draft document to replace the Code[14], on which it is seeking views from stakeholders in February/March 2017.

In relation to the recommendation that PGR students who teach should be made aware of career development resources available through the IAD, PGR students who teach can consult the IAD webpages for Tutors and Demonstrators for information on workshops, routes to Higher Education Academy accreditation and relevant resources[15]. IAD also launched a new brochure[16] for PGR students in 2016/17 which gives a comprehensive overview of professional and personal development opportunities available.

The ELIR reports encourage the University to effectively communicate and consistently implement the Code of Practice for Supervisors and Research Students. Including a reference to the Code is now a requirement of the Programme and Course Handbook Policy. The Code is currently undergoing a review to ensure that its purpose is clear, that information is contained within the appropriate place and to minimise duplication of information. Two focus groups with students and staff have been held to guide the development of the Code. Consideration will then be given to communicating and implementing the updated version of the Code.

Methods for monitoring progress with the recommendations relating to the postgraduate research student experience will be determined as implementation and evaluation plans develop for the programme and Task Group.

Staff Engagement in Learning and Teaching – Workload Allocation Models

The ELIR reports encouraged the University to progress with plans to develop existing workload allocation models to recognise in a consistent way contribution to priority learning and teaching areas and the Academic Work Allocation Models – Development Principles and Operational Guidance has since been agreed and published[17]. In terms of implementation, Heads of College were contacted in early January 2017 to alert them to the publication of the Guidance. They were asked to encourage individual Heads of School to take this forward, and were reminded of the responsibility Heads of School have for developing and maintaining appropriate models for their respective Schools which are in line with the principles set out in the Guidance and that reflect the work undertaken by the School. Heads of College were also asked to cascade to Heads of School a reminder of the need to consult with affected staff as part of the process of introducing a new work allocation model or revising an existing one. Feedback on the Guidance will be sought from Schools.

Related developments which demonstrate the University's holistic commitment to enhancing the student experience include work on: annual review; continuing professional development; reward and recognition; recruitment; and capability.

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[14] http://www.ed.ac.uk/academic-services/projects/reviewing-the-code-of-practice-for-tutoring-and-de

[15] http://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/tutors-demonstrators

[16] http://www.docs.hss.ed.ac.uk/iad/Postgraduate/PhD_researchers/PGR_Researcher_IAD_Brochure_onlinev201617.pdf

[17] http://www.docs.csg.ed.ac.uk/HumanResources/Policies/Academic_Work_Allocation_Models_Development_Principles_and_Operational_Guidance.pdf

Student Representation – College and School Level

A number of recommendations were made in relation to enhancing student representation at College and School level and these have been taken forward through joint working between the Students' Association and the University, namely the College Deans of Quality. The ELIR reports encouraged the University and the Students' Association to continue working in partnership to ensure that there is more effective student representation at College and School level.

In relation to progressing work to promote and implement more effective representation at College level, since January 2016 the Students' Association has worked with the three Colleges to clarify their committee structures and which College level committees need student representation. The Students' Association effectively recruited student representatives for each of these College level committees for 2016/17 and produced a College Committee Student Member Handbook[18] in partnership with the Colleges to prepare these student representatives for their role. A meeting was scheduled for mid-February 2017 to check in with College committee student members to assess the effectiveness of these new processes and support mechanisms. Additionally, the Students' Association and College Deans of Quality have been exploring new roles for one elected student College Rep per College to be implemented in the future. The Students' Association has drafted a general role description for the position. In response to various communications with the Colleges, the Students' Association has revised the timetable for implementing the College Rep positions to allow time to be taken to ensure that all stakeholders have had an opportunity to consider how these new positions can be tailored to support the needs and expectations of the Colleges and Students' Association. Furthermore, the payment rate (which would be paid by the Students' Association) also needs to be confirmed. Therefore, the roles will not be included during the March 2017 Students' Association elections, but the aim is to resolve issues for subsequent years so that the new College Rep role is as effective as possible.

The ELIR reports asked the University to review the processes for appointing students to School committees and to provide more effective training and preparation for the roles, ensuring that staff in Schools understand the student roles and are able to support students to contribute effectively. In 2015/16, the Students' Association received responses from School Directors of Quality to establish which School level committees include student representation and how they are chosen and supported by the School. The information gathered shows wide variation in the recruitment processes and committees which include student representation. In many cases, elected School Convenors or Class Reps become the student representatives on School-level committees. In 2016/17, the Students' Association produced a Student Representative Handbook[19] and provided training to student representatives. 100% of all elected School Convenors (a total of 55 individuals) participated in the Students' Association's in-person training for their role. 73% of Class Reps (a total of 1,306 individuals) successfully completed the Students' Association's online basic training for their role, an increase on last year's high engagement after the move to online training. This year, a record number of Class Reps and School Reps have also written a blog post (totalling over 600 thus far) to share their work as a student representative, and copies of these anonymised blog posts are shared with the wider student body via the Students' Association's School pages[20]. In addition, the Students' Association has been working with administrative and support staff to hone and improve the processes of recruitment and registration for Class Reps and has produced guidance for administrative and support staff[21] and guidance for academic staff[22] on these processes. The

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[18] https://issuu.com/eusa/docs/college_committee_student_member_ha
[19] https://issuu.com/eusa/docs/student_representative_handbook_201
[20] https://www.eusa.ed.ac.uk/representation/your_school/
[21] https://www.eusa.ed.ac.uk/representation/studentrepresentation/staffinformation/supportstaff/
[22] https://www.eusa.ed.ac.uk/representation/studentrepresentation/staffinformation/academicstaff/

Students' Association held meetings in August 2016 and January 2017 to work in partnership with support staff to share the new guidance and best practices. The Students' Association will continue to work to train and support large numbers of student representatives to be effective in their role within each School.

The ELIR reports noted that there would be benefit in the University disseminating the outcomes of the 2014/15 Postgraduate Programme Review of Online Distance Learning Postgraduate Taught Programmes in the College of Medicine and Veterinary Medicine. The recommendation relating to student representation from this review and the work of the 2015/16 SQAC Task Group on Student Representation for Distance Learners have been disseminated and have led to revised guidance for Student-Staff Liaison Committees[23] as well as all-student and all-staff emails about the purpose and mechanisms of student representation. The recommendations from this Task Group will continue to be communicated and implemented. In addition, the Students' Association will continue to review how well it supports and engages ODL student representatives.

Student Data Dashboard

The ELIR reports encouraged the University to progress with the work of the Student Systems Roadmap and, in particular, the student data dashboard. The first phase of the staff-facing dashboard (undergraduate) has been delivered successfully[24] and the project has closed. Positive feedback has been received from stakeholders, particularly with reference to the ability to provide a detailed level of information to a large proportion of both academic and administrative staff. Feedback is being collated and analysed, and analytics on the use of the dashboards is being collected. The development was commended in the recent annual review of student support services and is being used to support quality assurance and enhancement processes. Further iterations of the dashboard are planned dependent on funding.

Summary

This follow-up report outlines the actions taken by the University of Edinburgh to address the areas for development identified in the ELIR reports. The significant progress made is detailed and planning for areas still to be addressed is outlined. We are confident that our approach over the next three years will deliver enhancements to the student experience and that we will be able to demonstrate the effectiveness of these actions by the time of the next ELIR.

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[23] http://www.edinburgh.ac.uk/files/atoms/files/student_staff_liaison_committees_principles.pdf
[24] http://www.ed.ac.uk/staff/data-matters/student-dashboard

THE UNIVERSITY of EDINBURGH

UNIVERSITY COURT

24 April 2017

Request for Parent Company Guarantee – ARCHER2 bid

Description of paper

1. The paper seeks Court approval, in principle, to issue a Parent Company Guarantee to permit University subsidiary UoE HPCX Ltd to make a credible bids to the UK Government-funded Engineering & Physical Sciences Research Council to provide key aspects of the next-generation High Performance Computing service known as ARCHER2.

Action requested/Recommendation

2. Court is requested to approve:
   i) in principle, the issue of a Parent Company Guarantee in support of these anticipated bids up to a maximum value;
   ii) delegation of authority to the Director of Corporate Services and the Directors of UoE HPCX Ltd to negotiate the details of the Parent Company Guarantee, with the final outcome to be reported back to Court.

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

Risk Management

11. As with previous services, we will perform detailed risk analyses and develop mitigation strategies. The major risk to the University is that of underperformance; to minimise this we will deploy the same management and technical teams that have run such services for the past 20 years. The financial risks are small; the income is assured by UK Government and the outgoings have been carefully costed and will be monitored closely.

Equality & Diversity

12. No equality & diversity issues have been identified.

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

Consultation

14. An earlier draft has been circulated to Knowledge Strategy Committee and to Gavin McLachlan, Chief Information Officer, for comment.
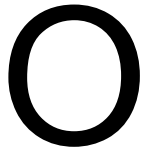
Further information

15. *Author*

Assistant Principal Professor Arthur Trew, Head of School of Physics & Astronomy and Director of UoE HPCX Ltd

Presenter

Hugh Edmiston
Director of Corporate Services

Freedom of Information

16. Closed – commercial in confidence.

THE UNIVERSITY of EDINBURGH

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UNIVERSITY COURT

24 April 2017

Updated University Financial Regulations

Description of paper
1.   The University Financial Regulations set out the rules which must be followed to satisfy external regulations and for internal financial management and control. They were last updated and approved by Court in 2012. The Finance Department has now undertaken a full review of the University Financial Regulations and the detailed policies and procedures underpinning them for 2017. Once approved by Court, the updated University Financial Regulations will be published on the University's Finance website in a format that is optimal for viewing on pc/tablet/smartphone.

Action requested/Recommendation
2.   Court is asked to:
i) note the main changes / additions, as well as the structural changes that we have included to make the Regulations easier to navigate; and
ii) approve the updated University Financial Regulations, to apply with immediate effect. The full Regulations are available on the Court wiki site here:
https://www.wiki.ed.ac.uk/display/UCC/University+Court.

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

Risk Management
8.   By following the Updated University Financial Regulations staff will:
*   safeguard the reputation of the University,
*   conduct operations in an ethical way
*   operate the finances of the University in a controlled risk environment.

Equality & Diversity
9.   The updated University Financial Regulations apply to all staff.

Next steps/implications
10. All staff will be informed by email when the Regulations are added to the Finance website.

Consultation
11. The updated University Financial Regulations have been reviewed by the Director of Finance, the Chief Internal Auditor and the Director of Procurement and have been endorsed by Policy & Resources Committee.

Further information
12. *Author*   *Presenter*
    Lynne Ramsay   Phil McNaull
    Finance Information, Reporting and   Director of Finance
    Strategy Team
    14 April 2017

Freedom of Information
13. This paper is closed.

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY COURT

24 April 2017

Bank Account for China Office

Description of paper

1. In order to enable the University's activities in China and the East Asia region, it is recommended that a bank account be opened to support the activities of the University's China Office – known as 'Edinburgh Research and Innovation, Beijing Representative Office', the entity under which the University conducts its activities in the East Asia Region. Based in Beijing, China, the Office works to service University interests in China and the wider East Asia Region. The bank account will be based in Beijing, where the office is registered.

Action requested/Recommendation

2. Court is invited to approve the opening of a bank account with Bank of China in Beijing, in the name of 'Edinburgh Research and Innovation, Beijing Representative Office' which will be operated as set out below.

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

Risk Management

10. Given the relatively modest level of funds to be maintained within the account, the risks will not be significant. The thresholds for operating the account will mitigate against any existing risk.

Equality & Diversity

11. There are no equality & diversity issues associated with this decision.

Paragraph 12 has been removed as exempt from release due to FOI.

Further information

14. Contact: Chris Yeomans. Deputy Director, Edinburgh Global.

Freedom of Information

15. This paper should not be included in open business as its disclosure would substantially prejudice the commercial interests of the organisation. This paper should be withheld for 2 years.

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY COURT

24 April 2017

Exception Committee Report

Committee Name
1. Exception Committee

Date of Meeting
2. The Committee considered business via electronic communications concluded on 23 March 2017.

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

Key points
4. The following request for approval was granted:

Outcome Agreement 2017-18
5. Following Court approval of the approach to negotiating a single year Outcome Agreement at the December meeting, to approve the Outcome Agreement 2017-18 and to delegate authority to the Deputy Secretary, Strategic Planning, to submit the Outcome Agreement to the Scottish Funding Council by 31 March 2017.

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

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

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

Freedom of Information
9. Open Paper.

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY COURT

24 April 2017

Court EU Sub-Group Report

Committee Name
1. Court EU Sub-Group

Date of Meetings
2. 6 April 2017 (electronic meeting)

Action Required
3. Court is invited to note progress with the three stands of activity – Communications, Scenario Planning & Mitigation and Strategic Partnerships.

Paragraphs 4 - 24 have been removed as exempt from release due to FOI.

Equality & Diversity
25. Issues related to equality and diversity were considered within each paper as appropriate.

Further information
26. *Authors*   *Presenter*
    - Tracey Slaven, Deputy Secretary   Ms Anne Richards
    Strategic Planning (Brexit Process and   Vice-Convener of Court
    Scenario Planning)
    - Philip Graham, Head of Internal
    Communications (Communications)
    - Vice-Principal Professor Jonathan
    Seckl (EU Partnerships)

Freedom of Information
27. The paper is closed.

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY COURT

24 April 2017

Resolutions

Description of paper
1. This paper invites Court to consider draft Resolutions and to refer them to the General Council, Senate and any other interested party for observations and to approve Resolutions to establish Chairs in accordance with the agreed arrangements and the requirements set out in the Universities (Scotland) Act 1966.

Action requested/Recommendation
2. Court is invited to refer the following draft Resolutions to the General Council and to Senate for observations:

    Draft Resolution No. 22/2017: Undergraduate Degree Programme Regulations
    Draft Resolution No. 23/2017: Postgraduate Degree Programme Regulations

3. With no observations having been received from Senate, the General Council or any other body or person having an interest, Court is invited to approve the following Resolutions presented in final format:

Resolution No. 9/2017:	Foundation of a Chair of Environmental Law
Resolution No. 10/2017:	Foundation of Additional Chairs of Finance (2 chairs)
Resolution No. 11/2017:	Foundation of a Chair of Infection Medicine
Resolution No. 12/2017:	Foundation of a Chair of Interdisciplinary Science
Resolution No. 13/2017:	Foundation of a Chair of Software Engineering
Resolution No. 14/2017:	Foundation of a Chair of Quantum Technology Innovation
Resolution No. 15/2017:	Alteration of the title of the Chair of Classroom Learning

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

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

6. The University also has approval arrangements for the creation of established or personal Chairs which involves the Central Management Group and the Central Academic Promotion Committee.

Discussion

7. The key changes to the Undergraduate Degree Programme Regulations are as follows:

Regulation	What has changed
New **39,40,42 Progression and Permissible Credit Loads**	Amended to reflect recommendations from the Resit and Academic Failure Task Group of the Curriculum and Student Progression Committee. New 39 (text added for clarity) Where a programme requires students to attain more than the minimum number of credits in order to progress, this will be specified in the relevant Degree Programme Table or Handbook. New 40 Where students are allowed to progress with a credit deficit, they will be required to obtain the missing credits to qualify for the relevant award. New 42 The College may offer students who are unable to progress due to a credit deficit the opportunity to return to study the following year in order to seek to address the deficit (and it may be offered on a full-time, part-time or assessment- only basis).
Updated **85-91 BVM&S**	Regulations amended in College of Medicine and Veterinary Medicine specific section, for BVM&S programme in relation to compliance and progression.
Updated **117-120 Bachelor of Science Ordinary Degree in a Designated Discipline or Combined Disciplines**	Regulations amended in the College of Science and Engineering specific section, to reflect an update (approved by the College Learning and Teaching Committee) to the award criteria in relation to the award of Ordinary degree.

8. The key changes to the Postgraduate Degree Programme Regulations are as follows:

Updated **8 Postgraduate Awards and Degree Programmes**	Updated for consistency of terminology with proposed changes to Postgraduate Assessment Regulations for Research Degrees
NEW **36 Changes to supervision & 37 Termination of Supervision**	Clarification on what happens in the rare situations when it is no longer possible for the University to provide supervision for supervised postgraduate research students.
Updated **52 MSc by Research Degrees only**	Updated for consistency of terminology with proposed changes to Postgraduate Assessment Regulations for Research Degrees
Updated **57 Doctor of Psychotherapy and Counselling**	Changes to reflect restructured degree approved by CSPC in November 2016.
NEW **69 MSc in Transformative Learning and Teaching**	Addition to reflect new degree approved by CSPC in November 2016.

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

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

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

Equality & Diversity
12. 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
13. Senate and the General Council will be invited to comment on these draft Resolutions and notice will be displayed on the Old College notice board and published on the web. Final Resolutions will be referred to Court on 19 June 2017 for consideration and approval. Senate and the General Council will be informed of the approval of the final Resolutions. The list of approved Resolutions is annually reviewed and published on the University's website.

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

Further information
15. *Authors*
     Ms Ailsa Taylor, Mrs Susan Hunter, Ms Theresa Sheppard and
     Dr Adam Bunni, Academic Services
     Ms Kirstie Graham, Court Services
     April 2017

Freedom of Information
16. This paper is open.

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY COURT

6 April 2017

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 17 January 2016 to 31 March 2017, prepared for Court meeting of 24 April 2017.

Action requested /Recommendation
2. Court is invited to note the legacies and donations received.

Background and context
3. This report sets out the legacies and donations received by the University of Edinburgh Development Trust from 17 January 2016 to 31 March 2017.

Paragraphs 4 - 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*
    Gregor Hall
    Finance Manager,
    Development & Alumni

Freedom of Information
12. Closed.