THE UNIVERSITY of EDINBURGH

University Court
Conference Room, 4th Floor, Business School
Monday, 19 June 2017

AGENDA

1	**Minute** To *approve* the minute of the meeting held on 24 April 2017	**A**
2	**Matters Arising** To *raise* any matters arising	**Verbal**
3	**Principal's Communications** To *receive* an update from the Principal	**B**
4	**Policy & Resources Committee Report** To *consider* a report from the Convener of Policy & Resources Committee	**C**

SUBSTANTIVE ITEMS

5	**Student Experience Updates** To *consider* updates from the Senior Vice-Principal and Deputy Secretary, Student Experience	**D1-2**
6	**Planning Round 2017-2020** To *approve* the proposals presented by the Deputy Secretary, Strategic Planning	**E**
7	**Finance** To *note/approve* the papers presented by the Director of Finance:	
	• **Finance Director's Report**	**F1**
	• **Scottish Funding Council Strategic Plan Forecast**	**F2**
8	**Estates** To *approve* the papers presented by the Director of Estates/Vice-Principal Planning, Resources & Research Policy:	
	• **Estates Vision**	**G1**
	• **Residential Accommodation Strategy**	**G2**
	• **Student Facilities**	**G3**
	• **Student Centre**	**G4**
	• **Murchison House**	**G5**
	• **King's Buildings Campus Infrastructure**	**G6**
	• **Institute for Regeneration & Repair: Updated Business Case**	**G7**
9	**EUSA President's Report** To *approve* the report from the EUSA President	**H**

ITEMS FOR NOTING OR FORMAL APPROVAL

10 Scottish Code of Good HE Governance: Consultation Response **I**
To *approve*

11 Review of the University of Edinburgh Development Trust **J**
To *approve*

12 Prevent Duty Implementation Update **K**
To *note*

13 Education Act 1994 compliance **L**
To *note*

14 Horizon COFUND **M**
To *approve*

15 University Risk Register **N**
To *approve*

16 University Computing Regulations **O**
To *approve*

17 Committee Reports

- Exception Committee **P1**
- Nominations Committee **P2**
- Audit & Risk Committee **P3**
- Knowledge Strategy Committee **P4**
- Committee on University Benefactors **P5**
- Senate **P6**
- Senate Committees Annual Report **P7**

18 Resolutions **Q**
To *approve*

19 Donations and Legacies **R**
To *note*

20 Uses of the Seal
To *note*

21 Any Other Business
To *consider* any other matters

22 Dates of 2017/18 Meetings
To *note:*

- Monday 25 September 2017 (seminar and meeting)
- Monday 4 December 2017 (meeting)
- Monday 5 February 2018 (seminar and meeting)
- Monday 23 April 2018 (Meet the Court and meeting)
- Monday 18 June 2018 (meeting)

THE UNIVERSITY of EDINBURGH

A

UNIVERSITY COURT

24 April 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
Professor Elizabeth Bomberg
Professor Sarah Cooper
Dr Claire Phillips
Professor Alexander Tudhope
Mr David Bentley
Dr Robert Black
Ms Alison Grant
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
Vice-Principal Professor Jonathan Seckl
Mr Gavin McLachlan, Chief Information Officer & Librarian to the University
Mr Hugh Edmiston, Director of Corporate Services
Mr Phil McNaull, Director of Finance
Ms Leigh Chalmers, Director of Legal Services
Mr Gary Jebb, Director of Estates
Ms Tracey Slaven, Deputy Secretary, Strategic Planning
Mr Gavin Douglas, Deputy Secretary, Student Experience
Ms Zoe Lewandowski, Director of Human Resources
Ms Fiona Boyd, Head of Stakeholder Relations
Mr Patrick Kilduff, President-elect, Students' Association
Ms Esther Dominy, Vice-President-elect, Welfare, Students' Association
Ms Kirstie Graham, Deputy Head of Court Services
Dr Lewis Allan, Head of Court Services

Apologies:
Mr Peter Budd
The Rt Hon Donald Wilson, Lord Provost of the City of Edinburgh
Mr Ritchie Walker

Pre-Court Presentation – Edinburgh College of Art

Court received a presentation covering recent highlights and planned developments at the Edinburgh College of Art from Professor Chris Breward, Principal of Edinburgh College of Art and Vice-Principal Creative Industries and Performing Arts.

1 Minute **Paper A**

The minute of the meeting held on 6 February 2017 was approved.

Court welcomed Patrick Kilduff and Esther Dominy, EUSA President-elect and EUSA Vice-President-elect respectively, attending as observers prior to taking office on 12 June.

2 Matters Arising **Verbal**

The Vice-Convener noted that:

i) the Principal's contract will be extended by four months to 31 January 2018, as approved by Court by correspondence, with the Principal-designate expected to take by office by February 2018;
ii) the process to recruit two new co-opted Court members from 1 August 2017 is continuing as planned, with the submission of recommended candidates expected at the 19 June meeting.

3 Principal's Communications **Paper B**

Court noted the content of the Principal's report and the additional information on: the UK general election called for 8 June and its likely effect on the passage of the UK Higher Education and Research Bill; progress with the University's business planning round, to be submitted to the June Court meeting, with the appropriate Court committees to consider the University's risk appetite given opportunities for investment; and continuing engagement with Ministers regarding post-study work visas.

4 Vice-Principal and Assistant Principal Appointment/Extensions **Paper C**

Court formally approved the appointment of Professor David Robertson as Vice-Principal and Head of the College of Science and Engineering from 1 August 2017 for an initial period of five years.

Court approved the extension of terms of office until 31 July 2018 of:

- Vice-Principal High Performance Computing, Professor Richard Kenway;
- Vice-Principal People and Culture, Professor Jane Norman;
- Vice-Principal International, Professor James Smith;
- Vice-Principal Data Science, Professor Andrew Morris;
- Assistant Principal Religion and Society, Professor Mona Siddiqui;
- Assistant Principal External Relations, Professor Susan Deacon;
- Assistant Principal Global Justice, Professor Christine Bell;
- Assistant Principal Global Health, Dr Elizabeth Grant;

- Assistant Principal Research-led Learning, Professor Sarah Cunningham-Burley;
- Honorary Assistant Principal Mental Health Research Development and Public Understanding of Medicine, Professor Eve Johnston;
- Honorary Assistant Principal Cancer Research Development, Professor John Smyth.

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

The Vice-Convener noted the update on collaborative activities with Hua Xia Healthcare, the purchase of 7-8 Chambers Street and congratulated the Principal on the naming of the student accommodation in the Holyrood Development as the O'Shea Hall in honour of Professor Sir Timothy O'Shea's service as Principal and Vice-Chancellor.

SUBSTANTIVE ITEMS

6 Student Experience Update **Paper E**

The Deputy Secretary, Student Experience, presented the University's Learning & Teaching Strategy, approved by the Senatus Learning & Teaching Committee and following discussion at the December Court seminar. The strategy was welcomed, with a greater focus on the student experience in estates projects and progress with improving student communications noted. Including best practice examples in the online version of the strategy was suggested.

7 Edinburgh Futures Institute – Quartermile **Paper F**

The full business case and academic vision for the Edinburgh Futures Institute, Quartermile development, was reviewed. The following points were considered in discussion:

- Developing new courses for the Edinburgh Futures Institute with two undergraduate courses and a matrix of postgraduate courses planned;
- High internal rates of return and short payback periods for recent large estates projects in the central area given the need for teaching space in this location;
- Strong support of Policy & Resources Committee and Estates Committee following detailed scrutiny;
- Significant potential for philanthropic funding and government funding;
- Designing the development to boost public engagement, business engagement, including co-location, and the 'porous University';
- Importance of staff recruitment and the co-ordination and co-operation of the Schools involved.

Court endorsed the full business and academic vision and approved £108.29m funding from University Corporate Resources to progress the project to completion. Progress updates were requested at key milestones.

8 Finance

- **Finance Director's Report** **Paper G1**

The second quarter 2016/17 financial outturn, the latest iteration of the Ten Year Forecast, expectations prior to the triennial actuarial valuation of the Universities Superannuation Scheme and the summary results of the Annual Transparent Approach to Costing (TRAC) Return for 2015/16 were considered.

- **Social Finance Investment** **Paper G2**

A proposal for the University to support its overall vision to deliver impact for society by investing in targeted social finance opportunities was reviewed. Court discussed the growth and success of social finance investment in recent decades, the University's recognition as a sector leader in responsible investment, reputational implications and the appropriate governance of social finance investments, including the roles of Policy & Resources Committee and Investment Committee.

Court welcomed the overall principle of developing social finance investment and noted that individual proposals will be brought forward in due course. Court agreed to delegate to Policy & Resources Committee decision-making authority to consider an initial social finance investment.

9 Low Carbon College **Paper H**

Court noted an update on the development of the University's partnership with Shanghai Jiao Tong University and endorsed planned work to advance the development of a Low Carbon College in Shanghai Lingang.

10 Edinburgh University Students Association (EUSA) & Edinburgh University Sports Union (EUSU)

- **EUSA President's Report** **Paper I3**

The EUSA President reported on activities since the last meeting and forthcoming events, encouraging financial results for the year to date and significantly improved responses from the annual survey of members. Court welcomed EUSA's award as Higher Education Student Union of the Year in the 2017 NUS Scotland Awards and recorded its thanks to the EUSA President and Vice-President Services for their commitment to the Court and the University as a whole over their terms of office and wished them well for the future.

- **EUSA and EUSU Planning Round submission** **Paper I1**

The proposed budget allocations for EUSA and EUSU for 2017-18 were approved and the 2017-20 Planning Round update noted.

- **EUSA Budget 2017-18** **Paper I2**

Following approval by the EUSA Board of Trustees, the proposed EUSA Budget for the 2017-18 financial year was approved by Court.

11 City Deal Update **Paper J**

A progress update on negotiations to establish a City Deal for the Edinburgh and South-East Scotland City Region following the Scottish local elections and UK parliamentary elections was noted.

ITEMS FOR NOTING OR FORMAL APPROVAL

12 Estates: Nominations Agreements

- **Brae House** **Paper K1**

Approval was granted to enter into a 20 year Nominations Agreement for 402 bed spaces at Brae House, Abbeyhill.

- **38 Haddington Place** **Paper K2**

The Vice-Convener declared a conflict of interest and withdrew from discussion and decision-making on the item.

Approval was granted to enter into a 20 year Nominations Agreement for 159 bed spaces at 38 Haddington Place.

13 Equality & Diversity

- **Equality, Diversity Monitoring & Research Committee (EDMARC) Staff and Students Reports 2016** **Paper L1**

The annual reports were approved for publication.

- **Equality Outcomes 2017-2021** **Paper L2**

The Equality Outcomes 2017-2021 were approved for publication.

14 Enhancement-Led Institutional Review (ELIR): Follow-Up Report **Paper M**

The Follow-Up Report to the Quality Assurance Agency Scotland's 2015 Enhancement-Led Institutional Review was endorsed.

15 ARCHER2 **Paper N**

Court approved:

i) in principle, the issue of a Parent Company Guarantee in support of anticipated bids to the Engineering & Physical Sciences Research Council to provide key aspects of the next-generation High Performance Computing service known as ARCHER2;

ii) delegation of authority to the Director of Corporate Services and the Directors of the subsidiary company UoE HPCX Ltd to negotiate the details of the Parent Company Guarantee, with the final outcome to be reported to Court.

16 University Financial Regulations **Paper O**

The updated University Financial Regulations were approved, to apply with immediate effect.

17 China Office Bank Account **Paper P**

The opening of a bank account with Bank of China in Beijing, in the name of 'Edinburgh Research and Innovation, Beijing Representative Office' was approved.

18 Committee Reports

- **Exception Committee** **Paper Q1**

The following matter approved by the Exception Committee on behalf of Court was noted: approval of the Outcome Agreement 2017-18 and the delegation of authority to the Deputy Secretary, Strategic Planning, to submit the Outcome Agreement to the Scottish Funding Council by 31 March 2017.

- **EU Sub-Group** **Paper Q2**

Court noted progress with the three stands of activity: communications; scenario planning & mitigation; and, strategic partnerships.

- **Audit and Risk Committee** **Paper Q3**

Key points from the report were noted.

- **Knowledge Strategy Committee** **Paper Q4**

Key points from the report were noted.

- **Senate** **Paper Q5**

Key points from the report were noted.

19 Resolutions **Paper R**

The following draft Resolutions were referred 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

The following resolutions were approved:

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

20 Donations and Legacies **Paper S**

Donations and legacies received by the Development Trust from 17 January 2017 to 31 March 2017 were noted.

21 Uses of the Seal

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

22 Any Other Business

The Rector reminded members that the Meet the University Court event will be held after the lunch break following the meeting.

23 Date of next meeting

Monday, 19 June 2017, 2pm

THE UNIVERSITY of EDINBURGH

B

UNIVERSITY COURT

19 June 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

2. Court is invited to note the information presented.

Recommendation

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

Background and context

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

Discussion

5. *University News*

a) Recent Attacks
The horrific events in Manchester on 22 May, followed by London on 3 June, have shocked us all. My thanks to the University Chaplaincy who undertook a moment of reflection for staff and students following the minute's silence on the Thursday after the Manchester attacks. We have also taken the opportunity to refresh our contingency planning around major incidents and to remind our staff of the due procedures and resources we have in place to ensure that the University remains a safe yet relaxed place to live, work and study.

b) General Election
At the time of writing the General Election results show a hung parliament.

The current Administration remains in office, including the Prime Minister, and must try to form a Government. The first key deadline is 13 June when Parliament is due to meet for the first time. The Cabinet Office guidelines indicate that at this point the current PM must be able to demonstrate that she can form a government (can be a minority administration) or resign. Clearly there will be many developments which we will watch with interest.

c) Email to Graduating Students
I am aware that the University Secretary has updated Court on the background to the unfortunate email that went out to our final year students about their ability to graduate. We have put a review in place, led by our incoming Vice-Principal and Head of the College of Science and Engineering, Professor Dave Robertson, which will report by the end of June.

d) Misleading Coverage About EU Staff
Court members may have seen press coverage relating to European Union staff leaving the University as a result of Brexit and my subsequent clarification letter. The original stories were based on a misrepresentation of data following a Freedom of Information request. The true picture happily shows a net increase of 235 EU staff joining the University over recent months.

We have informed our staff and students of this realistic and much more positive picture.

e) Widening Participation (WP)
WP continues to be a priority for the University and work is underway to develop a new strategy to accelerate progress in this area. The new strategy will also align and support achievement against the Commission for Widening Access (CoWA) targets including the requirement for SIMD20 (Scottish Index of Multiple Deprivation – most disadvantaged 20% of postcodes) entrants to represent at least 10% of our intake by 2020.

We admitted 120 SIMD20 students in 2015/16, equivalent to 5.7% of Scottish domiciled entrants. Our early access return to the Scottish Funding Council report that this increased to 134 and 6.8% in 2016/17 (not yet reflected in published data). The CoWA target is challenging but we hope to see further improvements in 2017/18 with accepted offers currently almost 20% ahead of 2016/17 and intend to offer Widening Participation applicants the opportunity to apply to the University through Scottish Clearing. This is intended to attract applicants who, prior to receiving their exam results, had not considered Edinburgh as an option.

f) Broughton High School
I was very pleased to visit one of our local schools, Broughton High School, to deliver a speech at their School Celebration of Achievement recently. I was very impressed with the approach the School is taking and the number of projects that they are working on with various University departments.

g) Rankings
We are currently moving through “ranking season” with both UK and World Rankings published in recent weeks.

The QS World Rankings were released on 8 June and positioned the University of Edinburgh at joint 23rd in the world and joint 5th in the UK (with King’s College London). The differentiation between Universities in this part of the ranking is extremely small and fluctuation is expected. UK institutions generally have suffered from the QS decision not to roll forward the publication period against which citations are measured – with 2015 (expected low point for publications post-Research Excellence Framework) impacting on this measure. The Times Higher Education World Rankings will be published on 5 September 2017.

This year's UK rankings have, as expected, shown some negative movement. This is primarily because of the disappointing National Student Survey (NSS) scores received last year; particularly heavily weighted in the Guardian ranking published at the end of May. These results were also reflected in the Complete University Guide (April 2017) and The Times & Sunday Times rankings published in September 2016. The survey period for this year's NSS ended in April with results expected in August. There is significant uncertainty about results at a sector level because of the differential impact of the student boycott of survey; we understand that this may result in some institutions falling below the publication threshold.

h) Edinburgh University Students Association Teaching Awards
Congratulations to all involved in the Teaching Awards this year and a note of the winners:

- Best Course Award for: Professor Chris Breward, Principal Edinburgh College of Art - Music, Style, Identity and Image in the Modern Age.
- Best Feedback Award: Dr Carlos Soler Montes, e-Learning Coordinator and Teaching Fellow School of Literatures, Languages and Cultures.
- Best Personal Tutor Award: Dr Rachel Howell Lecturer in Sociology/Sustainable Development School of Social and Political Science.
- Best Research or Dissertation Supervisor Award: Dr Sarah Dunnigan Senior Lecturer School of Literatures, Languages and Cultures.
- Best Student Who Tutors Award: Mr Tim Squirrell, School of Social and Political Science.
- Best Support Staff Award: Ms Karen Howie School IT Manager School of History, Classics and Archaeology.
- Innovative Assessment Award for the Applied Psychology for Children and Young People course: Dr Fiona Duffy Lecturer School of Health in Social Science.
- The Award for Teaching in Veterinary Medicine: Miss Jenna Richardson, Veterinary Lecturer and Clinician The Royal (Dick) School of Veterinary Studies.
- The Ian Campbell Award for Teaching in the Humanities and Social Sciences: Dr Adam Budd Lecturer, Cultural History School of History, Classics & Archaeology.
- The Kendell Award for Teaching in Medicine: Dr Kate Byrne, Edinburgh Medical School.
- The Van Heyningen Award for Teaching in Science and Engineering: Ms Corinne Baulcomb Programme Director for the MSc in Ecological Economics at UoE Scotland's Rural College.

i) St Cecilia's Hall
It gave me great pleasure to formally open the fully redeveloped St Cecilia's Hall in mid-May. Congratulations to all of those involved in the project, the results of which are truly impressive and I anticipate that the concert programme and new museum will make a significant contribution to the cultural heritage of the City.

j) New JNCHES negotiating round 2017-18
The three negotiation meetings between the University and Colleges Employers' Association (UCEA) and the trade unions: UCU, EIS, Unite, GMB and UNISON have taken place as scheduled. UCEA increased its opening offer of 1.2% to 1.5% and negotiations concluded with a final offer of a 1.7% uplift on all 51 spine points on the national pay scale, with higher increases on lower spine points (to point 16, covering UoE grades 1 to 4), with effect from 1 August 2017. The trade unions are currently consulting their members on the final offer, the outcomes of which are unlikely to be known before late June/early July. The offer made on behalf of all participating universities takes into account the financial challenges and uncertainties facing the higher education sector as a whole and the broader reward package, including pay progression for staff not yet at the top of their grade. At the University of Edinburgh the increase to the spine points will be supplemented, for over 60% of staff in Grades UE01 to UE09 by an incremental progression increase.

k) High Level Visits and Meetings

We are grateful to our Chancellor, HRH The Princess Royal, who took time to meet a number of our key supporters at a reception in London at the beginning of May.

I took part in the Scottish Government's Financial Services Advisory Board meeting on the 10 May and welcomed to campus Business, Innovation and Energy Minister, Mr Paul Wheelhouse MSP, in May and Cabinet Secretary for Health and Sport, Ms Shona Robison MSP, in June.

I participated in the Scottish Funding Council's Research and Knowledge Exchange Committee and the Universities Scotland Main Committee.

Our Chinese engagement has been strengthened with UK based activities recently as, along with the senior team, I welcomed Mr Hu, Party Secretary of Guangdong Province, and a visiting delegation to the University. The visit aimed to strengthen existing relationships and showcase University activity across the BioQuarter, Flowave and Robotics. It also enabled further discussion on the details of the collaboration with Shenzhen People's Hospital in Guangdong for the International Diabetes Centre. At a separate ceremony in London I also signed an agreement with Huawei Technologies to establish the Huawei Distributed Data Management and Processing Laboratory in partnership with the University.

It was particularly pleasing to open the Inspire Launch Grow Awards Ceremony in early June. A gathering of University students, staff, key partners from industry and government were present to see who had won the awards and the £20,000 of prize money.

I am patron of the Christian Aid Book Sale this year and enjoyed opening the event in May and speaking to the many volunteers, the sale raised over £120,000 this year to help alleviate poverty.

I also gave two invited talks, one on MOOCs (Massive Open Online Courses) and one on Online Masters, in Madrid at the joint EMOOCS and Open edX Conferences in May.

I was pleased to welcome representatives from the Scottish Universities Physics Alliance to the University for their Annual meeting and address members of our Estates staff at one of their regular gatherings giving a presentation on the University's current position.

I was very pleased to address colleagues from the Princeton Nassau Society, including their President, who visited Edinburgh and the University recently.

Professor Louise Richardson, Vice-Chancellor the University of Oxford visited Edinburgh to deliver this year's Fulbright Lecture "The University in the Age of Populism".

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) Hong Kong & Shanghai

A large delegation from the University, including academic staff from all three Colleges, visited Hong Kong and Shanghai in May. The visit was intended to build deeper partnerships and open up new areas of collaboration at Hong Kong University of Science and Technology, Hong Kong University, Fudan University and Shanghai JiaoTong University.

In addition there were opportunities, during the 120th Anniversary celebration at Zhejiang, to discuss the positive progress on the joint Institute which is progressing quickly.

Our fashion related collaborations at Donghua were also on the agenda and Senior Vice-Principal Jeffrey helped to open the Fashion Show week.

The associated donor meetings and alumni events in Hong Kong and Shanghai also went well with a very good response to Professor Jeffrey's substantive talk on the implications of Brexit being particularly well received.

The videos of the visit posted online have also proved popular across social media channels.

b) Brazil

I took part in the recent British Brazilian Conversa which was the third in a series of meetings working to identify where the two countries can co-operate in the uncertain period ahead. The University with many strong partnerships in Brazil is well placed to capitalise on any future initiatives. The events were hosted at King's College and well embedded with the Foreign and Commonwealth Office and the Ambassador of Brazil.

c) South East Asia / Singapore

The new University of Edinburgh Representative Office for South East Asia was launched on 12 May 2017 by Vice-Principal International James Smith. A number of colleagues were present for the opening of the Office which will help the University to shape future activities in Singapore and across Southeast Asia & Australasia and capitalise on the opportunities of operating in this region. The regional centre will act as a hub, making connections and promoting dialogue between the University and institutions, businesses, local organisations to identify opportunities and build contacts. Ms Audrey Kon is the Director.

d) Europe

- The Coimbra Group Annual Conference and General Assembly took place in Edinburgh on 7-9 June 2017 when the Principal assumed the Presidency of the Coimbra Group. The theme of the conference was 'Universities and the Future of Cultural Heritage', inspired by the Scottish Year of 2017, History, Heritage and Archaeology. We were delighted that the National Museums of Scotland were involved in some of the events and hosted the gala dinner.
- Partnership discussions with key European partner universities are being accelerated and the first senior-level delegation visited the University of Helsinki at the start of May. The visiting team included representatives from each of the three Colleges. This is the first of a series of visits to possible strategic partners to look at increased collaborative research activity and the potential to broaden engagement to encompass student exchange, joint programme development etc. Positive visits have also taken place with the Karolinska Institute and University College Dublin.
- It was very good to catch up with colleagues at the League of European Research Universities Rector's Assembly in Cambridge in May.
- I attended Hanns Martin Schleyer prize ceremony in Stuttgart in mid-May which provided the opportunity to meet Wolfgang Schäuble, German Finance Minister in Stuttgart. He was particularly impressive and I talked to him at length about Brexit and future of the European Research Area.
- A successful evening event was held in the Playfair Library on 17 May to mark the 30th anniversary of the Erasmus student exchange Programme.
- Edinburgh Global also hosted a Europe Day Discussion "Charting the Course of Brexit" on 9 May 2017.

e) International high-level delegations received as follows:
Charles University Prague
Libyan Embassy
Latvian Embassy
Kobe University, Japan
Former President Grimsson of Iceland, Chair of the Arctic Circle
University of Toronto

7. *Higher Education Sector*

a) Teaching Excellence Framework (TEF)
The results of the first full TEF assessment are expected soon, although the general election has meant that there will be a delay beyond the initially planned publication of the results on 14 June. Participating universities will receive a Gold, Silver or Bronze rating for the whole institution. Court will recall that, alongside a number of other institutions, we decided not to take part in the TEF taking the view that the Scottish Quality Enhancement Framework (ELIR) plays an effective role in assessing learning and teaching quality in Scotland.

The method used in the assessment has raised concerns across the sector that prospective students will struggle to use the results to make informed choices.

b) Salary data on graduates
The Scottish Government and the UK Department for Education will publish data on 13 June linking the earnings and employment status of Scottish graduates 1, 3 and 5 years after graduation (known as Longitudinal Education Outcome (LEO) data). This data was made available for English universities in 2016. There are concerns about the possible use of a single data source that does not reflect the choices that graduates may make to go on to less lucrative careers, as well as issues with the data not reflecting part-time working or 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
    6 June 2017

Freedom of Information

15. Open Paper.

THE UNIVERSITY of EDINBURGH

C

UNIVERSITY COURT

19 June 2017

Policy & Resources Committee Report

Committee Name
1. Policy & Resources Committee.

Date of Meeting
2. 5 June 2017.

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

Key points
Paragraphs 4 - 19 have been removed as exempt from release due to FOI.

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

Further information
22.

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

Freedom of Information
23. The paper is closed.

THE UNIVERSITY of EDINBURGH

D1

UNIVERSITY COURT

19 June 2017

Student Experience Update

Description of paper

1. This paper proposes a holistic, high-level framework for reporting on learning, teaching and student experience to Court.

Action requested/Recommendation

2. Court is invited to discuss and approve the content of this paper.

Background and context

Unambiguous Priority

3. Over the last two years the University has accorded an unambiguous priority to learning, teaching and student experience. In doing so it has given more explicit and prominent focus to the commitment we have expressed in successive Strategic Plans to 'Excellence in Education' and 'Leadership in Learning'. The current Strategic Plan is forthright: "The University aims to be known as much for the excellence of its teaching as it is for its research."

4. As we approach the culmination of the current Planning Round our unambiguous priority is clear in each of the College plans. Arts, Humanities and Social Sciences believes "in the transformative power of education and our ambition is to promote and deliver excellence in learning and teaching." Medicine and Veterinary Medicine's "over-arching aim is to deliver an exceptionally high quality learning experience to all students, aligned with our internationally recognised research excellence." Science and Engineering is "responding positively to the University's clear declaration that improving our student experience must be an unambiguous priority."

5. That priority is echoed in each Support Group plan. Corporate Services Group supports "delivery of world-class teaching, research and innovation" and promotes "an excellent experience for students and staff." Information Services Group aims to "enable more strategic use of information technology to enhance learning and teaching; and directly improve student experience, student success and academic experience." And University Secretary's Group "works in partnership with Colleges and other Support Groups to plan strategically across the University" inter alia to "deliver a wide range of services to enhance the student experience."

Discussion

Towards a Holistic Framework

6. The central measure of our success in delivering 'Leadership in Learning' in the current Strategic Plan are the "overall satisfaction" scores in the National Student Survey (NSS) and the equivalent postgraduate surveys. The importance of that indicator has grown as the NSS – and our relatively poor performance in it – has triggered increasing external scrutiny and comparison of institutional scores. The prominence of the NSS in determining domestic league table positions – most recently in the *Guardian* – and in the metrics of the Teaching Excellence Framework

may well increase the level of scrutiny, adding urgency to our efforts to bring about a step-change in our NSS scores.

7. It is clear that there is no single magic bullet to drive rapid change of our position in the NSS. Indeed, we have introduced a range of actions in part in the Colleges, in part through Support Groups, all designed to enhance learning, teaching and student experience. Updates on these actions are presented to each Court meeting under the standing agenda item "Student Experience Update." At this Court meeting the emphasis is on investment in the student-facing estate and on the range of services delivered by the three Support Groups which contribute to a positive student experience.

8. While these updates reflect and confirm the level of priority the University commits to learning, teaching and student experience, Court members have from time to time expressed concerns that we lack a framework for evaluating progress holistically and that reportable measures that enable evaluation of progress are not always clear.

9. This paper proposes such a framework with view to using it to develop a system of periodic reporting. A set-piece annual and holistic evaluation of progress – perhaps for the first Court meeting after the publication of NSS and other student survey results – could be a feature of this system, either as a formal report or a more deliberative and immersive review, perhaps in the form of a Court Seminar. Other Court meetings might focus on updates on specific areas of activity.

10. Following discussion at Learning and Teaching Policy Group and Principal's Strategy Group four broad thematic areas have been identified which could be used as a framework for holistic evaluation of progress in learning, teaching and student experience: resources and investment; recognition and incentives; partnership and community; and innovation and curriculum.

11. The table below provides a first draft of key issues under each heading and the locus of accountability for reporting. The Vice-Principal with university-wide responsibility for learning, teaching and student experience (currently the Senior Vice-Principal) would share in that accountability and participate and coordinate across all four areas. A common theme across all four areas would be to draw out – and, where appropriate, deepen – student involvement in the co-design and delivery of our work on learning, teaching and student experience.

Thematic Area	**Issues**	**Accountability**
Resources and Investment To ensure sufficient resources are committed to enhancing student experience	• The student-facing estate • Learning technologies • Student services (e.g. careers, counselling, disability) • Student facilities (e.g. accommodation, sport and exercise, transport)	Budget-holders in liaison with the planning round triumvirate

Recognition and Incentives To ensure that our staffing processes recognise and incentive teaching sufficiently alongside other aspects of the academic role	• Recruitment, annual review and promotions processes • Professional development in teaching • Capability processes • Recognising the role of tutors and demonstrators	Heads of College and, through them, Heads of School
Partnership and Community To ensure students feel a strong sense of community linking them with academic and support staff	• Student-facing communications (aligning university-wide, School-level and EUSA communications) • Engagement (e.g. mid-semester feedback, survey feedback, staff-student liaison and Student Partnership Agreement) • Academic and pastoral support	Deputy Secretary Student Experience and Heads of School; Assistant Principals
Innovation and Curriculum To ensure our curriculum at all levels is fit for purpose	• Research-led learning and teaching • Digital education and distance learning • Promoting innovation in teaching	Assistant Principals; Senate Committees

12. Should Court approve of this approach, the Senior Vice-Principal will take further initial discussions he has had with those who would share reporting accountability in this framework, and with the Students' Association, to develop a more detailed reporting plan, underpinned where appropriate by reportable measures.

Resource implications

13. There is no direct resource request in this paper but significant resource is allocated to improving the student experience.

Risk Management

14. '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

15. 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

16. A more detailed reporting plan will be developed, underpinned where appropriate by reportable measures.

Further Information

17. *Authors*
Senior Vice-Principal Professor Charlie Jeffery
Gavin Douglas, Deputy Secretary Student Experience
13 June 2017

Presenter
Senior Vice-Principal Professor Charlie Jeffery

Freedom of Information

18. Open Paper.

THE UNIVERSITY of EDINBURGH

D2

UNIVERSITY COURT

19 June 2017

Student Experience Update

Description of paper

1. Court has a separate paper at today's meeting highlighting major ongoing investments in the student-facing estate. This paper provides a short overview of further developments to the student experience across a range of areas including:

- Employability
- Information and Library services
- Student Mental Health and Wellbeing
- Support for Disabled Students
- Support in Student Residences
- Transport
- University Sport

Action requested/Recommendation

2. This paper is an update for Court on developments and initiatives in the above areas which contribute towards enhancing the student experience. Court is asked to note the continued investment in and enhancement of student support services across the University.

Background and context

3. The University's key strategic measure of student experience is the result obtained in the National Student Survey (NSS), which is the measure that is used:

- in sites (such as Unistats) used by prospective students and their supporters to find out about the quality of different courses at different institutions;
- to construct UK league tables; and,
- to inform the Teaching Excellence Framework results.

4. The NSS focuses almost exclusively on student satisfaction with their learning experience – the quality of the teaching they have received, the usefulness and timeliness of feedback, the management and organisation of their course and so on – and only on those student services that are directly related to their learning (e.g. library and IT services).

5. It is clear that in order to improve NSS scores, the University must address issues with the perceived quality of the student learning experience first and foremost, and this is the primary focus of the University's Learning and Teaching Strategy as presented to Court at its last meeting.

6. Of course the student experience in its broader sense is about more than student learning as defined by a set of NSS questions; it encompasses how we support students to develop their employability through personal, professional and career development; how we support students with student services in a wide range of areas; how we support students' sense of belonging, community and wellbeing, for example through student societies, sport, residential accommodation and specialist

support services. This broader focus on student experience is clearly articulated as a focus in all the current strategies developed by the professional support areas (Corporate Services Group, Information Services Group and the University Secretary's Group).

7. Consequently, the University continues to invest in and enhance its support for the wider student experience through its provision of support services, often in response to student views and in conjunction with students.

Discussion

8. The developments listed here are many and varied – and are far from exhaustive - but reflect a common approach :

- Enhancements are undertaken in response to the **student voice** as well as professional reflection and review
- Services seek to promote **personal, professional and career development** outwith the formal curriculum
- Services ensure access to responsive, timely, professional **support and advice** at a time, in a place and in a way that meets student needs
- Activities enhance a **sense of belonging**, with a focus on treating all students as individuals.

Employability

9. University-wide initiatives are co-ordinated by the Careers Service in partnership with Colleges, Schools and other support services, including the Institute for Academic Development, Development & Alumni and Edinburgh Research & Innovation. Some of the higher profile initiatives include:

- The **Edinburgh Award**: a programme that students can undertake alongside a particular activity. The Award aims to recognise student involvement in these activities and enhance these experiences. In 2016/17, 825 students are expected to complete an Edinburgh Award.
- MyDevelopmentHub: Personal Tutors are not expected to have the time, skills or knowledge to fully support students' personal, professional and career development. However they have a key role in encouraging, signposting, and facilitating student engagement. Currently in development and expected to launch in Semester 1 of 2017/18, MyDevelopmentHub will provide **a simple access point for students** looking to engage in wider personal and professional development. Containing searchable opportunities for development, with links to complementary resources, this enables simple signposting by staff for their students.
- Alumni Platform: Alumni, employers and other friends of the University can make meaningful contributions to student development and career success. Collaboration between Development & Alumni and the Careers Service on a new IT platform and models of support, will make **alumni engagement** simpler and more impactful at School and University level. The updated platform is due to launch in early 2018.
- **Work experience**: is a crucial element of for student success. Growing opportunities for a variety of supported work experience both on and off-campus, in partnership with Development & Alumni and Human Resources, is a priority. The Employ.ed Internships programmes offered 205 internships in

2016/17 with 50 on campus; in addition circa 5,005 students were employed on an ad-hoc basis. There is an opportunity to grow in both these areas.
- In line with the Youth and Employment Strategy (which aims to increase University opportunities advertised to our students by 15%), work with Human Resources has resulted in a proposal for a **Student Bank**, in essence an internal temp agency, with a goal of offering 1,300 opportunities by 2021.

10. A recent College level review of employability, with subsequent consideration at Learning & Teaching and Planning & Resources committees, has created momentum within the College of Arts, Humanities and Social Sciences. Similar conversations are taking place with the College of Science and Engineering. **Targeted approaches at School level**, through curriculum innovation and proximity to our students, enable activity to be prioritised to deliver greatest marginal returns. Graduate destinations data is informing current activity in Schools, through the production of Development Plans, negotiated and agreed between a School and the Careers Service.

11. Support for **Enterprise and Entrepreneurship**, led by Edinburgh Research & Innovation's Launch.ed team, has value in and of itself while also contributing to the wider employability provision and is an area that continues to grow. The examples below provide a flavour of the range of recent activity:

- Boot Camp is a 1 day intense training on lean **start-up principles** to help students explore their business ideas and take them from raw concept to pitch. Around 4 – 6 camps run each year
- 3DS (3 day start-up) teaches **entrepreneurial skills** through an extreme hands-on environment. It creates a 'living entrepreneurship laboratory' on campus, bringing together 40-80 students with diverse backgrounds to gain experience in cross-disciplinary collaboration, brainstorming, idea creation, and group productivity, including ad-hoc leadership and decision-making under severe time constraints.
- Several services including Social Responsibility & Sustainability department, Launch.ed, Students Association and the Careers Service collaborated on an inaugural '**Enterprise Week'**, to encourage students to develop an enterprising mind-set and explore how they can be enterprising, creative and disruptive in the workplace or entrepreneurial in setting up their own business.
- Launch.ed and the Careers Service hosted **Social Storm**, a 24 hour social enterprise hackathon where students worked remotely across 22 international universities to generate solutions to global issues. With over 60 participants, Edinburgh had the 3rd highest level of engagement and one of our students was in the winning team.
- A further collaboration between these two departments, led to the development and delivery of a co-curricular **Edinburgh Award for Enterprise**, which was piloted with 25 students in 2016/17.

12. *Information and Library Services*

- We have completed the rollout of the "**timetable on my phone**" application which means that students can now see their lecture timetable information directly on their phones.
- We have started the rollout of the new **Lecture Recording** service which will place modern lecture recording equipment in all of the University's 400 Lecture Theatres and Seminar rooms. This rollout will take place over the next two

years with the first rooms coming live this calendar year. Lecture Recording was a key request from our students.

- In another request from the student body, we are changing the way email addresses work so that each student will get a **personalised email address**. This project is on schedule for the Autumn term.
- In the Library we have added over 400 **new student spaces** including a brand new student space in the Lower Ground floor equipped with individual student places group's student rooms and PC enabled desks. In May, we completed works to enable the opening of the Main Library 24/7, offering a safe and secure study location for all our students regardless of the time of day or week. We have added a new modern Makerspace called UCreate, providing advanced tools for student to explore and use in their studies and projects, providing. We completed the first phase of a study on the future of the Main Library to ensure both the quality and number of our provision of library facilities and student spaces meets the student's needs.
- We launched both Lynda.com and the 23 Things course to provide a huge array of **digital, business and self-improvement skills training** online. Almost 4,000 students have used the service to improve their skills in the last 6 months.
- We are working on a new **Student portal** to replace MyEd and provide both easy to use and enhanced functionality for students.

Student Mental Health & Wellbeing

13. The University has approved a **Student Mental Health Strategy** that sets out how it will work to enhance the wellbeing of all students and enhance the support provided to those who experience difficulties. Early work has started on delivering training for all Personal Tutors and Student Support Teams; increased availability of online therapeutic resources; supporting the roll out and growth of the student-led Mental Health and Wellbeing Week; introducing an increased offering of mindfulness training through the University Chaplaincy.

14. The Student Counselling Service has introduced online referral to improved students' access to the service. **Additional estate investment** for 2015-16 and 2016-17 (c.£450,000 for Moray House – Patterson's Land and Porters' Lodge) building refurbishment, provided six additional counselling rooms (four shared with Staff Counselling) and **additional staff resource** (£140,000 over two years) to ensure efficient response to the increased demand on the service. In addition evening opening hours allow for an additional 96 appointments per week during semester time.

15. The Service has continued to develop its offering to students to ensure:

- immediate access to online self-help (including evidence based websites, applications and TED talks) with all students signposted to additional supports at first appointment
- extended psychoeducational workshops (fortnightly throughout both semesters)
- Enhanced response times: 94% of students' offered an initial appointment within 3 weeks of contact (with students' at risk prioritised – 60% offered appointments within one week)

16. The University has introduced an **out of hours crisis support** service for students who need acute support outside normal office hours. Based around the 24/7 operations centre run by University Security, the service enables access if needed to experienced student service managers to support students in crisis.

17. New guidelines and procedures have been developed and widely promoted to support students who are the victims of sexual violence as well as staff who find themselves supporting these students.

Support for disabled students

18. The Service has employed three sessional Disabled Students Allowance (DSA) needs assessors enabling students to be assessed more quickly. Together with the use of four additional sites throughout the University, and an increase in number of evening appointments, this has resulted (April 2017) in **an increase of 36% in Advisory appointments** and **over 60% for DSA needs assessments**.

19. Work is going on to update the systems the Student Disability Services uses. Work is due to be completed to align Student Disability Services systems with the University's student record system EUCLID in time for the start of academic year 2017/18, making information on the support needs of disabled students more easily available to all staff involved in their education, ensuring that **student adjustments** are delivered consistently.

20. The University has responded to **changes to the DSA** for English domiciled students and is currently picking up the first £200 costs towards a computer for disabled English students, ensuring equitable provision with Scottish and EU/International peers. The University also funds current provision for non-medical helpers, e.g. manual note takers and proof readers which DSA no longer supports for English domiciled students.

Support in Student Accommodation

21. Live-in **Resident Assistants** (RA's) provide support for students in University accommodation on a 1:40 ratio and we are now recruiting 207 RA's for 2017/18

22. There has been a continued expansion of **wardens** into our self- catered portfolio. In 2017/18 there will be 26 Resident Wardens.

23. We have a strong **Residence Life** team that co-ordinates support and development for students in University and supported accommodation. We have invested further in this team which now has 7 full time Residence Life Coordinators and Assistants

24. We have continued to create more **common rooms** in existing residences to allow for the development of community. Over the last 5 years over £3.5m has been invested to create 7 more of these valuable spaces benefitting nearly 2,000 more students. All new developments feature extensive communal space.

25. Results are promising – with continued growth (now at 87.6%) in the percentage of students that feel they are part of their residential community.

Transport

26. Our students and staff tell us that one of the barriers to taking up cycling is a lack of skills and confidence cycling in traffic. We will continue to provide opportunities for students and staff to receive **commuter cycle training**, working with the Healthy University project to increase participation.

27. Over the last 2-3 years the University has introduced a **student bike hire scheme** called UniCycles, and an electric bike pool scheme for staff called eCycle. We will evaluate both schemes and determine the longer term viability of further developing and operating bike hire schemes for the University.

28. To date the University has taken a site specific approach to the provision of **bus transport** that has produced large inconsistencies across the University. The existing approach is inequitable because some students and staff benefit from access to free bus transport, but others have to pay. The free shuttle service connecting Central Area and King's Buildings has grown well beyond its original remit to provide inter-site travel to support the academic timetable of a small group of students and staff.

29. We are in the process of reviewing the **King's Buildings' shuttle bus** to address the capacity issues caused by the inter-site travel requirements for academic reasons of staff and students between these two campuses. We expect a solution to be in place for the start of 2017/18.

30. However, we will also aim to work in partnership with Lothian Buses to secure **a financially attractive student public bus ticketing product**. This will be available for all undergraduate and postgraduate students, regardless of their study location. We will also work with public bus operators to agree bus service enhancements to better meet the commuting and inter-site travel needs of our staff and students.

University Sport

31. The University's sport and fitness offer is delivered jointly by **University Sport & Exercise** (facilities, fitness & well-being; performance sport) and **Edinburgh University Sports Union** (sports clubs, volunteering and recreational sport).

32. Our provision is sector leading, and founded on choice, quality, value and inclusion. This is a genuine and demonstrable success story for the University, and adding significantly to the student experience and the University's reputation. It also promotes social interaction between students, and boosts their academic performance, physical well-being and mental health.

33. It is pleasing to report that more students than ever before are positively engaged in sport and fitness activities. However, demand is now outstripping capacity. In response to this, we have **extended facility opening times**, encouraged 'off-peak' usage, remodelled facilities and revised timetables, all in an effort to optimise space utilisation and cope with demand. In addition, the University's Estates Vision includes a transformational **capital investment strategy** (Master Plan for Outdoor Sport, 2017-23) to improve and extend our sporting infrastructure. This will include creating a unique Sports Village at Peffermill and satellite gyms in each major University campus site, and will fuel our primary objectives of enhancing student experience, promoting personal well-being, and making Edinburgh the most successful and attractive sporting university in the country.

34. Key features and successes:
- Placing **3rd in the British Universities' year-end rankings** for sport (out of 180 institutions in the UK)
- 63 different **sports clubs** (7,000 student members), from archery to windsurfing, providing a vibrant programme of weekly coaching, competition and special events
- Nearly 19,000 **gym members**, of whom 80% are students (56% female; 44% male)
- Promoting recreational sporting opportunities through our **Intra-mural programme** (1,500 participants weekly in fun leagues and tournaments), EdEx series (come and try adventure sports), and volunteering outreach session, which includes scope for students to take sports coaching and officiating qualifications (recruiting 200+ new coaches/officials per annum)
- Delivering **sports scholarship opportunities** to around 300 talented student sports stars at an individual level or as part of our focus sport programme
- Attracting over 950,00 **user visits** to our sports facilities each year, including 60,000 attendances annually to our group exercise programme (95 classes per week).
- Delivering high profile Varsity Rugby & Rowing **events**, and the University Dance Performance and series of themed climbing competitions.

Resource implications
35. The University clearly invests significant sums in services that support students. However, there are no additional resource implications arising from this summary paper.

Risk Management
36. Failure to continue enhancing the student experience and meet student expectations for both learning/teaching and other elements of student life may lead to reputational damage and affect the University's ability to attract the brightest and best students in the future.

Equality & Diversity
37. No new or revised policies or practices are implied in this paper.

Next steps/implications
38. We will continue to maintain impetus across this wide range of activity and report to Court accordingly.

Consultation
39. The paper has been based on contributions from service leads in a wide range of support departments across the University.

Further information
40.

Author	*Presenter*
Gavin Douglas	Gavin Douglas
Deputy Secretary, Student Experience	Deputy Secretary, Student Experience

Freedom of Information
41. Open paper.

THE UNIVERSITY of EDINBURGH

E

UNIVERSITY COURT

19 June 2017

Planning Round: 2017-20

Description of paper

1. The paper provides a synthesis of the business plans produced by the main budget holders into a single University document as part of the process of approving plans and investment bids.

Action requested/Recommendation

2. Court is invited to consider and endorse the plans and proposed investments set out.

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

Equality & Diversity

15. Equality and diversity is considered within the plans of the individual budget holders

Next steps/implications

16. Budget letters to the 6 main budget holders will be finalised following discussion and input from Court.

Consultation

17. The planning round process includes a round table discussion between the budget holders and reviews of the initial and final draft plans by the thematic Vice-Principals in addition to meetings between the Planning Triumvirate (Deputy Secretary Strategic Planning, Vice-Principal Planning, Resources & Research Policy and the Director of Finance) and individual budget-holders. Principal's Strategy Group, Central Management Group and Policy & Resources Committee have discussed the draft plans and the prioritised investment proposals.

Further information

18. *Author*
Jonathan Seckl
Phil McNaull
Tracey Slaven
9 June 2017

Presenter
Tracey Slaven,
Deputy Secretary Strategic Planning

Freedom of Information

19. The paper is closed until completion of the business planning round. At that time, the paper will be reviewed before release, for redaction of commercially sensitive material.

THE UNIVERSITY of EDINBURGH

F1

UNIVERSITY COURT

19 June 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 3 Full year Forecast and Ten Year Forecast for the University Group.

Action requested/Recommendation

2. Court is invited to note the Q3 forecast surplus, which is favourable to the budget. The forecast surplus has moved favourably by on Q2 forecast, which is an encouraging sign of the University's financial position for the year.

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

Paragraphs 4 - 26 have been removed as exempt from release due to FOI.

Equality & Diversity

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

Next steps/implications

28. We would welcome feedback as outlined in the discussion above.

Consultation

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

Further information

30.

Author	*Presenter*
Lorna McLoughlin	Phil McNaull
Senior Management Accountant	Finance Director
9 June 2017	

Freedom of Information

31. This paper is closed.

THE UNIVERSITY of EDINBURGH

F2

UNIVERSITY COURT

19 June 2017

Scottish Funding Council Strategic Plan Forecast 2016-17

Description of paper

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

Action requested/Recommendation

2. Court is invited to approve the draft submission of the University's Strategic Plan Forecast for submission to the Scottish Funding Council by 30 June 2017.

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

Risk Management

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

Equality & Diversity

13. No implications.

Next steps/implications

14. Once approved by Court, the Strategic Plan Forecast will be submitted to the Scottish Funding Council by the 30 June 2017.

Consultation

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

Further information

16. *Authors*
Lorna McLoughlin
Head of the FIRST Team
8 June 2017

Presenter
Phil McNaull
Finance Director

Freedom of Information

17. This paper is closed.

THE UNIVERSITY of EDINBURGH

G1

UNIVERSITY COURT

19 June 2017

Estates Vision 2017-2027

Description of paper

1. The purpose of this paper is to present the University's Estates Vision 2017-2027.

Action requested/Recommendation

2. Court is invited is invited to:
   - approve the Estates Vision 2017-2027 in Appendix 1, which sets the broad strategic direction for development of the Estate;
   - note that, following Court approval, an Estates Strategy will be finalised capturing detailed plans for the implementation of the Estates Vision 2017-2027.

Background and context

3. The current Estates Strategy covers the period 2010-2020 and this Estates Vision 2017-2027 document has been prepared as the first step towards updating the Estates Strategy and to allow an opportunity to set out the strategic direction for development of the Estate.

Discussion

4. The Estates Vision 2017-2027 has been drafted following consultation with each of the Colleges and Support Groups and sets out the compelling vision of "a world class estate for a world class University" which will underpin the University's ambitions and is aligned to the University's Strategic Plan 2016.

5. The consultation process has highlighted a likely increase in the student population over the next five years. This trend has featured as a key priority in each of the College consultations. We have therefore developed a vision which ensures that the estate does not become an inhibitor to such growth.

6. The key priorities for each of the Colleges and Support Groups which were articulated during the consultation process have been captured within the Estates Vision 2017-2027, resulting in an exciting and ambitious development programme which aims to:

   - Create outstanding teaching spaces
   - Deliver inspirational and contemporary research facilities
   - Develop integrated campuses, hubbed around our exceptional students and staff
   - Enhance the student experience

7. The requirements set out within the Residential Accommodation Strategy (see Paper G2) are also integrated into the Estates Vision 2017-2027. The analysis of the projected increase in student numbers combined with widening of the postgraduate student guarantee is likely to translate into a shortfall in the residential portfolio of approximately 1,100 beds, over and above the University's current capacity and contract commitments. The returning student market is also likely to be challenging and consideration should be

given to whether the University should play a bigger role in provision for these students. The Estates Vision 2017-2027 assumes that closer to 2,000 beds may be required.

Resource implications

8. The resource implications in preparation of the strategy are largely related to the time of the staff who will be involved in the process.

Risk Management

9. The risks are (i) predicted student numbers are exceeded or (ii) not achieved. Each has a consequence (exceeded, need more beds which means private rented market purchases; undershoot, sell excess beds to the returners market). Similarly, the business plans that underpin the estates investments fail fully to achieve their targets. The consequences are less capital available and the programme is slowed or stalled.

Equality & Diversity

10. Equality and diversity implications have been considered in the preparation of the Estate Vision 2017-2027 and will be a key objective in the detailed Estates Strategy.

Next steps/implications

11. Following Court approval, consultation with the Colleges and Support Groups will continue, to ensure the Estates Vision 2017-2027 detailed implementation plans are incorporated into the Estates Strategy.

Consultation

12. The Estates Vision 2017-2027 has been reviewed by the Estates Committee, Policy & Resources Committee and the Colleges and Support Groups.

Further information

13. *Author*
Gary Jebb, Director of Estates
Jane Johnston
Head of Estates Planning and Special Projects
8 June 2017

Presenter
Gary Jebb
Director of Estates

Freedom of Information

14. This paper is open.

THE UNIVERSITY *of* EDINBURGH
Estates Department

Estates Vision 2017–2027

> An Estate which exceeds expectations, responds flexibly to changing student and staff needs and showcases the University.
>
> **Gary Jebb**
> Director of Estates

> Our outstanding estate, based in a major World Heritage city, has a wonderful mix of iconic historic buildings and fabulous new facilities. We will invest £1.5 billion over the coming years to ensure we provide an ever more stimulating environment in support of learning, inquiry, research, innovation and interaction.
>
> **Jonathan Seckl**
> Vice Principal for Planning, Resources and Research Policy

Our priorities

Creating a world-class estate for a world-class university

- Developing integrated campuses, hubbed around our exceptional students and staff
- Creating outstanding teaching and learning spaces
- Enhancing the student experience
- Delivering inspirational and contemporary research facilities
- Providing attractive places where students and staff can interact
- Supporting innovation by providing collaborative spaces where industry, public and third sectors and the University can interact and 'breathe the same air'
- Protecting our city's heritage
- Accommodating staff in shared spaces to stimulate and enhance collaborative working
- Planning an optimal, accessible estate to meet the future requirements of our students and staff
- Connecting our residential accommodation and academic estate with effective transport links
- Aligning our estate plans to the University's strategic plan.

Where we are

The existing Estate

Gross Internal Area
864,000m²

Teaching, research, innovation and administration **79 per cent**

Including:

Core estate office space	**20 per cent**
Core estate lab space	**13 per cent**
Circulation and interaction space	**22 per cent**

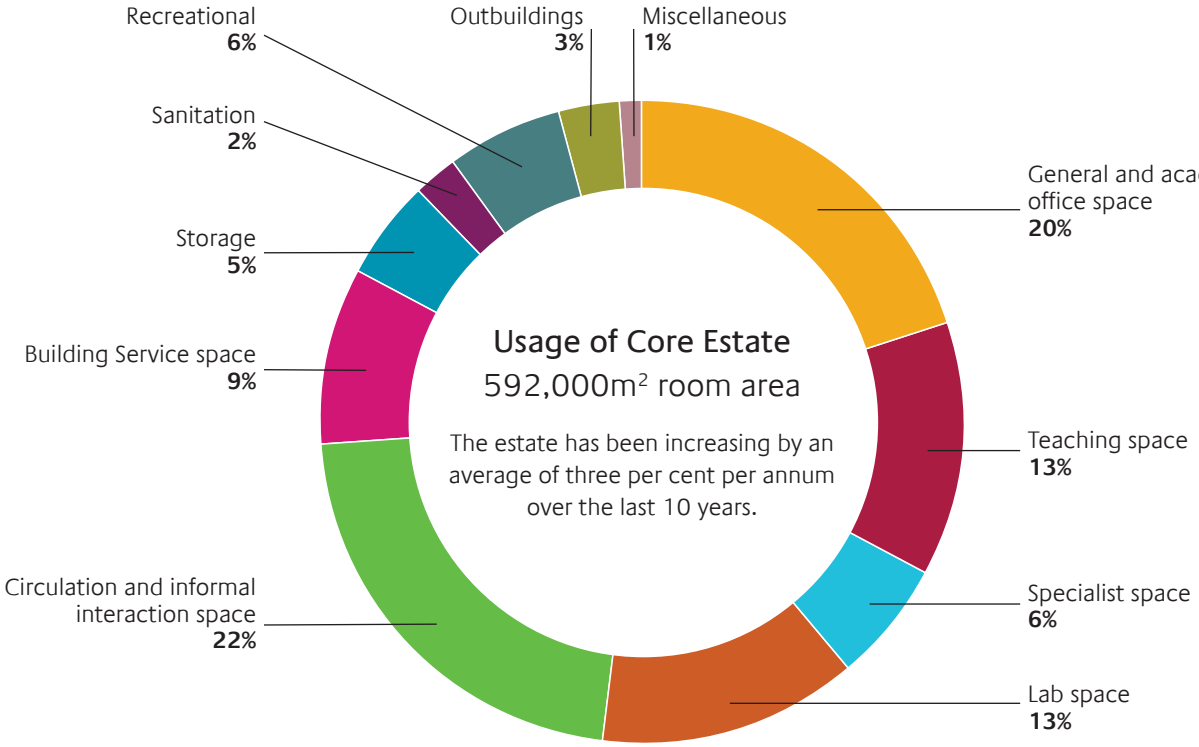
University-owned residential accommodation **21 per cent**

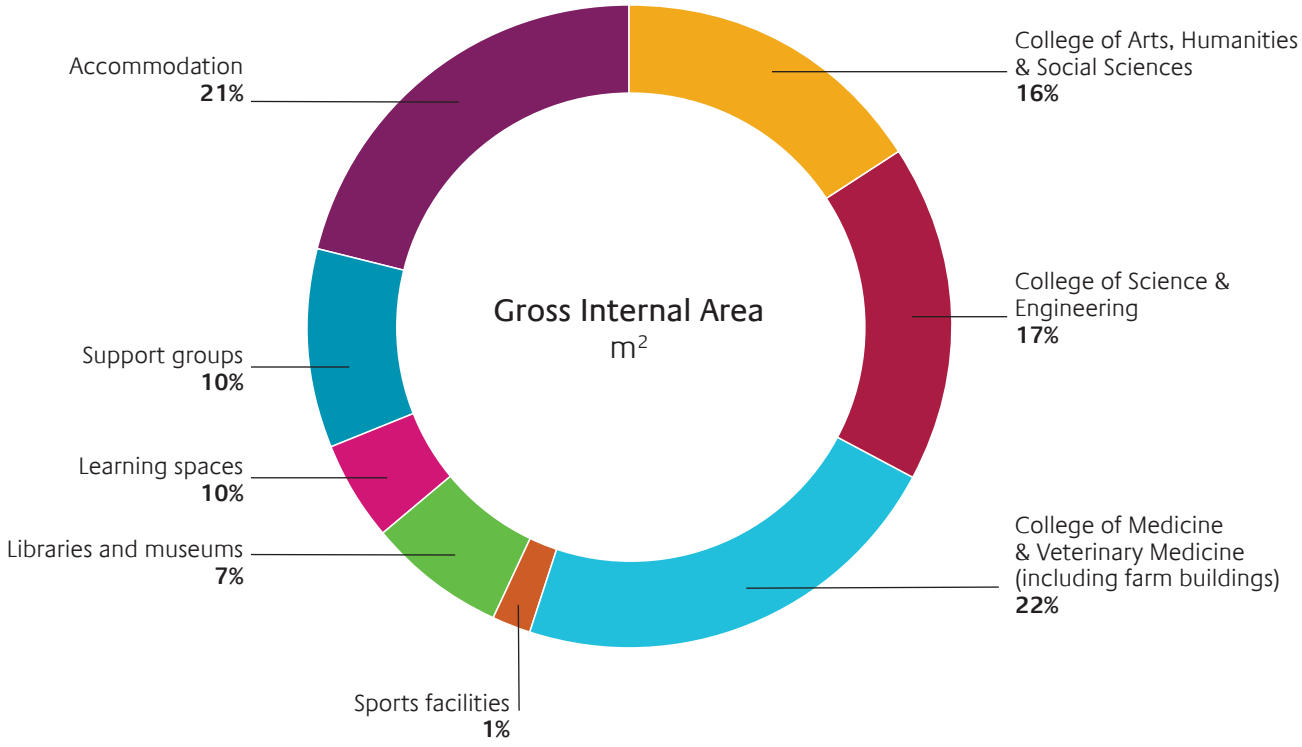
550 buildings

350 academic
of which 101 are listed

200 residential
of which 22 are listed

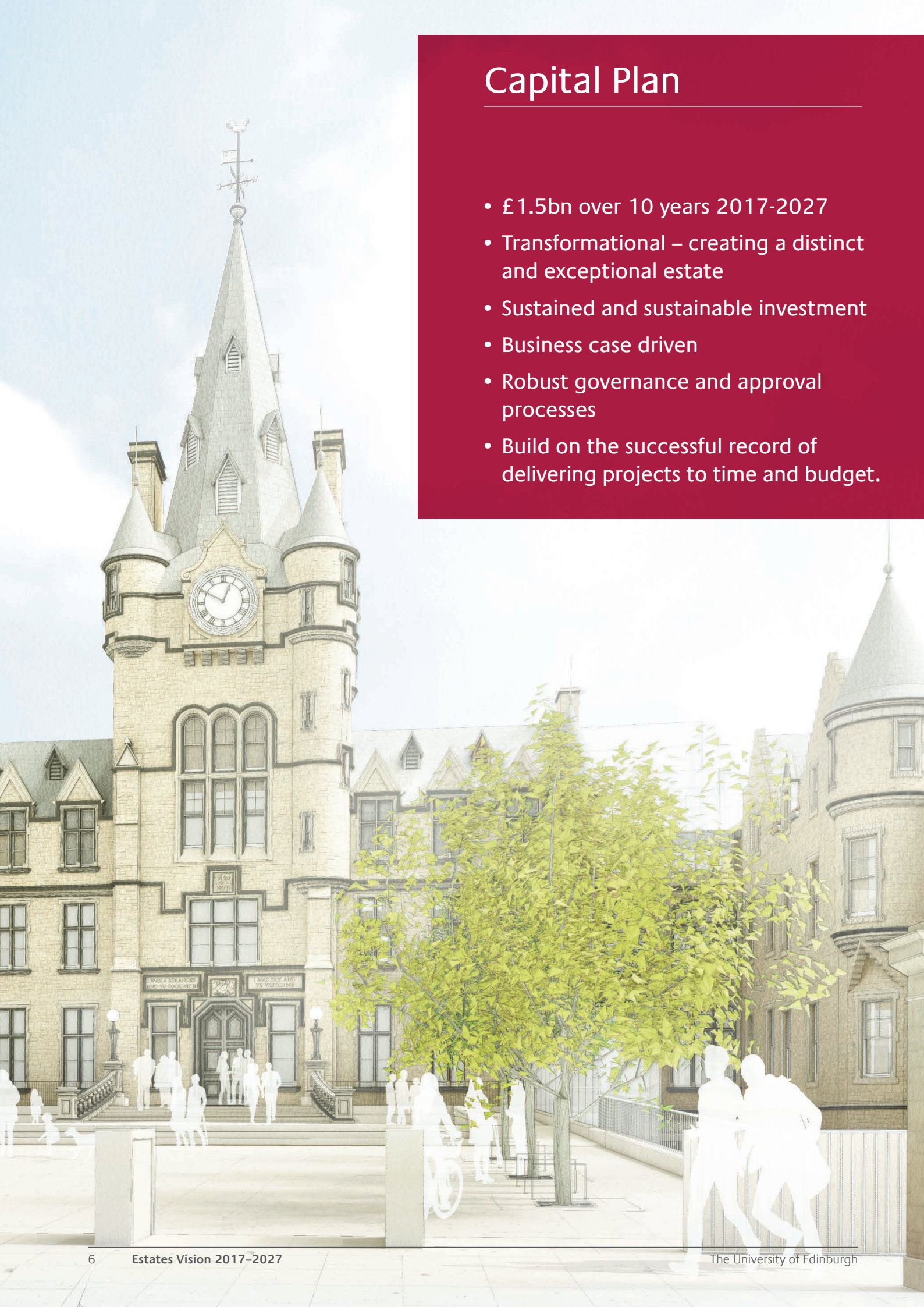
Value of the Estate
£1.3 billion


Usage of Core Estate
592,000m² room area
The estate has been increasing by an average of three per cent per annum over the last 10 years.
Recreational 6%
Outbuildings 3%
Miscellaneous 1%
Sanitation 2%
General and academic office space 20%
Storage 5%
Building Service space 9%
Teaching space 13%
Circulation and informal interaction space 22%
Specialist space 6%
Lab space 13%


Gross Internal Area
m²
Accommodation 21%
College of Arts, Humanities & Social Sciences 16%
College of Science & Engineering 17%
Support groups 10%
Learning spaces 10%
Libraries and museums 7%
College of Medicine & Veterinary Medicine (including farm buildings) 22%
Sports facilities 1%

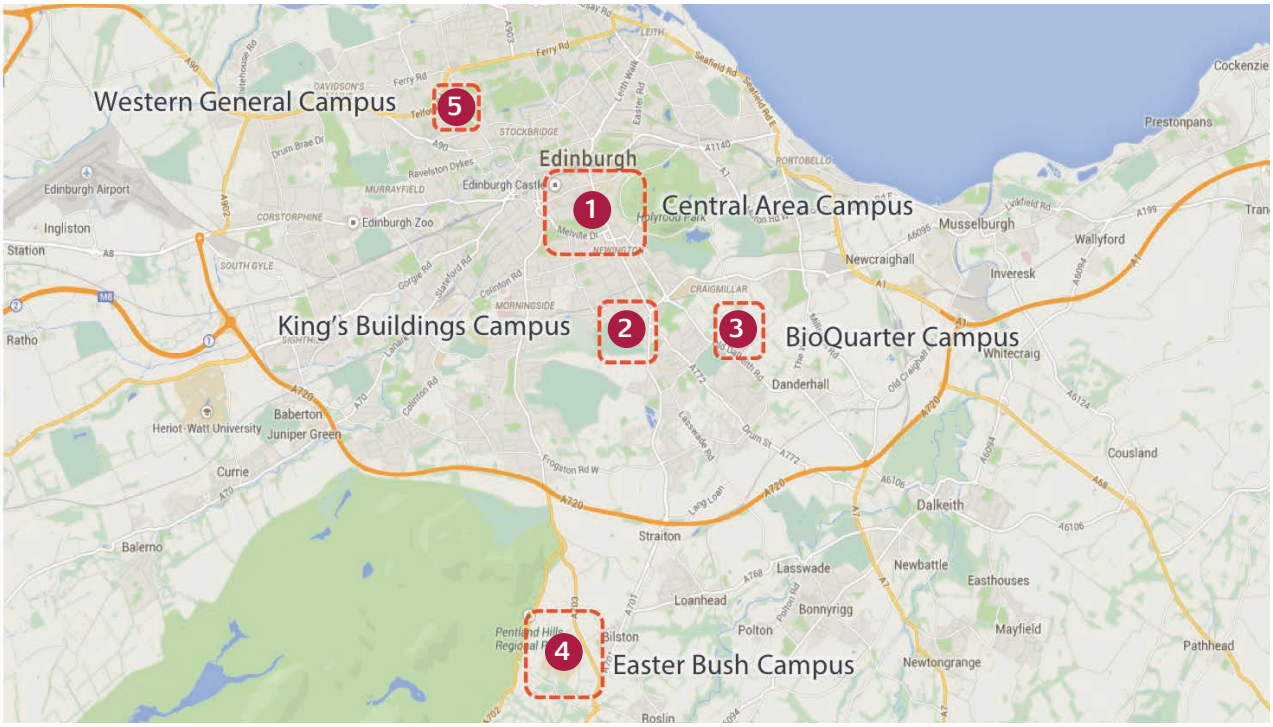
Capital Plan

- £1.5bn over 10 years 2017-2027
- Transformational – creating a distinct and exceptional estate
- Sustained and sustainable investment
- Business case driven
- Robust governance and approval processes
- Build on the successful record of delivering projects to time and budget.



Location

One university – five campuses



1 Central Area Campus
The Arts, Humanities, Social Sciences, Data Science, Professional Services and Student Residential Accommodation

2 The King's Buildings Campus
Science and Engineering

3 BioQuarter/Little France Campus
Medicine

4 Easter Bush Campus
Veterinary Sciences

5 Western General Hospital Campus
Cancer and Genetics

Enhancing the Student Experience

Student-facing facilities: **learning, teaching and student services**

Strategy

Objectives

- Create a superlative estate for teaching, learning and the student experience
- Develop 'student-hubbed' campuses where student facilities are at the heart of the University, offering inspirational spaces for private and group study
- Facilitate student-student, student-staff and student-employer interactions
- Create school teaching and research buildings which welcome students and where students and staff can interact in optimal facilities
- Use the estate to develop a sense of community across staff and students
- Improve the resilience of the digital campus.

Key statistics

Teaching space: approx 13 percent of estate Gross Internal Area

Total student population: 36,500
Total academic staff: 4,500
Total non-academic staff: 5,500

We are spending £200 million on student spaces, student unions, learning and teaching spaces and on extensive sports facilities over the next decade.

Delivery

Key projects

Learning and teaching

- Murchison House redevelopment – teaching facilities at King's Building
- Lister Learning and Teaching Centre – Central Area
- Old Kirk Postgraduate Centre
- Enhancement of the Main Library – increase library study spaces by 2000
- Accelerated programme of refurbishment of learning spaces to the highest international standards.

Student Services and Student Association

- New Student Centre at Teviot and George Square – Student Services and Student Union
- Pleasance redevelopment – clubs and societies
- The Nucleus at King's Buildings – teaching and student/staff social and catering facilities
- Health and Wellbeing Centre.

Key challenges

- Provision of enhanced availability and quality learning and teaching accommodation while major development programme is underway
- Improve the provision of student services in non-central locations.

Enhancing the Student Experience

Student-facing facilities: **sport**

Strategy

Objectives

- Improve the well-being of students and staff by providing access to an inspiring and well equipped range of sports and physical activities
- Increase opportunities for participation in elite and recreational sports
- Enhance the University's reputation as a UK top three choice for study and sport
- Contribute to our local community by ensuring our sports facilities are available to them.

Key statistics

- Ranked in the top three for sport in the UK
- Gym membership of 20,000 (55 per cent female and 45 per cent male)
- Year-on-year growth in membership of 10 per cent
- Almost 1,000,000 user visits to sports facilities in 2016/17
- More than 60 sports clubs offered alongside extensive recreational sport opportunities

Edinburgh's students and graduates have contributed mightily to the recent success of the UK in sports, which includes winning more than 10 medals at the past two Olympic games.

Delivery

Key projects

- Peffermill: phased development of a sports village incorporating student residential accommodation – boosting involvement in team sports
- Refurbishment of Firbush Outdoor Centre, Perthshire – supporting leadership skills and academic learning
- Create a University of Edinburgh boat-house at Strathclyde Park – enhancing our potential in rowing
- Investment in the Pleasance to increase the indoor sports and fitness capacity
- Investment in fitness hubs across the main campus locations – championing personal well-being at a local level.

Phased development of Peffermill, creating a sports village

College of Arts, Humanities & Social Sciences

Strategy

Objectives

- Development of an estate commensurate in quality and scale with the teaching and research activities of the College, attracting the best talent to Edinburgh
- Provide world-class facilities for areas of growth, such as Edinburgh College of Art, where the former Fire Station will extend available research and teaching spaces
- Enhance the coherence of the Central Area and develop further the University's relationship with the community, improving the public realm so the University is increasingly at the heart of the city
- Develop the Edinburgh Futures Institute in the iconic Old Royal Infirmary building at Quartermile
- Increase capacity for student study
- Optimise accommodation for our world-leading collections.

Delivery

Key projects

- Implementation of the Central Area Space Study proposals for the College of Arts, Humanities and Social Sciences to address identified space shortages and facilitate University growth
- Edinburgh Futures Institute – Old Royal Infirmary, Quartermile
- Redevelopment of Old College for the Edinburgh Law School
- School of Health in Social Science move to Holyrood
- Review and redevelopment of Edinburgh College of Art co-locating activities and facilitating growth
- Increase the Main Library provision of group and personal study spaces.

Key challenges

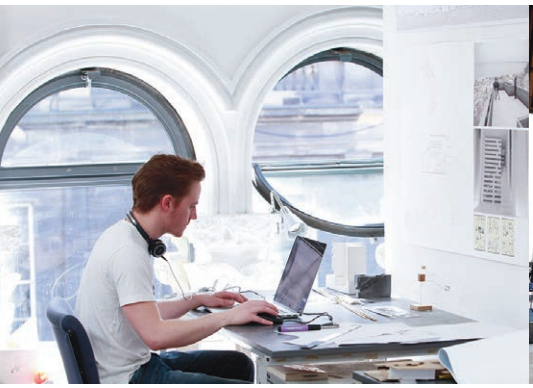
- Pressure on space and accessibility in the Central Area
- Need for interim arrangements to accommodate growth.

Key statistics

College area: 16 per cent of the Estate GIA

61 per cent of total student population

2,100 academic and support staff

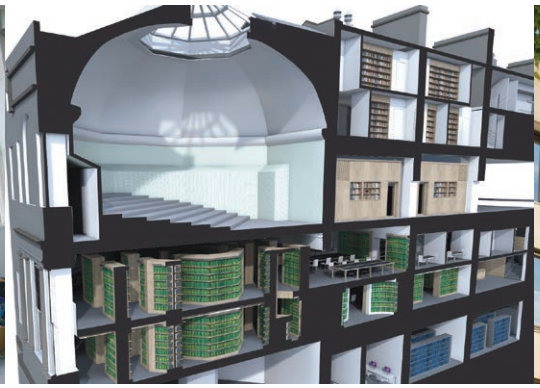


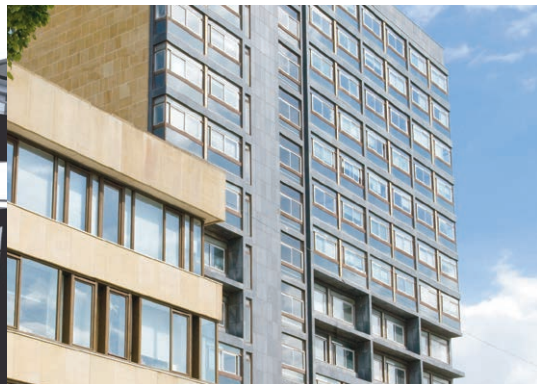
- Existing University property
- Refurbished University property
- University new build
- New public realm

Central Area Development Plan

1 McEwan Hall and Bristo Square
2 Data Technology Institute (Bayes Institute)
3 Appleton Tower refurbishment
4 New Student Centre
5 Old College (Edinburgh Law School)
6 Lister Learning and Teaching Centre
7 Edinburgh Futures Institute at Quartermile
8 Buccleuch Place/ Meadow Lane residential
9 Pleasance redevelopment
10 Old Kirk refurbishment
11 Edinburgh College of Art project redevelopment
12 HiSS Move to Holyrood
13 Potterrow carriageway realignment
14 David Hume Tower
15 Charles Stewart House refurbishment
16 Main Library remodelling
17 New College refurbishment
18 High School Yards Nursery
19 Hugh Robson refurbishment
20 Creation of a Civic Site
21 Old Medical School refurbishment

World top-20 art and humanities college with outstanding heritage estate and major new opportunities.





College of Medicine & Veterinary Medicine

Edinburgh Medical School

Strategy

Objectives

- Co-location of groups to facilitate multidisciplinary work across our key strengths
- Integration of teaching and learning activities embedded within research and commercial space
- Ensure sufficient capacity for increased research opportunities
- Support world-leading research at the Western General Hospital and ensure connectivity with the BioQuarter
- Continued development of the BioQuarter into Europe's leading biomedical teaching and research campus
- New build Medical School to co-locate all biomedical, pre-clinical and clinical teaching and learning
- Co-location of neuroscience and integration with expertise across biomedicine
- Expansion of knowledge transfer capacity.

Delivery

Key projects

- Usher Institute for Population Health Sciences
- Institute of Regeneration and Repair
- New Medical School
- Rolling refurbishment of the Chancellor's Building and QMRI
- Coalescing Neurosciences at the BioQuarter
- Expansion and refurbishment of the Institute of Genetics and Molecular Medicine and the MRC Human Genetics Unit at the Western General Hospital.

Key challenges

- The need to quickly deliver Usher Institute and new build Medical School to facilitate the move of key groups from the Central Area
- Ensuring there is sufficient space available to respond quickly to any research opportunities.

Key statistics

School area: 11 per cent of the Estate GIA

11 per cent of total student population
1,900 academic and support staff

BioQuarter Campus Development Plan

1 Chancellor's Building

2 Developmental Imageing Technology

3 Institute for Regeneration and Repair

4 Usher Institute for Population Health Sciences

5 New Medical School

6 Institute of Regeneration and Repair Phase 2

- Existing University property
- Refurbished University property
- University new build
- Non University property
- Non University new build

World top-20 medical school with key discoveries from antisepsis and anaesthesia to modern management of heart attacks.

College of Medicine & Veterinary Medicine

The Royal (Dick) School Veterinary Studies

Strategy

Objectives

- Integrating teaching and learning facilities embedded with research and industry space
- Develop the estate to support growth of Easter Bush as a world-leading veterinary teaching centre and livestock research institute
- Develop a Global Academy of Agriculture and Food Security to lead global outreach and interactions
- Expand commercial investment through Roslin Technologies
- Ensure there is sufficient growth capacity for research opportunities.

Delivery

Key projects

- Global Academy of Agriculture and Food Security
- Large Animal Research and Imaging Facility
- Small Animal Hospital
- Innovation Centre and Campus Hub
- Central Bioresearch Services Hub
- Energy Centre and Infrastructure
- Nursery and child care.

Key challenges

- Deliver infrastructure and buildings to maximise the campus' full potential
- Optimise the partnership opportunities on the campus.

Key statistics

School area: 11 per cent of the Estate GIA

2,500 acres associated land
700 academic and support staff

Easter Bush Development Plan

1 Roslin Innovation Centre and Campus HUB (Centre Building)
2 Easter Bush Energy Centre
3 Large Animal Research and Imaging Facility (LARIF)
4 Equine Diagnostic, Surgical and Critical Care Unit (EDSCCU)
5 Global Academy of Agriculture and Food Security
6 Internal Refurbishment of the Vet School
7 Bio-Research Services Hub
8 Hospital for Small Animals Extension
9 Easter Bush Nursery
10 Trotting / Grazing Land
11 Archive Space / Freezer Farm
12 Large Animal Teaching Block

- Existing University property
- University refurbished property
- University new build
- Campus infrastructure

World top-10 veterinary sciences school with the famous Roslin Institute embedded.

College of Science & Engineering

The King's Buildings Campus

Strategy

Objectives

- Create a heart to the campus by building a vibrant central facility for staff and students
- Focus all science and engineering teaching on campus
- Re-imagine the campus to promote community and collaboration across the sciences
- Enhance the student experience by improving the student facing facilities on campus
- Co-location of GeoScience activities on the King's Buildings Campus.

Delivery

Key projects

- Building a New Biology
- The KB Nucleus – Phase 1 (student and staff hub)
- Murchison House redevelopment (hub for administration, teaching, spin-out and start-up companies)
- GeoSciences
- Engineering Phase 1
- Phased redevelopment of Chemistry
- The Thomas Bayes Centre for Data Technologies (city centre)
- Phased redevelopment of the James Clerk Maxwell Building.

Key challenges

- Ageing estate in need of rejuvenation in support of the University's ambitions
- Major redevelopment on confined site
- Raising the funding to deliver more for students, staff and stakeholders.

Key statistics

College area: 17 per cent of the estate GIA

24 per cent of total student population

2,100 academic and support staff

The King's Buildings Development Plan

1 New Biology Project
2 Murchison House
3 Ashworth Phase 2 refurbishment
4 Nucleus Project
5 Geosciences
6 Engineering
7 Chemistry Refurbishment
8 Infrastructure and Green Heart

☐ Existing University property
■ Refurbished University property
■ University new build

UK top-five for research in all subjects.

Partnerships with industry

Delivering locally in the community

Strategy

Objectives

- Develop capacity to support growth in industry engagement and commercial activities
- To be a global leader in industry engagement and innovation
- Build on the strength of the University in encouraging clustering of related peer activities around each of the University campuses
- Capitalise on the potential of data-driven innovation
- Create spaces for interactions between students, academics, business, industry and public sector stakeholders for innovation and knowledge exchange
- Support growth in education of talented individuals with high-level skills to meet the needs of our industry partners
- Creating integrated co-location of stakeholders to provide an added value to teaching and research activities.

Industry engagement targets include

- To provide accommodation in support of doubling the University's total stake in commercial activities and start-up companies
- To support more than 50 start-up business each year
- To increase industry translational and intellectual property income to be leading among Russell Group universities.

Delivery

Key projects

- Centre Building, Easter Bush
- Murchison House, King's Buildings
- Edinburgh Futures Institute, Quartermile
- Usher Institute for Population Health Sciences
- Data Technology Institute – Bayes Centre.

Key challenge

Creating capacity in line with industry and commercial growth plans.

A world-leading university creating partnerships.

The University estate in the community

Strategy

Objectives

- Provide welcoming, inspirational and distinctive spaces between our buildings for enjoyment and use by staff, students and the public
- Provide access across the University buildings for cultural activities and in support of the city festivals;
- Encourage year-round use of the University facilities by the community
- To be a destination of choice for the conference market.

Delivery

Key projects and facilities

- McEwan Hall redevelopment – available for conferences, festival and community events
- Edinburgh Futures Institute – welcoming publicly accessible facilities including event spaces
- Centre for Sport and Exercise – facilities will be improved across the campus to accommodate increased demand from the staff, students and the community
- St Cecilia's Museum and Concert Hall open to the public.

Key challenge

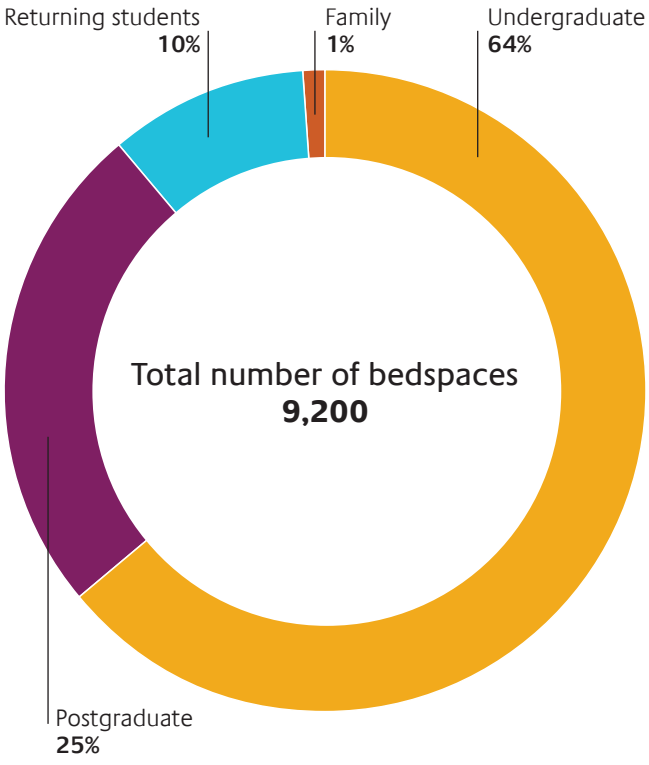
- To ensure the facilities and the University are recognised as contributing positively to the local community.

Residential Estate

Strategy

Objectives

- Provide the highest-quality environment for the greater well-being of our students and deliver an outstanding place for rest, study and social interaction
- Delivery of an additional 2,000 bed spaces which are identified as required within the residential strategy in support of the University growth.



Delivery

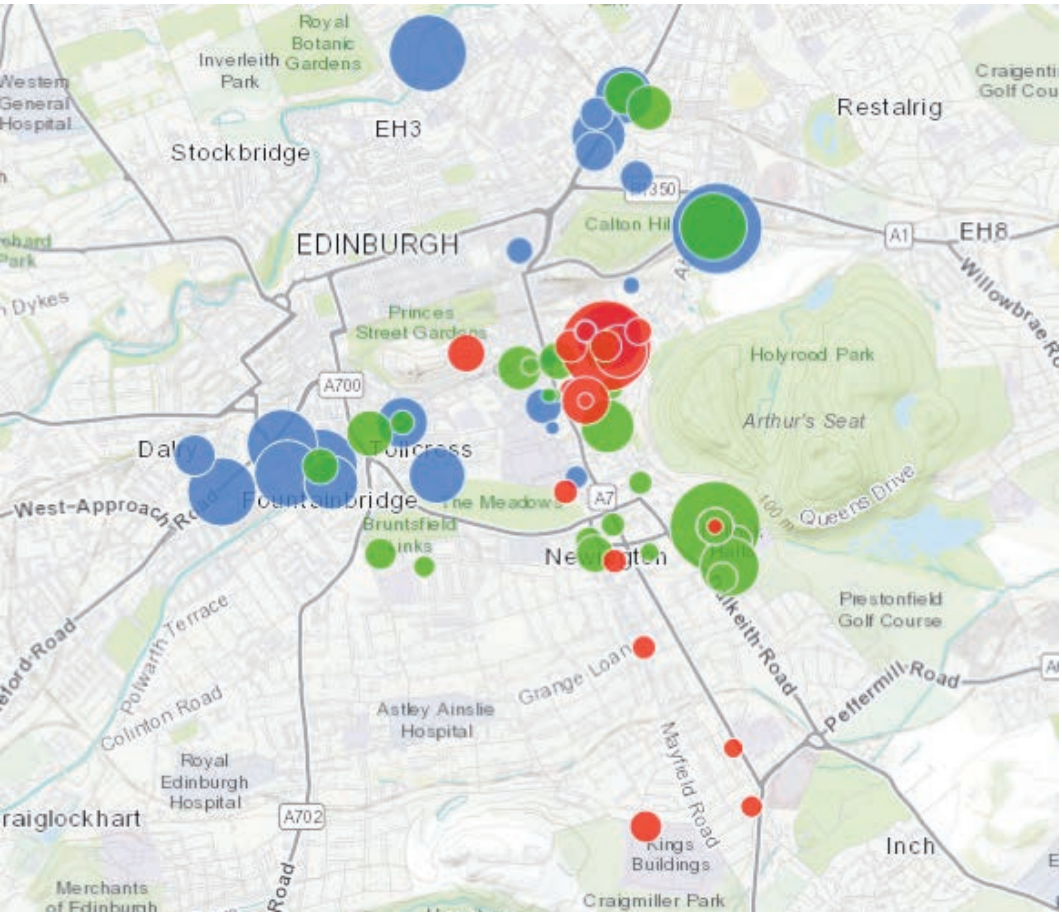
Key projects

Current projects	additional beds
• Buccleuch Place/Meadow Lane	380
• Holland House refurbishment	
• Kincaid Court refurbishment	

To meet future need	
• Peffermill Student Village	600
• Delivery of residential accommodation by third-party developers in various locations on long lease arrangements.	1,400

Key challenges

- Availability of potential development sites
- Demand pressure in Edinburgh generally.



Residential Estate map

- PBSA
- University UG accommodation
- University PG accommodation

Number of beds

- > 500
- 350
- 250
- 150
- < 20

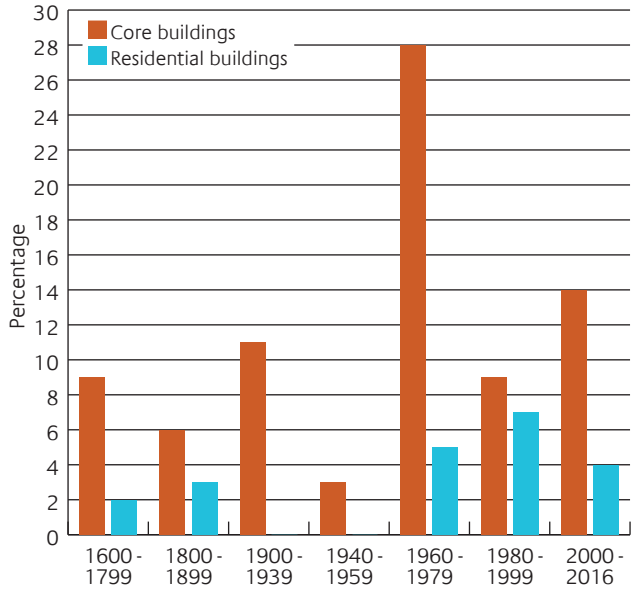
Brilliant accommodation for brilliant students in our heritage city, offering the greatest range of prices and styles in Scotland.

Operating and maintaining the estate

Age profile

- The challenge of 25 per cent of the estate constructed in the 1960s and 1970s now requiring significant investment
- 25 per cent of the estate constructed pre WW2 with the earliest buildings early C17th. Many are listed buildings in the historic centre of Edinburgh.

Age profile of the estate GIA

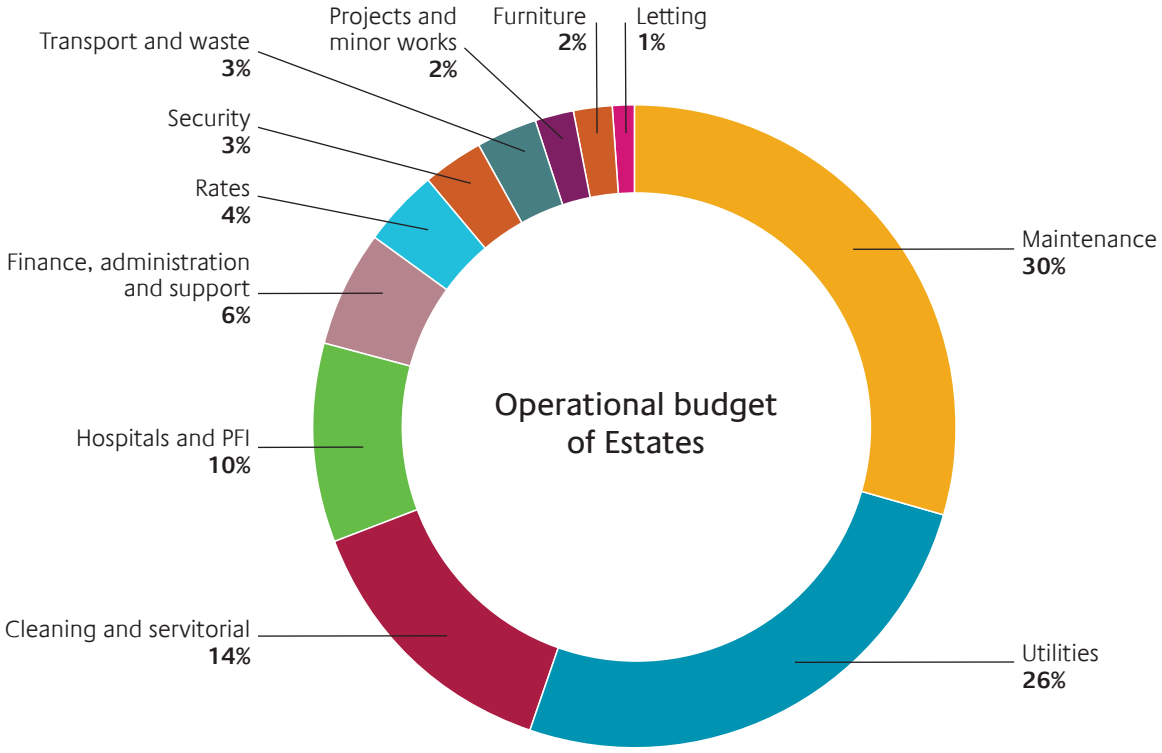


Key challenges

- An aging estate and infrastructure with a challenging planned maintenance programme
- Limited resilience and flexibility
- The dispersed nature of the Estate.

Climate strategy 2016–2025

- We will reduce our emissions of carbon per £ million turnover by 50 per cent from a 2007/8 baseline by 2025
- We will return our carbon emissions to 2007/08 baseline year levels by 2025
- We will become a net zero carbon university by 2040
- We will build sustainability into our planning process, ensuring that our new and refurbished buildings are equipped to meet and address the threat of climate change, by being energy efficient and meeting waste and carbon standards throughout their lifetimes.


Operational budget of Estates
Maintenance 30%
Utilities 26%
Cleaning and servitorial 14%
Hospitals and PFI 10%
Finance, administration and support 6%
Rates 4%
Security 3%
Transport and waste 3%
Projects and minor works 2%
Furniture 2%
Letting 1%

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THE UNIVERSITY of EDINBURGH

G2

UNIVERSITY COURT

19 June 2017

Residential Accommodation Strategy 2017

Description of paper

1. To present the Residential Accommodation Strategy 2017.

Action requested/recommendation

2. Court is invited to:

- comment on the Residential Accommodation Strategy 2017;
- note the University's anticipated shortfall in residential bed spaces and the proposals contained within the Residential Accommodation Strategy 2017 for resolving this;
- approve the direction of travel regarding supplementing the existing residential bed spaces and support the work being undertaken to procure additional accommodation.

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

Risk Management

13. One of the key Institutional risks is that the residential estate becomes an inhibitor to student growth. This residential strategy attempts to mitigate that risk.

14. There is a risk that the tenancy legislative changes and market conditions could lead to an increase in students taking up guaranteed places. It is anticipated that the pipeline of projects coupled with judicial use of short term leased accommodation is likely to cover increasing demand from the current projected student growth.

Equality & Diversity

15. Equality and diversity implications will be considered in each residential project taken forward.

Next steps/implications

16. Following discussion, any comments will be incorporated into the Residential Accommodation Strategy 2017.

17. The market response to tenancy legislative changes will continue to be monitored and any amendments to projected student growth will also be incorporated into the Residential Accommodation Strategy 2017.

18. Accommodation, Catering and Events will continue to work in conjunction with the Estates Department to progress with delivery of the new accommodation projects in line with individual project approvals. Significant new residential opportunities will be submitted for consideration as these arise and will include business cases.

Consultation

19. This paper has been reviewed and endorsed by Policy & Resources Committee and Estates Committee.

Further information

20. *Author*

Hugh Edmiston, Director of Corporate Services
Richard Kington, Director of Accommodation Catering and Events
8 June 2017

Presenter

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

Freedom of Information

21. The paper should remain closed until the consultation process on the Residential Accommodation Strategy 2017 is concluded.

THE UNIVERSITY of EDINBURGH

G3

UNIVERSITY COURT

19 June 2017

Proposals for Investment in Student Facing Facilities

Description of paper

1. This paper presents proposals for investment in student facing facilities. It sets out the overall context for any subsequent requests for approval of the projects outlined.

Action requested/Recommendation

2. Court is invited to:

- consider the current proposals incorporated in the Estates Vision 2017-2027 which set out a package of investment into student facing facilities;
- note that the overall package of projects outlined within this and to discuss the strategic fit and affordability of these within the Capital Plan;
- note the status of each of the projects outlined and that these will come forward for approval separately.

Paragraphs 3 - 32 have been removed as exempt from release due to FOI.

Risk Management

33. A risk register will be prepared for each of the projects and will be monitored at each stage of the design development.

Next steps/implications

34. Following discussion at Court, fully approved projects will be progressed to completion and business cases will be progressed for consideration at future committees.

Further information

35. *Author*
Gary Jebb, Director of Estates
Jane Johnston
Head of Estates Planning and Special Projects
8 June 2017

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

Freedom of Information

36. This paper is closed.

THE UNIVERSITY of EDINBURGH

G4

UNIVERSITY COURT

19 June 2017

Student Centre

View from Bristo Square

View from George Square

Description of paper

1. This paper presents the full business case and seeks Court approval of funding to deliver a new Student Centre at Teviot Row House and 1 George Square.

Action requested/Recommendation

2. Court is invited to:
   - approve the request for funding from University Corporate Resources, to progress the project to completion;
   - approve the full business case summarised in this paper; and,
   - note the phased nature of the project and the projected cashflow.

Paragraphs 3 - 34 have been removed as exempt from release due to FOI.

Equality & Diversity

32. An Equality Impact Assessment will be developed by the University and EUSA for the respective works.

Next steps/implications

33. Following Court approval, the Estates Department will progress the design to tender action.

Consultation

34. The paper was strongly endorsed by Estates Committee and Policy & Resources Committee at their respective May and June 2017 meetings.

Further information

Paragraph 37 has been removed as exempt from release due to FOI.

38. *Author*
Steven Poliri, Estates Development Manager,

Presenter
Professor Jonathan Seckl

Shelagh Green, Director of Student Services, Stephen Hubbard, Chief Executive of EUSA, Jane Johnston, Head of Estates Planning and Special Projects, 9 June 2017	Vice-Principal Planning, Resources & Research Policy

Freedom of Information

39. This paper should remain closed until the tender exercises for works are complete.

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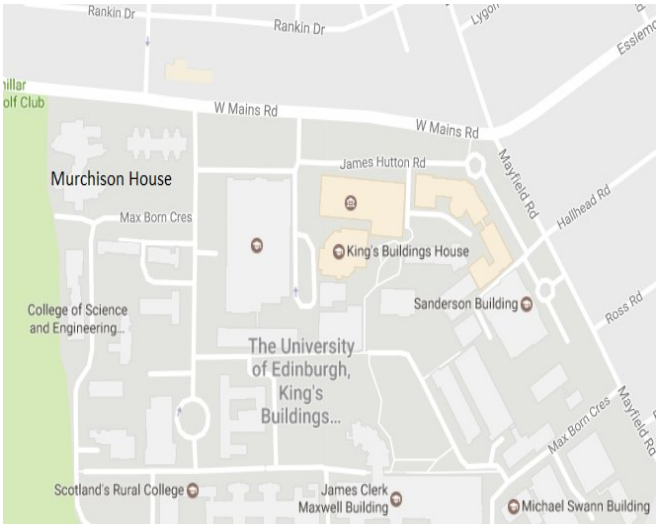
G5

UNIVERSITY COURT

19 June 2017

Murchison House Refurbishment



Description of paper

1. This paper presents the full business case for the refurbishment of Murchison House at the King's Buildings campus.

Action requested/Recommendation

Paragraphs 2 - 14 have been removed as exempt from release due to FOI.

Risk Management

15. 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

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

Next steps/implications

17. Following Court approval, the design will be progressed, tenders obtained and the project completed.

Consultation

18. Policy & Resources Committee, Estates Committee and the Project Board have endorsed the full business case and recommend it for approval by Court.

Further information

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

20. *Author*
Bruce Nelson – College Registrar
Gary Jebb – Director of Estates

Presenter
Professor Jonathan Seckl

9 June 2017	Vice-Principal Planning, Resources and Research Policy

Freedom of Information

21. The paper should remain closed until any commercial or construction contracts have been concluded.

THE UNIVERSITY of EDINBURGH

G6

UNIVERSITY COURT

19 June 2017

King's Buildings Campus Infrastructure (2017 to 2022)

Description of paper

1. The purpose of the paper is to seek Court approval of funding to progress the King's Buildings Infrastructure Project (2017 to 2022) to completion.

Action requested/Recommendation

2. Court is invited to approve funding from University Corporate Resources in order to progress the King's Buildings Infrastructure Project to completion.

Paragraphs 3 – 20 have been removed as exempt from release due to FOI.

Equality & Diversity

20. Equality and diversity issues will be considered throughout in the design development process in consultation with the relevant departments and statutory bodies.

Next steps/implications

21. Following Court approval, the Estates Department will review the procurement strategy and develop tender documents, review the delivery logistics and constraints and submit Local Authority consents.

Consultation

22. Infrastructure proposals have been reviewed and endorsed at the King's Buildings Programme Board, Estates Committee and Policy & Resources Committee.

Further information

23. *Authors*
Gary Jebb, Director of Estates
Bruce Nelson – CSE Registrar
8 June 2017

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

Freedom of Information

24. The paper should remain closed until any commercial or construction contracts have been concluded.

THE UNIVERSITY of EDINBURGH

G7

UNIVERSITY COURT

19 June 2017

Updated Business Case for the Institute for Regeneration and Repair at Edinburgh BioQuarter

Description of paper

1. This paper presents the updated business case for the Institute of Regeneration and Repair at Edinburgh BioQuarter.

Action requested/Recommendation

2. Court is invited to:
   - note the award of funding from the Robert O Curle Trust for a Regenerative Ophthalmology research laboratory within the new Institute for Regeneration and Repair (IRR);
   - approve funding of from University Corporate Resources to fully fund the construction of the Regenerative Ophthalmology research laboratory;
   - note that the previously approved business case has been updated in light of the donation and that previously approved funding from University Corporate Resources for a gym within IRR will be set aside for revised gym proposals.

Paragraphs 3 - 19 have been removed as exempt from release due to FOI.

Risk Management

20. A full risk register will be developed for each project within the IRR in order to identify and mitigate project risks.

Equality & Diversity

21. Equality and diversity issues will be considered throughout the design development process in consultation with the relevant departments and statutory bodies.

Next steps/implications
22. Following Court approval, the IRR including the regenerative ophthalmology research laboratory will be constructed and completed.

Consultation
23. The paper was endorsed by Estates Committee and Policy & Resources Committee at their May and June 2017 meetings.

Further information
24.

Author	*Presenter*
Catherine Elliott, College Registrar	Professor Jonathan Seckl Vice-Principal Planning, Resources & Research Policy

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

THE UNIVERSITY of EDINBURGH

H

UNIVERSITY COURT

19 June 2017

Edinburgh University Students' Association President's Report

Description of paper

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

2. In addition, we are presenting **an update to our Democracy Regulations**, following further work in the light of our Democracy Review. This update has been through the correct approval route for our Democracy Regulations, and has also been approved by the Students' Association Trustee Board.

Action requested/Recommendation

3. Court is invited to note the report, and to approve the minor amendment to the Democracy Regulations listed in Appendix 1.

Background and context

4. The Students' Association provides regular reports to Court on projects, campaigns and developments of the organisation as a whole.

Discussion

Commercial update

5. As we wind down our term time student business our attention is very much focused on planning the major events within our calendar over the coming months.

6. Our Festival planning is progressing and remains on track under the guidance of our Festival Business Manager; groundworks within Teviot garden have been completed and our new main Garden Bar was installed in time for the Garden Party at the end of May and will be used to support the graduation ceremonies and ball in advance of the festival operation. We plan to utilise much of the festival infrastructure within Teviot garden during Welcome week to improve the overall experience for our new students and to provide additional bar, retail and merchandising opportunities.

7. Welcome week planning is well under way, our co-ordinator is in post and the outline programme of society, university, internal and external events is almost complete. We have submitted a bid to the University to utilise McEwan Hall as additional capacity for hosting events, including a number of orientation events such as our initial international buddies meeting, and await confirmation on this. Our entertainment wristband bundle has been finalised as a unique initiative, we have incorporated a 50% discount voucher into the wristband bundle which will allow students to purchase a Students Association branded 'Keep Cup' from one of our catering and retail outlets; an environmentally friendly and sustainable alternative to disposable cups for the discounted sum of £3.50. Keep Cup owners will receive a discount of 20p on every hot beverage which they purchase in their cups thereafter at any catering outlet across campus including those operated by the University catering team, this will be a reciprocal arrangement. This has the potential to introduce 3,000 sustainable beverage cups across campus in one initiative building on our

sustainability credentials, encouraging engagement and loyalty and addressing a demand highlighted from our customer feedback initiatives.

8. Draft plans will shortly be submitted to HR for discussion at the HR Sub Committee for a revamp and restructure of our commercial staffing structure which hopes to create a number of guaranteed hour positions at all levels across the commercial estate from team member to shift manager level. This has been a core challenge in terms of building consistency, loyalty and engagement within the operational departments and is needed as the foundation on which the delivery of all other initiatives will depend.

9. A few areas have been identified for small scale refurbishment and capital spending plans are being prepared for approval; these include a refurbishment of our Baristo Coffee shop and the Library Bar as our initial priorities. The Library Bar remains our single biggest outlet with turnover around the £1million mark split equally between food and beverage, we have plans to redecorate, improve the lighting scheme and replace the furniture to provide additional capacity which is greatly needed at peak lunch and dinner times and sets this outlet up perfectly for the reopening of Bristo Square

Finance update
Full year results 2016/17
10. While the Students' Association is now in month three of its new financial year, I wanted to reflect on the full year results for our 2016/17 year which ended on 31 March. The (unaudited) full year results for its 2016/17 are shown in the high level summary below:

Net Income / Expenditure (£000)
March (Period 12)
2016/17

	Year to Date			
	Actual	Budget	Variance	Last Year
	£000	**£000**	**£000**	**£000**
Trading	960	900	60	1,092
Block Grant	2,483	2,555	(72)	2,600
Total net income	3,443	3,455	(12)	3,692
Student Support Activities	(540)	(602)	61	(515)
Central costs	(2,885)	(3,063)	178	(2,877)
Total expenditure	(3,425)	(3,665)	240	(3,392)
Surplus / (deficit)	**18**	**(210)**	**228**	**300**

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

Commentary on the results
11. Court may recollect the pattern which has been developing through the year, with overall results significantly ahead of the budgeted position. Overall, the Association

has made a small surplus where a large deficit was budgeted. This is after absorbing staff costs, which increased by 7% or £370k due to changes in pensions, National Insurance, and the introduction of the National Living Wage. At the same time we also spent approximately £150k on several building improvement projects, much of which is complementing work carried out by the University: we have invested over £40k on King's Buildings House, £15k on the Pleasance phase 1, plus approximately £40k on strategic development consultancy and £30k on financial systems.

12. Trading results overall are healthy against budget. This is principally due to the strong Festival result which ended the year over £240k better than we budgeted. The Association's shops have also held up well, with a net result 14% ahead of budget at the year end. Welcome Week, Business Development and last summer's graduation ball together add a further £25k favourable variance against budget.

13. However, the two mainstays of the Association's term-time trading operations, bars and catering, have failed to meet their target positions. These two business areas ended the year over £200k worse than budgeted. There was some recovery towards the end of the year, but a combination of poor sales and high costs have hit these areas hard. These operations were impacted significantly by Estates works, with King's Building House being largely closed when budgeted to be open and the business impact from the closure of Bristo Square being more acute as the busy first semester was affected this year.

14. Elsewhere, Student Support activity is slightly underspent against budget. This is through a combination of some unexpected (modest) income, staff cost savings of a short-term nature, and some non-staff project expenditure savings.

15. It is in the Central Costs area that the greatest cost gain against budget is visible. HR, Marketing and IT together have saved £80k against budget; utility costs a further £35k. There are diverse savings spread across several other 'overhead' areas, and a large gain against budget in irrecoverable VAT. This VAT saving is due to work carried out on our behalf by our advisors Henderson Loggie, and combines ongoing improvements in the recoverable proportion of VAT and a one-off retrospective £50k refund of VAT from HMRC. Overall, irrecoverable VAT is £90k lower than budgeted. Please note that the apparent adverse variance against the block grant as shown in the table above is due to the reallocation post-budget of specific elements of the grant to individual cost centres in Student Support and Central Cost areas.

Balance Sheet

16. The Association's balance sheet has slowly been changing shape over the last four years, specifically with increasing cash and reducing debt. Capital investment has been carefully managed, with slightly over £100k invested in new capital assets during the year, supporting both Festival and student-facing activities. We plan to increase this to £300k in 2017/18 to meet several priorities during the year.

17. The net assets position (i.e. bottom line of the balance sheet) of the Association at year end 2017 has increased to £233k after the pension provision, or £673k excluding this.

Cash

18. Cash balances have again continued to grow during the year, with a positive balance at the end of the year of £1.5 million. This has eradicated the reliance on a bank overdraft facility, which was not required at all in financial year 2016/17 and will not be required in 2017/18. This is possibly the first time in the Association's history that an overdraft facility is not required to be in place over the summer.

2017/18

19. The budget for 2017/18 has been approved and returns a break-even position. There is a degree of risk inherent in this and much depends on the performance in the Festival, and a turnaround in bars and catering.

Strategic Plan Mid-Term Review

20. We are currently mid-way through our 2015-19 Strategic Plan, and our Strategic Plan Sub-Committee of the Trustee Board has undertaken a review to identify if any significant change of approach is required. The review identified that the overall ambition of the plan to drive significant change in how we interact with our members, and to facilitate organisational change to support delivery of our member-focussed objectives is broadly being achieved. Whilst there are successes and failures, overall the plan has moved us forward. In particular our democracy review has resulted in an additional sabbatical officer and new democratic structures; our branding and visual identity review has progressed and is largely in place, with signs of increased recognition and engagement; our finances have been transformed; we have seen significant investment in our estates in King's Buildings and The Pleasance, we have also taken over operations at the Peffermill pavilion and Wee Red Bar and the Central Area redevelopment proposal is still progressing. We will be moving forward in line with the plan, focusing next on communications and staff culture recognition and reward. We have undertaken some review of Key Performance Indicators, identifying that for some areas there was no benchmark and in some cases the measurement tool has changed or no longer exists (e.g. the withdrawal of Question 23 from the National Student Survey, which covered student satisfaction with the Students Association, and the decision not to undertake the Edinburgh Student Experience Survey). A revision of the plan to reflect these changes will be published soon.

Strategic Projects Update: Governance and Democracy Review

21. There has been significant work to update and develop sabbatical officer role descriptions in the light of the five new roles, and to allocate roles and responsibilities in relation to internal business, and university work (e.g. Committee representation). We are reviewing the operation of and structures below our Trustee Board, and have identified some positive developments to be put in place in the new academic year. These mainly relate to the role and remit of our subcommittees, and the opportunity this presents to strengthen and develop support for the Board's role in strategic development. We have identified some best practice governance examples at other student unions and will be undertaking further research before finalising our approach. In addition, we will be appointing (rather than electing) student trustees to join the Board in September, and will be introducing new structures for Board training, development and review over the coming year. The arrival of our five new sabbatical officers marks the next phase of implementation, and we will also undertake some review of all of the new arrangements later in 2017-18.

22. At this time, we are also presenting a small amendment to our recently revised Democracy Regulations, which creates two University-wide Postgraduate representatives – 1 for taught postgraduates, and 1 for research postgraduates. These are voluntary unpaid positions and were called for by postgraduate students. The proposal has been through the correct approval route – two consecutive Student Council meetings with a 2/3 majority on each occasion – and has been approved by our Trustee Board. This is in addition to the 21 School-specific postgraduate positions, but we believe these two central positions are important in order to strengthen our representation on relevant committees, and to ensure that the work of the Vice-President Education is informed by students from those cohorts. The relevant extract from the regulations is presented as **Appendix 1.** As our Democracy and Governance projects are at a more advanced stage, we have now begun more significant work on two more of our key change projects which will be the focus for the coming year:

Strategic Projects Update: Communications Review and Strategy

23. We have been progressing with work to consider our communications and develop a communications strategy and framework. The majority of research and consultation on this work has been completed and an outline strategy developed. Key issues that are emerging are a clear need to overhaul our digital communications and seek a CRM (Customer Relationship Management) system that can provide for many of the needs. There is also a need to develop a far better intranet approach to communications for internal staff use, and key volunteer groups – including the Trustee Board. As well as these digital perspectives, other elements include an approach to insight and research, a 'first contact' plan for student communications and a plan to further build base awareness of our services with both students and University staff.

Strategic Projects Update: Staff Culture, Reward and Recognition

24. We are in the middle of doing a facilitated 'snapshot' review of Job Descriptions and Person Specification in terms of content and competences and this will inform possible work on job evaluation and salary level analysis. We have also completed some initial work on culture development and how to develop a culture and behaviours in line with our agreed values. We are likely to consider a programme of staff involvement and development work around this. Finally, this project is recognising many elements are medium to long term in both implementation and impact, as such we are also considering 'quick wins' to improve reward and recognition in line with our culture and values.

Sabbatical changeover 2017

25. Our new officers for 2017-18 have now joined us, and are currently engaged in extensive handover, induction, and ongoing training. The Association invests significant resource in this support, with a strong focus on personal and professional development throughout the year. Following handover with the outgoing officers, a four day residential programme with the senior management team sees a focus on teambuilding, developing strong working relationships with the senior management team, and work to develop clear objectives for all five officers and for the team, as well as a number of sessions focussing on trustee responsibilities, governance and charity law, and finance. On returning to Edinburgh, the new team will be

participating in several introductory meetings with key senior staff and teams across the University, as well as further skills training on meeting chairing, preparation for dealing with the media, personal communications and presentation skills, and finally, undertaking a variety of training with counterparts across the UK facilitated by the National Union of Students. The period of changeover with the current officers began on 29 May, followed by residential training on the week commencing 5 June and officially taking office on Monday 12 June. Appendix 2 provides further detail on the officers for this year and their roles:

- 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)

Teaching Awards 2017

26. Our sector-leading awards, the first of their kind in the UK when they were launched 9 years ago took place at the end of April, and we received almost 2,500 nominations across 11 categories this year. Shortlisted staff were invited to our Awards evening for a reception and dinner with students who had nominated them and key University staff. Every year it is clear just how much those nominated value the recognition they receive through this route. We also work with colleagues across the University to share information about winning and shortlisted nominees. You can read more about the winners and shortlisted nominees here: https://www.eusa.ed.ac.uk/representation/campaigns/teachingawards/nominees/

27. This brought our Celebration Season to an end for the year, following our earlier Activities Awards with over 450 individuals and groups nominated for their contribution to a diverse and vibrant student experience through society and volunteering activity, and our Impact Awards which showcased student contributions to the University community through representation, peer support and a variety of initiatives supporting and integrating international students, with over 400 nominations received. So much great student-led work is going on across our campuses and the Awards also provide a way for us to surface those activities where they are not directly part of our provision.

28. In addition, this year for the first time, all student winners of our Awards will now have this formally recorded on their Higher Education Achievement Report, in the same way as Sports Awards are recognised.

Elections review and debrief

29. The Association has been reviewing practice around our elections, which we do on an annual basis, but also following significant work to improve the experience for candidates and increase engagement. Court is invited to note:

- Significant work to improve and develop elections processes, support and engagement.
- Substantial changes to the positions available this year due to our Democracy Review
- Increased engagement with sabbatical and school positions, and in particular very pleasing levels of interest in the revised sabbatical roles with 23 candidates compared to 9 in 2016 and 15 in 2015.

- A promising start for our new Activities Representative positions, with 10 out of 14 filled, and high voter numbers, up to 2,000, for each of these positions
- Voter turnout remained steady, with 5,693 voters or 15.6% (16.6% last year). Interestingly, turnout varies substantially across Schools, from 3.8% to 26.2%

30. Our work to strengthen and develop relationships with and recognition by our members is beginning to reap rewards, and combined with a new Communications Strategy, we are confident we will see an increase in election turnout (as a marker of improved engagement) in future years. Perhaps most significantly, we received no formal election complaints this year – the culture amongst candidates is much improved, and was singled out by our external Returning Officer as an example of sector best practice this year.

Support for Student Activities

31. We are currently looking forward to the release of Phase 2 of the Pleasance redevelopment, which will see the full Pleasance estates project complete, with enhanced facilities and a sense of place for societies. Our Activities team are planning for the delivery of key training and support events on site, with Activities team day to day staff support also on site each day. This is in addition to our recently opened more accessible Reception and Activities Office in the space previously occupied by the Bank of Scotland in Potterrow. We recently released our online office bearer training for 2017-18 to prepare Society leaders with the essential information and support for their role (this was taken up by 1,400 office bearers last year), and to complement the in-person training offered from September which focusses on personal and professional development. In addition, over 150 leaders have signed up for Take the Lead training as part of the 'No-One Asks for It' campaign, which aims to support student leaders in creating a positive culture in their groups and tackling sexual harassment.

32. We are working to strengthen and develop the support we provide for these activities, with an additional staff post for Societies which will enable us to spend more time supporting groups, and also an additional post to support student-led events within our Events team based in Teviot, recognizing the scope to expand and support a wider range of society events, and other programmes including SustainEd, Give it a Go, Liberation History Month activities etc.

Sabbatical officer updates

33. As this is my final report as President before handing over to Patrick Kilduff, I'd like to thank Court colleagues for a productive year!

34. Recent projects include:

- Mentoring Platform – high level planning on online mentoring program between alumni and current students.
- Bus 41 Pilot – a pilot program for subsidised Lothian Bus No. 41 to help manage some of the overflow on the shuttle bus
- Council Elections – working with external campaign organisers, staff and NUS to organise campaigning and influencing around the council elections.
- Election Sign Ups – Working to ensure that students can register to vote on MyEd/University portals.

- LiberatEd – student led workshops to push for curriculum audits to represent unrepresented voices in curriculum and pedagogy.
- International focus – Continuing work with the international office and internal staff to articulate our commitment to international students and to capture international activity/experiences.
- Water Fountain Access – increasing the number and awareness of water facilities on campus.
- Social enterprise event – to reflect on the experiences from last year and connect key stakeholders.
- Key projects to carry forward into handover and next year include: Postgraduate Representation, Transportation Strategy, Participation Grant, Mental Health & Wellbeing Strategy, Accommodation Strategy, Social Enterprise Grant, Mindfulness Grant, LiberatED, BME Report, Society Representation, Sustainability Festival, Student Comms.

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

Risk Management
36. Not applicable.

Equality & Diversity
37. Equality and Diversity considerations are implicitly included in this paper. Edinburgh University Students' Association represents the interests of a diversity of student groups and exists to maintain the equal representation of students and student groups.

Next steps/implications
38. None.

Consultation
39. All relevant Association 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
40.

Author
Alec Edgecliffe-Johnson
President 2016-17
Edinburgh University Students Association
30 May 2017

Presenter
Patrick Kilduff
President 2017-18
Edinburgh University Students Association

Freedom of Information
42. This paper is open

Appendix 1

Democracy Regulation Amendments approved by Student Council.

The following amendment was approved in line with the process outlined within the Democracy Regulations for making amendments – approval by a 2/3 majority at 2 consecutive meetings of Council (February and March 2017).

The change creates 2 additional elected representative positions – 1 for Research Postgraduates, and 1 for Taught Postgraduates. The change is highlighted in shaded text below:

Section C: Elected Officers

i. There shall be elected officers who ensure that the work of the Democratic Structures is carried out.

ii. The elected officers shall comprise:

a) The Sabbatical Officers, whose roles shall be outlined in the Sabbatical Officers regulation;

b) Four Liberation Officers;

1)Women's Officer
2)Black Minority Ethnic (BME) Officer
3)LGBT+ Officer
4)Disabled Officer

c) Seven Section Representatives;

1)International Student Representative
2)Mature Student Representative
3)Part-time Student Representative
4)Student Carers Representative
5)Student Parents Representative
6)Postgraduate Taught Representative
7)Postgraduate Research Representative

d) Activities Representatives (societies and volunteering);

e) An Undergraduate School Representative for each School;

f) A Postgraduate School Representative for each School.

iii. The above elected officers shall be members of Student Council along with:

a) The Sports Union President or a nominee from the Edinburgh University Sports Union Executive Committee.

b) An student representative from Edinburgh Students' Charities Appeal (ESCA) appointed by ESCA

Edinburgh University Students' Association

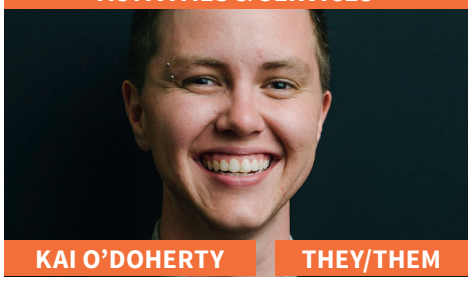
Sabbatical Officers

PRESIDENT

PATRICK KILDUFF — **HE/HIM**

- Responsible for the student leadership of the organisation through the role as chair of Association Executive and the Students' Association Trustee Board.
- Leads on overall representation and liaison with the University.
- Leads on representation and liaison with the University on Finance, HE Funding, and Estates.
- Ex Officio attendee at NUS Conference and NUS Events.
- Lead spokesperson for the Officer team with the Media
- Represents the Association at NUS events.
- Coordinates the Sabbatical Officer team
- Provides oversight on the financial, legal, HR and strategic activity of the organisation through the Trustee Board and Sub Committees.
- Member of, and attendee at, University committees and Association committees as per Schedule.
- Chairs Finance, HR, Strategic Planning sub committees.

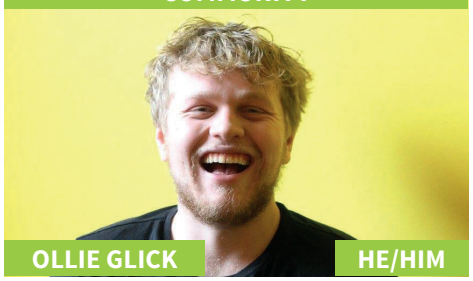
VICE PRESIDENT ACTIVITIES & SERVICES



KAI O'DOHERTY — **THEY/THEM**

- Leads on representation and liaison with the University and beyond on matters relating to Student opportunities, societies and volunteering and social enterprises.
- Lead representative in relation to the Association's commercial services, space and facilities.
- Co-ordinates and leads campaigns and projects in relation to student development, student opportunities, societies and volunteering and social enterprises.
- Leads on relationships with relevant University teams focussed on student development and opportunities, including Careers, Employability consultancy, Launch.Ed.
- Leads on relationships with other activities providers including the Sports Union and Edinburgh Students' Charities Appeal (ESCA).
- Represents the Association at NUS events.
- Supports Activities Reps
- Represents the interests of Societies and other student groups
- Association spokesperson on the Association's commercial services, space and facilities.
- Member of, and attendee at, University committees and Association committees as per Schedule.
- Chairs Trading Committee
- Chairs Activities Executive

VICE PRESIDENT COMMUNITY



OLLIE GLICK — **HE/HIM**

- Leads on representation and liaison with the University and beyond on matters relating to students as local residents, including housing, the environment, sustainability, transport, local council and citizenship.
- Co-ordinates and leads campaigns and projects in relation to housing, environment, sustainability, transport, citizenship.
- Lead on the relationship with the University Social Responsibility and Sustainability department.
- Contributes to and inform University strategy on local community issues, and on sustainability issues.
- Lead on University Accommodation issues
- Contributes to wider University estates issues.
- Leads on relationships with the City Council, local residents and local community group including to facilitate student representation on Community Councils, Neighbourhood partnerships and other local stakeholder groups.
- Represents the Association at NUS events.
- Liaises with and represents the interests of student community and volunteering groups
- Leads on sustainability aspects of Association services.
- Association spokesperson on community issues.
- Member of, and attendee at, University committees and Association committees as per Schedule.

VICE PRESIDENT EDUCATION

BOBI ARCHER — **SHE/HER**

- Key role in supporting effective academic experience
- Leads on representation and liaison with the University, centrally and at College and School level, on matters relating to academic provision
- Co-ordinates and leads campaigns and projects in relation to all elements of the academic experience, including learning and teaching, academic facilities, quality assurance and enhancement, university academic policy and processes.
- Association spokesperson on academic and education issues.
- Leads on relationships with Academic Services, University Schools and Colleges, Institute for Academic Development
- Represents the Association at SPARQS events.
- Participates in relevant NUS events
- Supports Class and School representatives
- Lead student officer in relation to our Peer Learning provision
- Association spokesperson on academic and education issues.
- Member of, and attendee at, University committees and Association committees as per Schedule.

VICE PRESIDENT WELFARE

ESTHER DOMINY — **SHE/HER**

- Leads on representation and liaison with the University on matters relating to student wellbeing and student support provision, and on equality and diversity.
- Co-ordinates and leads campaigns and projects in relation to welfare, and equality and diversity issues, including student safety, mental and physical health and wellbeing, and inclusion.
- Leads on the relationship with student support services, including Counselling, Student Disability, Chaplaincy or others.
- Lead representative on Equality and Diversity development and initiatives within the university
- Contributes to and informs the development and implementation of relevant university strategies (e.g Mental Health Strategy, support for Disabled students)
- Leads on campus cohesion, faith groups, liaison with chaplaincy
- Represents the Association at NUS events.
- Supports Liberation officers and Section representatives
- Association spokesperson on welfare, and equality and diversity issues .
- Sabbatical Officer liaison with the Advice Place.
- Ensures accessibility to Students Association services.
- Leads on student safety issues.
- Member of, and attendee at, University committees

2017/18

LIBERATION OFFICERS

WOMEN'S OFFICER
Kathryn Pearson

DISABLED STUDENTS' OFFICER
Chloe Marvin

LGBT+ OFFICER
Delphi Macpherson

BLACK & MINORITY ETHNIC (BME) OFFICER
Diva Mukherji

SCHOOL REPRESENTATIVES

BIOMEDICAL SCIENCES
Lauren Strickland

BIOLOGICAL SCIENCES
Nicole Serzhantova

BUSINESS SCHOOL
Connor Bok

CHEMISTRY
Paul Appel

DIVINITY
Stephen Dolan

ECONOMICS
Tanya Mittal

EDINBURGH COLLEGE OF ART
Michelle Newhall Wolodarsky

ENGINEERING
Hussam Ali

GEOSCIENCES
Luke Green

HEALTH IN SOCIAL SCIENCES
Hermina Simoni

HISTORY, CLASSICS & ARCHAEOLOGY
Thomas Wrench

INFORMATICS
Elena Lapinskaite

LAW
Katharine Liu

LITERATURES, LANGUAGES & CULTURES
Georgina Harris

MATHEMATICS
May Underhill-Proulx

MEDICAL SCHOOL
Sidhant Seth

PHILOSOPHY, PSYCHOLOGY & LANGUAGE SCIENCES
Jo-Anna Hagen

PHYSICS AND ASTRONOMY
Cameron Perumal

SOCIAL & POLITICAL SCIENCE
Camilla Hallman

VETERINARY STUDIES
Mary Hall

EDUCATION
Vacant

SECTION REPRESENTATIVES

INTERNATIONAL STUDENTS' REPRESENTATIVE
Yohanna Fung

STUDENT PARENTS' REPRESENTATIVE
Lyndsay Moffat

STUDENT CARERS' REPRESENTATIVE
Carol Hayward

MATURE STUDENTS' REPRESENTATIVE
Argy Rizos

PART-TIME STUDENTS' REPRESENTATIVE
Thomas Evans

ACTIVITIES REPRESENTATIVES

ACTIVITIES REPRESENTATIVES (ACADEMIC)
Naomi Fallows

ACTIVITIES REPRESENTATIVES (ADVICE & COMMUNITY)
Rosie Hawtin

ACTIVITIES REPRESENTATIVES (CAMPAIGNING & AWARENESS)
Olly Marsters

ACTIVITIES REPRESENTATIVES (EMPLOYMENT, TRANSFERABLE SKILLS & FINANCE)
Siti Mokhsein

ACTIVITIES REPRESENTATIVES (FAITH, BELIEF & SPIRITUAL DEVELOPMENT)
John Nisbet

ACTIVITIES REPRESENTATIVES (GAMING & ROLEPLAYING)
Paul Sinclair

ACTIVITIES REPRESENTATIVES (INTERNATIONAL & MULTICULTURAL)
Yaxin Guo

ACTIVITIES REPRESENTATIVES (MEDIA & BROADCASTING)
Polly Smythe

ACTIVITIES REPRESENTATIVES (POLITICAL)
Kai Alexander Stuart

ACTIVITIES REPRESENTATIVES (VOLUNTEERING)
Lizzie Rhoades

ACTIVITIES REPRESENTATIVES (APPRECIATION)
Vacant

ACTIVITIES REPRESENTATIVES (ARTISTIC AND CREATIVE)
Vacant

ACTIVITIES REPRESENTATIVES (DANCE, MUSIC AND THEATRE)
Vacant

ACTIVITIES REPRESENTATIVES (PHYSICAL AND OUTDOORS)
Vacant

Edinburgh University **Students' Association**

THE UNIVERSITY of EDINBURGH

UNIVERSITY COURT

19 June 2017

Scottish Code of Good Higher Education Governance: Consultation Response

Description of paper

1. This paper provides an update on the draft revised Scottish Code of Good Higher Education Governance (hereafter, the 'Governance Code' or 'Code') and a proposed response to the consultation on the draft revised Code. The proposed response is included in Appendix 1 and the draft revised Code in Appendix 2.

Action requested/Recommendation

2. Court is invited to:
   i) Note the draft revised Governance Code; and,
   ii) Approve the submission of the proposed response to the consultation.

Background and context

3. A review of the governance arrangements of Scottish universities was instigated by the Scottish Government in 2011 and chaired by the Principal of Robert Gordon University, Professor Ferdinand von Prondzynski. Following the review, the Scottish Government included within the Post-16 Education (Scotland) Act 2013 a clause enabling Ministers to impose a condition that the Scottish Funding Council, when making payments to any higher education institution, requires that the institution complies with any principles of governance which constitute good practice. The Scottish Government asked the Committee of Scottish Chairs to lead a group to develop a Scottish Code of Good Higher Education Governance to meet this new requirement. The Code came into effect from 1 August 2013, with implementation undertaken during the course of the 2013-14 academic year.

4. Subsequently, the Scottish Government introduced a Higher Education Governance Bill to implement some recommendations of the von Prondzynski Review that could not be achieved by a Governance Code alone and required legislative change (e.g. creating an elected Senior Lay Member position, Trade Union nominees becoming members of governing bodies, Senates composed of a majority of elected members). While there was always an intention to review the Code after three years of operation, the Higher Education Governance (Scotland) Act 2016 provided an added impetus to review the Code to ensure that it incorporated the legislative changes and reflected the new higher education governance context in Scotland.

5. A Steering Group to take forward the review was formed and consultants from the Leadership Foundation for Higher Education were tasked to meet with representatives from institutions as part of an evidence gathering process. The Leadership Foundation consultants visited the University of Edinburgh in September 2016 and met with the:

- Principal
- Senior Vice-Principal
- University Secretary
- EUSA President

- Convener of Audit & Risk Committee Mr Alan Johnston
- Co-opted Court member Dr Robert Black
- Non-Teaching Staff Assessor Ms Angi Lamb
- Former Senate Assessor Professor Jake Ansell
- Trade Union representatives
- Head of Court Services.

6. In parallel, an open consultation was held to seek suggestions for a new Code in light of the new Governance Act. Building on the comments made at meetings with the Leadership Foundation consultants and after review by Nominations Committee, the University submitted a response, summarised as follows:

- To reflect the changed context since the passage of the Governance Act, the Code could be significantly shortened to focus on a high-level statement of governance principles that remain largely constant over time;
- The 18 main principles in the current Code would be a good basis for the new Code, with such minor amendments as are considered necessary to comply with – but not go beyond – the new Governance Act. This would enable governing bodies to decide how best to implement the principles appropriate to their diverse institutions taking account of the new legislative requirements;
- The revised Code should not increase complexity by going beyond the requirements of the Act;
- The Code should avoid prescription in specifying which Court members should fulfil governance responsibilities beyond the requirements of the Governance Act.

Discussion

Paragraphs 7 – 10 and Appendix 1 have been removed as exempt from release due to FOI.

Resource implications

11. Compliance and implementation costs are expected to be met from within existing budgets.

Risk Management

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

Equality & Diversity

13. Equality and diversity implications of compliance with the revised Code will be considered and highlighted to Court during the implementation phase as appropriate.

Next steps/implications

14. Subject to Court approval, a response will be submitted by the 21 June deadline. Following the consultation, a final draft revised Code will be submitted to the Committee of Scottish Chairs for approval and will replace the current Code. The current expectation is that institutions are expected to achieve compliance with the new Code as soon as possible but the proposed response points out that this is not possible given the Governance Act transition period.

Consultation

15. An outline response was submitted to and agreed by Nominations Committee.

Further information

16.

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7 June 2017	

Freedom of Information

17. The paper is closed – the submitted consultation response will be published separately in due course.

Scottish Code of Good HE Governance

Revised Code 2017: Consultation draft

Foreword

Higher education institutions (HEIs) form a critical part of Scotland's national fabric, with significant impact locally, nationally and internationally. They prepare the next generation of highly educated and skilled individuals, opening doors and transforming lives in the process. They address the major social and scientific issues facing the country and the wider world and play vital roles in communities and the nation's cultural life. Collectively, HEIs form one of Scotland's leading economic sectors and are key to producing sustainable, inclusive economic growth.

While they have in common the core activities of teaching, research and knowledge exchange, the missions, strategic priorities, and constitutions of HEIs are highly diverse, reflecting their status as autonomous institutions.

HEIs receive substantial amounts of funding from both public and private sources, to deliver diverse outcomes to many beneficiaries. This means that they, and those involved in their governance, are accountable to a particularly wide range of stakeholders. These include the institutions' students and staff, its alumni, employers of graduates, partners in research and development, the Scottish and UK governments (through the Scottish Funding Council and the UK Research Councils in particular), and other funders, including international partners.

The unique position and status of HEIs places special responsibilities on their governing bodies. HEIs exist to serve the common good. As autonomous organisations, they have to generate income, innovate and invest to develop and sustain excellence in all their activities. Those involved in the governance of higher education institutions therefore must balance the need for coherent strategy and sound financial management with the responsibility to bring benefit to higher education's many stakeholders and society in general. In addition, all of Scotland's HEIs have charitable status, placing on their governing bodies the legal responsibilities of trustees.

Reflecting these responsibilities and expectations, this Code underpins the sector's commitment to high standards of governance. Governing bodies have a responsibility to lead by example, guiding the development of the institution's ethics and values and demonstrating these in the governing body's own actions. This means that they must show leadership and integrity not only in the decisions they make but also in the way they conduct their business. In particular, the governing body must both lead and exemplify the institution's approach to equality and diversity and to social responsibility.

The Code applies in a complex context of other regulatory and legislative requirements with which HEIs must comply. These include not only Scottish and UK laws relating specifically to higher education, but also (among others):

- charities law and regulations overseen by the Office of the Scottish Charity Regulator (OSCR);
- the requirements of the Scottish Funding Council, including those laid down in its Financial Memorandum and Accounts Direction;
- the Statement of Recommended Practice for Further and Higher Education (SORP2015);

- relevant business law;
- equality law and associated duties;
- Freedom of Information and Data Protection legislation;
- procurement law;
- complaints handling requirements overseen by the Scottish Public Sector Ombudsman.

A part of the wider legal framework, the Scottish Funding Council requires Institutions to comply with principles of good governance as a condition of a grant of public funding. This Code sets out an appropriate set of principles for this purpose.

Balancing the diversity and autonomy of Scotland's higher education institutions with the need for a common understanding of the highest standards of governance, the Code contains both high-level principles and more detailed provisions. In such a diverse sector it is possible that certain of the principles can be met in ways that are different from those envisaged in the specifics of the Code. In particular, in the case of the Small Specialist Institutions, the Code should be applied with attention to the principles of proportionality and of relevance to the nature of the individual Institution.

Accordingly, the Code is issued on a 'comply or explain' basis. This approach is widely accepted as the most effective way of achieving good governance. Institutions must report in the corporate governance statement of their annual audited financial statements (Annual Reports) the extent of their compliance with the Code. If an institution's practices are not consistent with particular provisions of the Code, a full explanation must be published in that statement. Such exceptions should be rare and must be explained in terms of the institution's particular circumstances and operating model.

The form of this Code

This Code is organised into sections thematically. Each section starts with the high-level principles of good governance in the relevant area. Under these, more detailed provisions are provided. Sub-parts of the high-level principles are repeated in the text to indicate how the general and more detailed parts of the Code relate to one another. [Note for consultation draft: currently this repetition is shown in italic typeface. In the published version of the Code, alternative formatting may be used to convey this structural element of the Code.]

The more detailed parts of the Code specify elements of best practice which all institutions are usually expected to adopt. While the whole Code is subject to the 'comply or explain' approach, most of the requirements in it are expected of all institutions. The strength of this expectation is indicated in the modal verbs used:

- Where *must* is used, this indicates something that is considered to be essential to good higher education governance. Institutions are therefore expected to comply with any such requirement unless in truly exceptional circumstances.
- Statements that include that verb *should* also bring an expectation of compliance in most circumstances, but with a recognition that it would be reasonable and acceptable in certain cases to meet the principles of good governance in alternative ways.

This Code does not list examples of good practice, which can be expected to vary widely across such a diverse set of institutions and over time. HEIs should work together, and with stakeholder representatives, to create and maintain a public repository of examples of best practice as a live resource and so to promote continuous improvement in governance practices across the sector. Student representatives should also, in conjunction with their institutions, develop their own best

practice to help support student governing body members to meet the particular challenges of their short terms of office on governing bodies.

Definitions

Governance arrangements in HEIs reflect the uniqueness and complexity of higher education. Many of their numerous stakeholders are directly involved, enhancing governance by contributing a wide range of skills, perspectives and experience. Give the variety of participants and roles, it is helpful to define some terms in advance, to allow for a more concise Code.

Throughout this Code, the following definitions of key terms are assumed, except where an alternative definition is given explicitly:

Staff member (of the governing body)	Anyone serving on the governing body who is employed by the institution, except for those whose membership is on an *ex officio* basis (e.g. Principal or Vice Principal). At certain points in the Code, the following sub-category of 'staff member' is specified.
Elected or Union staff member	Anyone serving on the governing body in one of the capacities specified in subsections 10(1)(b-d) of the Higher Education Governance (Scotland) Act 2016. These are: 1. Elected staff members: at least two members of the governing body must be appointed "by being elected by the staff of the institution from among their own number". 2. Trade union appointees, of which at least one must be appointed by a union representing academic staff and one by a union representing a non-academic staff.
Student member	A member of the governing body who is a registered student of the Institution. This includes sabbatical officers of student associations appointed to the governing body by those associations and/or on an *ex officio* basis.
Chair	The responsibilities of the position of 'Senior Lay Member' in fulfilling the role of Chair are set out in the Higher Education Governance (Scotland) Act 2016. The specific duties of the role of Chair at many institutions extend beyond the statutory responsibilities of the Senior Lay Member.
Principal	The Head of Institution, including the position of Director of the Glasgow School of Art and the position of Principal and Vice Chancellor at other institutions.
Lay member	A member of the governing body who is neither an employee nor a student of the Institution. Where appropriate, a further distinction is

	drawn in the text of the Code between lay governing body members who are appointed by the governing body and other lay members (the latter group including the Senior Lay Member, any members appointed by alumni groups, and any representative of the local or regional authority appointed in accordance with the statutes of a particular HEI).
External lay committee member	A lay member of one of the governing body's committees who is not a member of the governing body itself. It is common practice to appoint such external members to committees in order to bring in specific expertise. Committee membership can also provide individuals with experience of HE governance without taking on the full responsibilities of governing body membership.

1. The Governing Body: Primary responsibilities

The governing body must ensure the effective management of the Institution, taking responsibility for planning the Institution's strategic direction and future development and for advancing its mission. The governing body has ultimate responsibility for all the affairs of the Institution and must ensure that there are appropriate arrangements for financial management. It must ensure that the Institution is compliant with all relevant legal and regulatory obligations and operates with high levels of social responsibility. The governing body must adopt and publish a Statement of Primary Responsibilities.

The governing body must ensure the effective management of the Institution, taking responsibility for planning its future development and for advancing its mission. The governing body has ultimate responsibility for all the affairs of the Institution.

1. The governing body must enable the Institution to achieve and develop its mission and primary objectives of learning and teaching and research.

2. The members of a governing body, collectively and individually, must act in accordance with the Nine Principles of Public Life in Scotland.[1] These principles must be the foundation for the governing body's behaviour and its decisions. They are:
    - Duty
    - Selflessness
    - Integrity
    - Objectivity
    - Accountability and Stewardship
    - Openness
    - Honesty
    - Leadership
    - Respect

3. The governing body must be involved in the development of, and take responsibility for, the Institution's strategic plan, which sets the aims and objectives of the Institution and identifies the financial, physical and staffing strategies necessary to achieve these objectives. It must also approve an annual plan that identifies those aspects of the strategic plan being implemented in the year in question. The governing body must also monitor performance against the strategy.

4. The governing body must ensure that the Institution has appropriate procedures to identify and actively manage risk. The governing body itself must be attentive to risks which could threaten the sustainability of the Institution. This includes attention to the risk of inaction in the face of threat or opportunity. The governing body is responsible for determining the nature and extent of the principal risks it is willing to take in pursuing its strategic objectives. Institutions should maintain a risk register and must provide an annual disclosure about risk management in audited financial statements.

[1] While higher education institutions are not public bodies, the Nine Principles of Public Life in Scotland, which incorporate the seven 'Nolan Principles', provide an appropriate and recognised definition of ethical and responsible behaviour for those involved in higher education governance. Suitable definitions of the Nine Principles, adapted for use in the higher education sector, are provided in an Annex to this Code.

5. The governing body must ensure that the Institution has in place appropriate arrangements for engaging with the public and the wider communities which it serves.

The governing body must ensure that Institutions have appropriate arrangements for financial management.

6. The institution's financial regulations must specify the financial responsibilities and authority of the governing body, its committees, and staff. Financial procedures should specify processes to be followed in day-to-day financial transactions. There should be clear policies on a range of systems, including (but not limited to) treasury management, investment management, risk management, debt management, and grants and contracts. These should be monitored to enable continuous improvement.

The governing body must ensure that the Institution is compliant with all relevant legal and regulatory obligations

7. Legal and regulatory obligations include compliance with all relevant laws, the governing instruments of the Institution, relevant financial standards including the Scottish Funding Council's Financial Memorandum, and any legal obligations arising in connection with the Institution's charitable status, in addition to the observance (on a comply or explain basis) of this Code.

8. The governing body must regularly review its policies relating to compliance with statutory duties.

The governing body must ensure that the Institution operates with high levels of social responsibility.

9. The governing body must ensure that the Institution's policies and actions are ethical and sustainable. It must aim to contribute to economic development while seeking to improve its environmental impact and the wellbeing of its students, workforce and the other communities with whom it interacts, whether local or more distant.

10. The governing body must aim to support the principles of fair work across the institution. This is defined in the Fair Work Framework as "work that offers effective voice, opportunity, security, fulfilment and respect; that balances the rights and responsibilities of employers and workers and that can generate benefits for individuals, organisations and society."

The governing body must adopt and publish a Statement of Primary Responsibilities.

11. The Statement of Primary Responsibilities must, as a minimum, include provisions relating to:
    - protecting the reputation and values of the institution;
    - ensuring, in conjunction with the academic board, the quality of the Institution's educational provision and that adequate provision has been made for the general welfare of students;
    - approving the mission and strategic vision of the Institution, its strategic plan, key performance indicators (KPIs) and annual budgets, ensuring that they have due regard to the interests of students and staff, and monitoring institutional performance in terms of these;
    - appointing the Secretary to the governing body and appointing the Head of the Institution (the Principal) as chief executive officer of the Institution and putting in place suitable arrangements for monitoring his/her performance;
    - ensuring the establishment and monitoring of systems of control and accountability, including financial and operational controls, risk assessment, means of evaluating the

governing body's own performance and clear procedures for handling internal grievances and "whistleblowing" complaints and for managing conflicts of interest.

12. This Statement must be included in the Institution's Annual Report. It must also be published on the Institution's website, along with a broad summary of the responsibilities that the governing body delegates to management, its committees and the academic board.

13. The governing body may delegate authority or allocate some of its work to committees, grant delegated authority to the Chair or a committee to act on its behalf, and delegate responsibility to the Principal and other officers of the Institution. Such delegations must be clearly defined in a schedule of delegation and must be formally approved by the governing body. Having delegated authority to other bodies or individuals to act on its behalf, the governing body is nevertheless still ultimately accountable and has to accept collective responsibility for the actions taken.

14. In deciding which tasks or responsibilities should be delegated to committees, the governing body must retain a formal schedule of matters reserved to it for its collective decision.[2] Such matters are likely to include final decisions on issues of institutional strategy; the review and approval of the Institution's annual budget and Annual Report; and the appointment and dismissal of the Principal and of the Secretary to the governing body.

2. The Governing Body: Membership

The governing body must have a balance of skills and experience among its members sufficient to enable it to meet its primary responsibilities and ensure stakeholder confidence. It must have a majority of lay members and should be no larger than is necessary to meet legal requirements on membership and to ensure appropriate coverage of skills and stakeholder involvement. The recruitment of members appointed by the governing body must proceed through an open and inclusive process that is based on a skills evaluation.

The governing body must have a balance of skills and experience among its members sufficient to enable it to meet its primary responsibilities and to ensure stakeholder confidence. It must have a majority of lay members and should be no larger than is necessary to meet legal requirements and ensure appropriate coverage of skills and stakeholder involvement.

15. The governing body must draw up and make public a register of the balance of skills, attributes and experience required in the membership of the governing body, which must inform the recruitment of appointed lay members of the governing body. The membership of the governing body must be regularly assessed against this skills register.
16.

17. By law, governing bodies must include at least two members "appointed by being elected by the staff of the institution from among their own number". The process or processes for appointing these members must have regard to the importance of maintaining adequate representation from both the academic and non-academic staff bodies and should build on current practice where this achieves representation from both academic and non-academic staff bodies.

[2] The governing instruments of some Institutions list key powers that the governing body may not delegate.

18. All institutions must include in their annual reports a statement on how the size and composition of the governing body contributes to maintaining a coherent and effectively functioning governing body, as well as meeting statutory requirements on membership and the need for an appropriate range of skills and experience. Any increase in the size of the governing body must be fully explained.

The recruitment of members appointed by the governing body must proceed through an open and inclusive process that is based on a skills evaluation.

19. Vacancies for appointed lay members must be advertised within and outside the institution. A job specification and a clear indication of the skills, knowledge and experience required must be included.

20. Lay members who are appointed by the governing body must be appointed for a given term, which may be renewable, subject to satisfactory performance. The renewal of any appointment must not be automatic, but should be recommended by the nominations committee or equivalent (see section 7). Service beyond three terms of three years, or two terms of four years, should be avoided (exceptions, such as retention of a particular skill or expertise, may be permitted, but must be fully explained). After this point members should normally retire and be replaced by new members. Such limits on periods of office should also be observed by those constituencies which appoint or elect members to the governing body.

21. Where an existing member of the governing body is elected to serve as Chair, he/she should automatically begin a new term of membership linked to the office. However, consideration should be given to limiting the new Chair to a single term of office where that person has already served for a substantial period on the governing body. The governing body or relevant committee should consider this point when formulating the rules for eligibility to stand for election to the Senior Lay Member position.

22. Details of the terms of appointment of a member must be set out as appropriate in that member's letter of appointment. Each Institution must publish on its website the wording of its standard letter of appointment for lay members.

3. Responsibilities of Governing Body Members

Governing body members must take collective responsibility for the governing body's decisions. All members must exercise their responsibilities in accordance with accepted standards of behaviour in public life and in the interests of the Institution as a whole, rather than as a representative of any constituency. With the exception of the Chair, Principal and, where there is one, the Rector, all governing body members assume the same responsibilities as part of the collective decision-making body. Conflicts of interest must be considered and may affect a member's ability to participate in some governing body business.

Governing body members must take collective responsibility for the governing body's decisions. All members must exercise their responsibilities in accordance with accepted standards of behaviour in public life and in the interests of the Institution as a whole, rather than as a representative of any constituency.

23. All governing body members are collectively responsible and accountable for all the governing body's decisions. Members should take an active part in all governing body business and should not confine their contributions to matters that appear relevant to their background or the particular constituency that appointed or elected them.

24. Members appointed or elected by a particular constituency must not act as if delegated by that particular constituency. No member may be bound, when speaking or voting, by mandates given to him/her by others, or drawn from an electoral platform. This requirement is not only in line with principles of good governance but also essential to members' responsibilities as charity trustees.[3]

25. Members of the governing body must also take care not to become involved in the day-to-day executive management of the Institution, excepting those who are employed by or students of the Institution, and in these cases only to the extent that they have executive responsibilities in the course of their employment or their activities as students or trade union representatives.

26. The governing body, acting as a whole, must have the power to remove any member of the governing body from office,[4] and should do so if the member materially breaches the conditions of his/her appointment, including the requirements of this Code.

With the exception of the Chair, Principal and, where there is one, the Rector, all governing body members assume the same responsibilities as part of the collective decision-making body. Conflicts of interest must be considered and may affect a member's ability to participate in some governing body business.

27. All governing body members must be considered full members of the governing body and treated as such. The roles of the Chair, Rector (where there is one) and Principal have distinctive aspects, which are prescribed in legislation, in institutional protocols and in this Code. Otherwise, there are different categories of member only in that there exist distinct routes to appointment to the governing body. Once appointed, all members assume the same responsibilities, obligations and rights and must therefore be expected and supported to participate fully in all governing body business, unless a clear conflict of interest is identified.

28. Governing body members must not be precluded from membership of any of the governing body's committees purely on the basis of the category of governing body member (in the sense of who appointed or elected that member). In some cases, there may be requirement for the majority of a committee to be lay members (for example, in the case of audit committees; see section 7), but no committee should be restricted to lay members only. A conflict of interest may prevent a governing body member from taking up membership of a particular committee. Other than this, the primary determinant of committee membership must be that its members have the ability (the required skills and the time) to contribute effectively to the committee.

[3] On this point and other aspects of the charity trustee role, see http://www.oscr.org.uk/charities/guidance/guidance-and-good-practice-for-charity-trustees

[4] The Higher Education Governance (Scotland) Act 2016 sets out conditions on the rules that Institutions may adopt in respect of removal of any governing body member, including the Chair.

29. A member of a governing body who has a financial, family or other personal interest in any matter under discussion at any meeting of the governing body or one of its committees at which he/she is present must, as soon as practicable, disclose the fact of his/her interest to the meeting and, if requested by the Chair, must withdraw from that part of the meeting. A member of the governing body is not, however, considered to have a financial interest in matters under discussion merely because he/she is a member of staff or a student of the institution. Nor does the restriction of involvement in matters of direct personal or financial interest prevent members of the governing body from remaining at a meeting which is considering, and voting, on proposals to insure the governing body against liabilities which it might incur.

The Institution must maintain and publicly disclose a current register of interests of members of the governing body.

30. The register of interests must be published on the Institution's website, suitably redacted to take account of data protection duties, and must be kept up to date. The Secretary and any other senior officer closely associated with the work of the governing body, for example the finance director, must also submit details of any interests to be included in the register.

31. The Institution must also maintain a public register of gifts and hospitality offered to governing body members (including offers that were declined and why).

4. Equality and Diversity

The governing body must provide leadership in equality and diversity across all protected characteristics. It must assume responsibility for strategy and policy on equality and diversity that applies to the whole institution, which should not only ensure compliance with all relevant legislative and regulatory requirements but also actively promote and facilitate equality and diversity goals.
In addition, the governing body must monitor its own composition and establish appropriate goals and policies regarding the balance and diversity of the members it appoints and must regularly review its performance against these goals and policies.

The governing body must provide leadership in equality and diversity across all protected characteristics. It must assume responsibility for strategy and policy on equality and diversity that applies to the whole institution, which should not only ensure compliance with all relevant legislative and regulatory requirements but also actively promote and facilitate equality and diversity goals.

32. The governing body must ensure that the institution is compliant with all relevant legislative and regulatory requirements. These include (but are not limited to) the requirements of the Equality Act (2010), the Public Sector Equality Duties (Scotland) and the SFC's Gender Action Plan.

33. The governing body must approve the institution's equality and diversity policy and receive an equality monitoring report at least annually. This report should include clear goals in relation to specified characteristics and actions taken to towards achieving these goals. Institutions must work to eliminate unlawful discrimination, promote and facilitate equality and foster good relations across all protected characteristics. The governing body must satisfy itself that relevant policies have been implemented throughout the institution.

34. The KPIs by which the governing body monitors overall institutional performance must include indicators of progress on equality and diversity, including aspects of recruitment, progression and remuneration.

35. The governing body's equality and diversity responsibilities must be included in the induction of new members. The need for additional training in matters of equality and diversity should be assessed as part of regular reviews of the development needs of governing body members (see section 5).

The governing body must monitor its own composition and establish appropriate goals and policies regarding the balance and diversity of the members it appoints and must regularly review its performance against these goals and policies.

36. Having due regard to applicable law and the need for appropriate skills and experience, the governing body must establish appropriate goals and policies on equality and diversity with respect to the members it appoints.[5] The governing body, through its nominations committee or equivalent, should aim to open opportunity of membership to the widest possible range of well qualified potential members and to remove any unnecessary barriers to membership.

37. When setting goals relating to gender equality, governing bodies must take into account the commitment made in 2015 by the Chairs of all governing bodies of Scottish higher education institutions to aim to achieve and maintain a gender balance across governing body members who are appointed by the governing body, such that a minimum of 40 per cent would be female and a minimum of 40 per cent male

38. Notwithstanding the importance of gender balance, the relevant goals and policies must also deal with equality and diversity with respect to other characteristics.

39. Equality and diversity across the entire governing body should also be taken into account. The governing body should monitor this. External organisations or electorates that appoint or elect governing body members should be made aware of any significant imbalances and should consider how they can contribute to increasing the diversity of the governing body where appropriate.

40. An annual report must be presented to the governing body on progress made towards achieving its equality and diversity goals regarding its own composition.

5. Effectiveness

New members must receive a full induction on joining the governing body. Opportunities for further development for all members should be provided regularly, in accordance with their individual needs and responsibilities. The proceedings of the governing body must be conducted in a timely and appropriately transparent manner. Key officers of the executive should attend meetings to support effective decision-making, but must not unduly influence the business of the governing body. The governing body must review its effectiveness regularly. The results of effectiveness reviews and associated actions must be reported upon publicly. In addition, the

[5] The Equality Challenge Unit offers a range of useful resources including key guidance for governance at: http://www.ecu.ac.uk/publications/governing-bodies-equality-and-diversity.

governing body must ensure that it has discharged its responsibilities through its annual review of the Institution's overall performance which forms the core of the Annual Report.

New members must receive a full induction on joining the governing body. Opportunities for further development for all members should be provided regularly, in accordance with their individual needs and responsibilities.

41. Governing bodies must provide all those responsible for making appointments or overseeing elections to the governing body with a clear description of the responsibilities of and expectations placed upon governing body members. This must also be published in a form that is accessible to potential electors of governing body members.

42. On taking up office, all new members must receive the Institution's standard letter of appointment and must be briefed on the terms of their appointment and be made aware of the responsibilities placed on them for the proper governance of the Institution. Each new member should have a programme of induction covering both general aspects of the role and specific issues facing the particular institution, including its current strategy and performance.

43. Special attention should be paid to induction for student members and any others who may lack experience of comparable roles. Governing bodies should work with student organisations to mitigate any challenges caused by the usually short tenure of student governing body members (who are usually office-bearers of the student association with a one-year term). As part of this, particular care should be given to ensuring that their induction is comprehensive and, as far as possible, completed before they take on any governance responsibilities.

44. Induction should cover conflicts of interest, questioning skills, relevant financial knowledge and skills, and the nature of higher education institutions, except where the governing body member has sufficient relevant experience to render some part of this unnecessary.

45. Members' individual contributions should be reviewed at least once each year, and must be reviewed at least every two years, through a standardised process with the active involvement of the member concerned. Opportunities for relevant personal development should be identified. The timing of this review process should be carefully considered for student members in particular, in order to maximise its usefulness during their limited terms of office. These need not all be carried out by the Chair, though the Chair retains ultimate responsibility for the effectiveness of the governing body (see section 6).

The proceedings of the governing body must be conducted in a timely and appropriately transparent manner.

46. The governing body must meet at least four times a year. Members should attend all meetings where possible. Details of the number of meetings of the governing body and its main committees, and rates of attendance of members, should be reported publicly.

47. In addition to normal meetings of Court, an annual stakeholder meeting must be held in public at which the Principal and the governing body must give a public account of the institution's performance and should be available to answer questions. This event may or may not also include regular governing body business.

48. The governing body must draw up standing orders to regulate the conduct of its business. To function efficiently, the governing body must have rules for the conduct of its meetings. Issues for which rules are required include, but are not restricted to:
    - procedures for voting, rescinding decisions, calling extraordinary meetings, and declaring business reserved;
    - requirements for a quorum; and
    - frequency of meetings.

49. On rare occasions, certain items may, for reasons of confidentiality, not be open to discussion by the whole governing body. Such business must be kept to a minimum because of the general need for transparency and openness, but would normally include matters relating to an individual member of the Institution or commercially sensitive material.

50. The agenda and supporting papers must be circulated in advance and the decisions minuted. The agenda and minutes of governing body meetings must be published in a timely manner on the Institution's website. Standing orders must specify the kinds of matter that may not be recorded in the minutes for reasons of confidentiality. The papers considered at meetings should be made available on the institution's website or intranet, unless this would breach confidentiality or would not be in the interests of the Institution. The Institution's Annual Report must also be published on the Institution's website.

51. Institutions must make available on their website a list of all members of the governing body, along with a brief biography of each member, the Secretary's email address, which may be used to contact members of the governing body, and the membership and terms of reference of key committees, including the audit, remuneration and nominations committees (or equivalents).

Key officers of the executive should attend meetings to support effective decision-making, but must not unduly influence the business of the governing body or its committees.

52. Decisions of the governing body must be made only by its members, acting collectively. Officers of the executive who are not members of the governing body should provide information and advice when called upon (allowing that the Secretary may need to take a more active role in order to fulfil his or her responsibilities; see Section 6). At governing body meetings, the number of executive officers present should not exceed the number of lay members present. Any member of the governing body must be able to raise issues relating to Institutional management, notwithstanding the presence of senior officers. In order to ensure this, the Chair should be aware of any connections between, or other relevant issues concerning, governing body members and members of the senior executive.

53. The Chair must ensure that the distinct roles for senior executives and members of the governing body are maintained and respected. The Chair and the Principal should discuss and reach a clear understanding of the extent and nature of senior executives' involvement in meetings, including which parts of the meeting each individual should attend. Ultimately the Chair is responsible for the conduct and effectiveness of governing body business.

The governing body must review its effectiveness regularly. The results of effectiveness reviews and associated actions must be reported upon publicly.

54. The governing body must review its own effectiveness each year and must undertake an externally facilitated evaluation of its own effectiveness and that of its committees, including size and composition of membership, at least every five years. The academic board (also known as Senate, Senatus Academicus or academic council), must also conduct effectiveness reviews in the same way. These reviews must be reported upon appropriately within the Institution and outside. Externally facilitated reviews should be held following any period of exceptional change or upheaval (allowing suitable time to see the effects of changes made), the usual timetable for externally facilitated review being brought forward if necessary in these circumstances.

55. Given the short terms of office served by student members, externally facilitated effectiveness reviews should, where possible, take evidence from recent student members as well as those currently serving on the governing body.

In addition, the governing body must ensure that it has discharged its responsibilities through its annual review of the Institution's overall performance which forms the core of the Annual Report.

56. The governing body must reflect annually on the performance of the Institution as a whole in relation to its strategic plan, with reference to agreed KPIs. Where possible, the governing body should benchmark institutional performance against equivalent metrics of other comparable institutions.

57. The results of effectiveness reviews, as well as of the Institution's annual performance against KPIs and its progress towards meeting its strategic objectives, must be published widely, including on the Institution's website and in its Annual Report.

6. Key roles

The Chair is responsible for the leadership of the governing body, and is ultimately responsible for its effectiveness. The Chair must act so as to maintain the confidence of the governing body and ensure the Institution is well connected with its stakeholders, including staff and students.
The four Ancient universities must have a protocol to define the division of responsibilities between the Rector and the Chair.
The Principal must be accountable to the governing body. The governing body must make clear, and regularly review, the authority delegated to the Principal as chief executive, having regard also to that conferred directly by the instruments of governance of the Institution.
The Secretary to the governing body must ensure compliance with all procedures and must ensure that the governing body is appropriately supported such that it is able to discharge its duties. All members must have access to the advice and services of the Secretary to the governing body, and the appointment and removal of the Secretary shall be a decision of the governing body as a whole.

The Chair is responsible for the leadership of the governing body, and is ultimately responsible for its effectiveness. The Chair must act so as to maintain the confidence of the governing body and ensure the Institution is well connected with its stakeholders, including staff and students.

58. The Higher Education (Scotland) Act (2016) specifies the responsibilities of what it terms the 'Senior Lay Member' in fulfilling the role of Chair. This position may bear different names at different institutions. The Act stipulates that the holder of this post is responsible for the leadership and effectiveness of the governing body and for maintaining an appropriate balance of authority between the governing body and the Principal. The specific duties of the role of 'Chair of the governing body' at many institutions extend beyond the statutory responsibilities of the Senior Lay Member and the full role of Chair is one which may be associated with more than one individual under the legislation that covers different parts of the higher education sector. In particular, the Rector at the Ancient universities may carry out certain elements of the Chair role. References to the Chair in this Code therefore refer to the Senior Lay Member or the individual who bears the relevant responsibility according to legislation and/or institutional arrangements.

59. Having responsibility for leadership of the governing body and as chair of its meetings, the Chair must promote its wellbeing and efficient operation, ensuring that its members work together effectively and have confidence in the procedures laid down for the conduct of business. Like all other members, the Chair must contribute to collective decision-making and must act only in the interests of the Institution, not on behalf on any electoral constituency or interest group.

60. The Chair may delegate duties to other members of the governing body, but must do so with the consent of the governing body and with due regard to the Chair's statutory responsibilities. Any such delegation must be clearly recorded.

61. As part of responsibility for the governing body's overall effectiveness, the Chair should ensure that student members are given the necessary support to participate effectively, bearing in mind their short terms of office.

62. Through leadership of the governing body, the Chair plays a key role in the business of the Institution, but must not be drawn into the day-to-day executive management. The Chair must strive to maintain a constructive and challenging working relationship with the Principal and, by extension, between the governing body and the Principal. These relationships should be mutually supportive, but must also incorporate the checks and balances imposed by the different roles each has within an Institution's constitution.

63. The governing body may grant delegated authority to the Chair to act on its behalf between meetings. Alternatively, other arrangements may be made for action between meetings, such as the use of an Exceptions Committee or equivalent and/or protocols around decision-making by correspondence. Policy on this matter should be clearly defined in the governing body's standing orders. The Chair is answerable to the governing body for any action taken on its behalf. Where chair's action is taken, a report must be made to the next meeting of the governing body.

64. The governing body must appoint one of its lay members to serve as an intermediary for other members who might wish to raise concerns about the conduct of the governing body or the Chair. Led by this lay member, the members of the governing body must meet without the Chair present at least annually to appraise the Chair's performance. Prior to this, the member with the intermediary role must offer all governing body members the opportunity to provide such feedback individually and in private. Like other members, the Chair must be assisted to identify

professional development needs in relation to his/her governance responsibilities and seek opportunities to addresses them.

65. The Higher Education Governance (Scotland) Act 2016 sets out the process by which a Senior Lay Member must be appointed, via election. The criteria for eligibility to stand for election to this position must be published in advance of the commencement of any recruitment process. Each Institution must establish rules and procedures for this election that comply with the requirements of the Higher Education Governance (Scotland) Act (2016). Under the terms of this Act, the governing body is required to delegate to a committee the responsibility of ensuring the efficiency and fairness of the process for filling the position. The process of formulating these rules and procedures must involve consultation with relevant stakeholders and the rules and procedures, along with the membership of the relevant committee, must be published on the Institution's website.

66. The Higher Education Governance (Scotland) Act 2016 provides, optionally, for the remuneration of the Chair. Governing bodies should consider whether offering remuneration (at a given level) when advertising a vacancy for a Chair might affect positively or negatively the field of applicants, including in terms of the equality and diversity, or the culture and cohesion of the governing body.

The four Ancient universities must have a protocol to define the division of responsibilities between the Rector and the Chair.

67. A distinction needs to be drawn in the four Ancient universities (the Universities of Aberdeen, Edinburgh, Glasgow and St. Andrews) between the role of the Chair and the specific role of the Rector in 'presiding' at governing body (Court) meetings. The exact interpretation of the Rector's role with respect to the governing body is a matter for agreement by the governing body of the individual institution concerned. Each governing body must set that agreement out clearly in a protocol, the content of which must be published and made clear to candidates for the posts of Rector and Senior Lay Member and reflected in the job descriptions for these posts.[6]

The Principal must be accountable to the governing body. The governing body must make clear, and regularly review, the authority delegated to the Principal as chief executive, having regard also to that conferred directly by the instruments of governance of the Institution.

68. Throughout this Code, the term Principal is used to designate the Head of Institution (including the position of Director of the Glasgow School of Art and the position of Principal and Vice Chancellor at other institutions). The Principal is responsible for management of the Institution and for providing the governing body with advice on its strategic direction.

69. The Principal is the designated officer in respect of the use of Scottish Funding Council funds and compliance with that Funding Council's Financial Memorandum. He/she must alert the governing body if any actions or policy under consideration would be incompatible with the

[6] Note that this section does not apply to the Rector at the University of Dundee or the University of the Highlands and Islands (UHI). At the University of Dundee, the Rector is elected by the student body and is an *ex officio* member of the governing body, but does not automatically preside at its meetings. UHI's Rector also has *ex officio* ordinary membership of the governing body. This is a quite distinct position from that of Rector at the Ancient universities: UHI's Rector is elected by and chairs the UHI Foundation.

terms of the Financial Memorandum. If the governing body nevertheless decides to proceed, then the Principal has a duty to inform either the Chief Executive of the Scottish Funding Council, or other appropriate officer.

70. The Principal must ensure that the decisions of the governing body are implemented appropriately.

71. When formulating proposals concerning the Institution's future development, the Principal must initiate appropriate discussion and consultation and ensure that such proposals are presented to the governing body. The Principal must ensure that key stakeholders' representative bodies, including recognised trade unions and student associations, are kept informed about and regularly consulted on the on-going development of the Institution and any significant proposals regarding relevant institutional policies.

72. The governing body must ensure that the appointment process for the Principal enables student, staff and trade union input to be taken into account, taking into consideration the academic and non-academic aspects of the Principal's role. The majority of the membership of the selection committee for the appointment of the Principal must be lay members. It must also include at least one Elected or Union staff member, at least one student member of the governing body and adequate representation from the academic community.

73. Assessment of the performance of the Principal, normally led by the Chair, must take place on an annual basis. Views must be sought from staff, trade union, student and lay members of the governing body.

The Secretary to the governing body must ensure compliance with all procedures and must ensure that the governing body is appropriately supported such that it is able to discharge its duties. All members must have access to the advice and services of the Secretary to the governing body, and the appointment and removal of the Secretary shall be a decision of the governing body as a whole.

74. The Secretary to the governing body must be appointed to that post by the governing body and, in carrying out his/her role as Secretary to the governing body, must be solely responsible to the governing body. When dealing with governing body business, the Secretary must act on the instructions of the governing body itself. Only the governing body, as a whole, is empowered to remove the Secretary from these duties.

75. The Secretary must have a direct reporting link to the Chair of the governing body for the conduct of governing body business (i.e. agendas, papers, minutes etc.) and must be available and accessible to all members of the governing body. All members of the governing body should be proactive in seeking advice from the Secretary when it is required.

76. The Secretary must draw to the attention of the governing body any conflict of interest, actual or potential, between the Secretary's administrative or managerial responsibilities within the Institution and his/her responsibilities as a Secretary to the governing body. If the governing body believes that it has identified such a conflict of interest itself, the Chair should seek advice from the Principal, but must offer the Secretary an opportunity to respond.

77. The Secretary must ensure that papers are supplied to members in a timely manner and contain such information, in such form and of such quality, as is appropriate to enable the governing body to discharge its duties efficiently and effectively.

78. The Secretary should be solely responsible for commissioning legal advice for the governing body, and advising it on all matters of procedure. The Chair and members of the governing body should look to the Secretary for guidance about their responsibilities under the charter, statutes, articles, ordinances and regulations to which they are subject, including legislation, this Code and the requirements of the Scottish Funding Council, and on how these responsibilities should be discharged. It is the responsibility of the Secretary to alert the governing body if he/she believes that any proposed action would exceed the governing body's powers or be contrary to legislation, this Code or to the Scottish Funding Council's Financial Memorandum (notwithstanding the Principal's responsibility as accountable officer in the latter case).

79. The Secretary must advise the Chair in respect of any matters where conflict, potential or real, may occur between the governing body and the Principal. The Secretary should also keep the Principal fully informed on any matter relating to governing body business (other than in relation to the Principal's own performance and reward).

80. The governing body must safeguard the Secretary's ability to carry out these responsibilities.

7. Committees and Academic Board

At a minimum, the governing body's committees must include a nominations committee, an audit committee, and a remuneration committee, or equivalents. All committees must be provided with a clear remit and written terms of reference.
The governing body must establish a nominations committee with a suitably inclusive membership to oversee the appointment of new members to the governing body.
A suitably qualified audit committee must be appointed.
The governing body must establish a remuneration committee to determine and review the salaries, benefits and terms and conditions (and, where appropriate, severance payments) of the Principal and such other members of staff as the governing body deems appropriate. The policies and processes used by the remuneration committee shall be determined by the governing body, and the committee's reports to the governing body shall provide sufficient detail to enable the governing body to satisfy itself that the decisions made have been compliant with its policies.
The governing body must ensure the effectiveness of the Institution's academic board, including its responsibility to uphold academic freedom.

At a minimum, the governing body's committees must include an audit committee, a remuneration committee and nominations committee, or equivalents. All committees must be provided with a clear remit and written terms of reference.

81. Committee remits and terms of reference must state the extent and limits of the committee's responsibilities and authority and must be published on the Institution's website. Committees must not exceed their terms of reference and should be so advised by the Secretary to the governing body. Committees must distinguish between issues on which they are empowered to take decisions, and issues that they must refer to the governing body for decision. Where a committee is acting under delegated powers it should submit regular written reports to the governing body on decisions that it has taken on the governing body's behalf.

The governing body must establish a nominations committee with a suitably inclusive membership to oversee the appointment of new members to the governing body.

82. The membership of the nominations committee should have a lay member majority. The membership should include the Chair (who should normally chair the committee, except where the committee is managing the appointment of the Chair's successor), the Principal, at least one Elected or Union staff member and a student member of the governing body.

83. The nominations committee must keep a skills register against which to consider the field of candidates and must also consider whether candidates share the values of the Institution and whether they will add to the overall success and health of the Institution. The nominations committee must also give due consideration to issues of equality and diversity, in line with Principle 3, and to the appropriate inclusion in the governing body of relevant stakeholder groups.

A suitably qualified audit committee must be appointed.

84. The governing body must appoint an audit committee and set up internal and external audit arrangements in accordance with the appropriate Audit Code and the Scottish Funding Council's requirements. The audit committee should be a small, authoritative body which has the necessary financial expertise and the time to examine the Institution's financial and risk management control and governance under delegation from the governing body. The committee must produce an annual report for the governing body, including its opinion on the adequacy and effectiveness of governance arrangements (not confined to financial arrangements), financial control and arrangements for promoting economy, efficiency and effectiveness.

85. The governing body should also receive reports on the Institution's risk management arrangements. These may be the responsibility of the Audit Committee or of a separate Risk Committee (or equivalent).

The governing body must establish a remuneration committee to determine and review the salaries, benefits and terms and conditions (and, where appropriate, severance payments) of the Principal and such other members of staff as the governing body deems appropriate. The policies and processes used by the remuneration committee shall be determined by the governing body, and the committee's reports to the governing body shall provide sufficient detail to enable the governing body to satisfy itself that the decisions made have been compliant with its policies.

86. Membership of the remuneration committee should have a majority of lay members. A majority of these lay members must be members of the governing body (others may be external lay committee members). The membership should include the Chair of the governing body. The committee chair should be a lay member of the governing body and should not be the Chair of the governing body. The Principal must be consulted on remuneration relating to other senior post-holders and should attend meetings of the committee, except when the committee discusses matters relating to his/her own remuneration.

87. The policies and processes used by the remuneration committee in reaching decisions on individuals must be discussed by the whole governing body and be approved by that body. The remuneration committee's reports to the governing body must provide sufficient detail of the broad criteria and policies against which decisions have been made.

88. In addition, the remuneration committee must seek the views of the students and staff of the institution, including through recognised trade unions, in relation to the remuneration package of the Principal and the senior executive team. This requirement may be implemented in part through relevant members of the governing body serving as members of the remuneration committee or attending its meetings, or may be achieved through separate consultation with representatives of the student and staff communities. The relevant process should form part of the policies and processes approved by the whole governing body, as outlined above.

89. In discussing these issues, and if considering severance arrangements for senior staff, the remuneration committee must represent the public interest and avoid any inappropriate use of public funds. The remuneration committee must seek and make use of sufficient relevant information to reach well informed evidence-based decisions. This should include relevant comparative information on salaries and other benefits and conditions of service in the Higher Education sector, national pay awards and rates of pay used throughout the institution, and assessments of relevant individuals' performance. The remuneration committee should oversee contracts of employment for senior staff and should ensure that these do not specify periods of notice of more than 12 months and do not require the payment of pension enhancements.

90. The remuneration committee must identify those posts in the senior team which are regarded as forming the senior executive team, and it must publish the salaries of this group of staff by salary band.

The governing body must ensure the effectiveness of the Institution's academic board, including its responsibility to uphold academic freedom.

91. The governing body must ensure that the academic board (also known as Senate, Senatus Academicus or academic council) is appropriately constituted according to relevant legislation and the Institution's statutory instruments and must receive and consider the academic board's reviews of its own effectiveness (see Section 5).

92. The Institution must have appropriate measures in place to ensure a high level of mutual understanding between the governing body and the academic board.

93. As part of its role in relation to the academic board, the governing body must ensure that academic freedom is upheld, in line with relevant legislation.

Annex: The Nine Principles of Public Life in Scotland defined for the higher education sector

While higher education institutions are not public bodies, the Nine Principles of Public Life in Scotland provide an appropriate and recognised definition of ethical and responsible behaviour for those involved in higher education governance. The Nine Principles, which incorporate the Nolan Principles for public life in the UK, are defined for members of public bodies in the Scottish Government's Model Code of Conduct for Members of Devolved Public Bodies.[7] This annex provides versions of these definitions which are adapted for higher education institutions, as autonomous institutions with multiple funders and stakeholders.

Duty
You have a duty to uphold the law and act in accordance with the law and the trust placed in you. You have a duty to act in the interests of the body of which you are a member and in accordance with the core functions and duties of that body.

Selflessness
You have a duty to take decisions solely in terms of interest of the institution. You must not act in order to gain financial or other material benefit for yourself, family or friends.

Integrity
You must not place yourself under any financial, or other, obligation to any individual or organisation that might reasonably be thought to influence you in the performance of your duties.

Objectivity
You must make decisions solely on merit and in a way that is consistent with the functions of the institution when carrying out business including making appointments, awarding contracts or recommending individuals for rewards and benefits.

Accountability and Stewardship
You are accountable for your decisions and actions to the public and the institution's stakeholders. You have a duty to consider issues on their merits, taking account of the views of others and must ensure that the institution uses its resources prudently and in accordance with the law.

Openness
You have a duty to be as open as possible about your decisions and actions, giving reasons for your decisions and restricting information only when other duties clearly demand, such as the duty to protect personal or commercially sensitive information or to defend the wider public interest.

Honesty
You have a duty to act honestly. You must declare any private interests relating to your duties and take steps to resolve any conflicts arising in a way that protects the interests of the institution, the public and other stakeholders.

[7] http://www.gov.scot/Resource/0044/00442087.pdf

Leadership

You have a duty to promote and support these principles by leadership and example, and to maintain and strengthen trust and confidence in the integrity of the institution.

Respect

You must respect fellow members of your governing body and employees of the institution and the role they play, treating them with courtesy at all times. Similarly you must respect members of the public when performing duties as a member of the governing body.

THE UNIVERSITY of EDINBURGH

J

UNIVERSITY COURT

19 June 2017

Review of the University of Edinburgh Development Trust

Description of paper

1. This paper summarises the conclusions of a review conducted to determine the most appropriate model for the encouragement, management and governance of philanthropic donations to the University.

Action requested/Recommendation

2. Court is invited to accept the recommendations of the review.

3. It is recommended that from a future date (to be agreed), new philanthropic donations be made directly to the University; that the Development Trust is retained, primarily to receive legacy pledges, and is streamlined; and that Court accepts an oversight function in relation to the University's philanthropic and alumni relations activity.

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

Risk Management

14. The implementation plan will consider any risks and identify actions to mitigate and manage those risks.

Equality & Diversity

15. It is considered that the proposals do not impact on equality and diversity.

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

Consultation

17. Consultation has taken place with the Trustees of the Development Trust, with the recommendations of the working group agreed at a Trustee meeting held on 23 May 2017.

Further information

18. <u>*Author*</u>
Grant Spence, Director of Services
Development & Alumni
30 May 2017

<u>*Presenter*</u>
Sarah Smith, University Secretary

Freedom of Information

19. Closed paper.

THE UNIVERSITY of EDINBURGH

K

UNIVERSITY COURT

19 June 2017

Implementing the Prevent Duty: Update

Description of paper

1. This short report updates Court on the implementation of the Prevent duty at the University from July 2016 to June 2017.

Action requested/Recommendation

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

Background and context

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

Discussion

4. The University's approach to implementing the Prevent duty is set out in Appendix 1. Court should note that there have been no significant alterations to this approach since 2015/16.

Paragraphs 5 - 6 have been removed as exempt from release due to FOI.

Resource implications

7. No resource implications other than staff time involved in implementing the policy and process changes.

Risk Management

8. The University is required to comply with the relevant legislation whilst ensuring that other statutory duties such as freedom of expression, academic freedom and equality duties are also upheld.

Equality & Diversity

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

Next steps & Communication

Paragraph 10 has been removed as exempt from release due to FOI.

Consultation

11. This paper was noted at Central Management Group on 30 May 2017.

Further information

12. *Author & Presenter*
    Gavin Douglas
    Deputy Secretary, Student Experience
    May 2017

Freedom of Information

13. This paper is closed.

THE UNIVERSITY of EDINBURGH

UNIVERSITY COURT

19 June 2017

Education Act 1994

Description of paper

1. This paper introduces the Certificate of Assurance supplied by the Edinburgh University Students' Association to demonstrate University compliance with the requirements of The Education Act 1994 (the Act).

Action requested/Recommendation

2. Court is invited to note the Certificate of Assurance (Appendix 1), and be assured of current compliance.

Background and context

3. Section 22 of the Education Act (1994) requires that the Governing Body of every establishment shall take such steps as are reasonably practicable to secure that any students' union operates in a fair and democratic manner and is accountable for its finances. Governing Bodies are also required to ensure that there is adequate publicity for the requirements of the Act, through the issuing of a Code of Practice which sets out how arrangements are made to both secure its observance, and through the provision of information to intending and matriculated students about the right to opt out of student membership.

4. A full review of compliance with the Act was completed in 2014/15 and an updated Code of Practice was approved by Court in June 2016.

Discussion

5. There are some changes to the certificate this year due to the review of the Students' Association governance, relevant aspects of which were agreed by Court in September 2016. However no significant matters have arisen which require to be specifically raised, and Court can be assured of current compliance with the Act.

Resource implications

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

Risk Management

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

Equality & Diversity

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

Next steps/implications

9. The completion of the Certificate of Assurance at the end of each academic year will be supported by a review of actions/processes in place to fulfil the key

requirements of the Act. This will be updated by the Students' Association and presented at the last meeting of Court in each academic year.

Consultation

10. This paper has been reviewed by Students' Association colleagues and the Deputy Secretary, Student Experience. This paper was noted at Central Management Group on 30 May 2017.

Further information

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

12. *Author*
Stephen Hubbard
CEO, Edinburgh University Students' Association

Gavin Douglas
Deputy Secretary, Student Experience
June 2017

Presenter
Gavin Douglas
Deputy Secretary, Student Experience

Freedom of Information

13. This paper is open.

Appendix 1 – Certificate of Assurance: Compliance with Education Act 1994 in relation to the Students' Association

	1994 Requirements	Section of Act	Status	Supporting Commentary	Guidance /Notes
Constitutional issues					
1.	The student association should have a written constitution; subject to approval by the governing body and to review by that body at intervals of no less than five years	22 (2) (a) (b)	Compliant	• A written Constitution is in place in the form of the Articles of Association and Regulations. • These were reviewed in 2016 and various amendments were agreed by University Court. • The next formal review is therefore due in September 2021, and this is diarised by the Students' Association.	*In agreeing the amendments in September 2016 University Court requested some elements be reviewed after 12 Months of operation. This review will be presented to the September 2017 meeting of University Court.*
2.	A student should have the right not to be a member of the student association/representative body and not to be disadvantaged, with regard to the provision of services or otherwise, by reason of their doing so.	22 (2) (c)	Compliant	• This provision is included and the process is codified in the Students' Association regulations. Students are not disadvantaged if they choose not to be a member of the Students' Association as they are allowed access to all services. • Those opting out cannot take part in democratic processes.	*The opt-out process will be published in the Code of Practice.*
Elections and Appointments					
3.	Appointment to major association offices should be by election in a secret ballot in which all members are entitled to vote.	22 (2) (d) (e)	Compliant	• Major association offices are defined as the five Students' Association sabbatical positions (President, Vice President Education, Vice President Activities and Services, Vice President Community, Vice President Welfare). • The Students' Association election	

				regulations and the Reporting Officer report are submitted to University Secretary. • Complaint process regarding election process is clearly defined by the Students' Association and agreed by Elections Subcommittee of the Trustee Board. • The Students' Association election processes include provision that the University Secretary can nominate a member of UoE staff to oversee any aspect of the election process.	
4.	A person should not hold sabbatical student association office or paid elected student association office for more than two years in total at the establishment.	22 (2) (f)	Compliant	• Sabbatical Regulation confirms current status as a person can only hold sabbatical office for one term.	*The recent review proposed, and referendum of students agreed, that two terms of one year should be allowed. This element is part of an implementation process. The one year regulation remains in place in the meantime.*
Financial Management					
5.	The financial affairs of the student association are properly conducted.	22 (2) (g)	Compliant	• The Students' Association share several documents with UoE Director of Finance and University Secretary, including annual report of external auditors and statutory accounts • Annual budget is submitted to UoE Director of Finance for information • SA and UoE Forum reviews finances quarterly • Students Association share management accounting information monthly with Deputy Director of Finance. • UoE Deputy Director of Finance	*The annual budget is presented to Policy & Resources Committee for ratification each year.*

				currently sits on the Students' Association Finance Audit and Risk Sub Committee.	
6.	The financial reports of the student association are published annually and made available to the governing body and to all students.	22 (2) (h)	Compliant	• Statutory accounts and annual report are published on the Students' Association website and available on request to any member. • The annual budget is published on the Students Association website.	*Budget to be published from June 2017*
7.	The allocation of resources to clubs or groups is fair.	22 (2) (i)	Compliant	• Budgets are set by the Trustees and allocations are delegated to appropriate student groups such as Students' Council and Societies Committee. • The process for allocation is published on the Students Association website. • It is agreed (as a process) by the Trustee Board via the Finance Audit and Risk Sub Committee.	
External Affiliations					
8.	Affiliations are transparent to the governing body and to all students.	22 (2) (j) (k) (l)	Compliant	• Affiliations are included in annual report. • Donations are included in the annual report • Ongoing affiliations are subject to annual review by all students at Students' Council and the Students' Association Trustee Board. • Affiliations can be challenged by a	*Stop Climate Chaos* Students voted to continue this affiliation in March 2017. *National Campaign Against Fees and Cuts.* Students voted to continue this affiliation in March 2017. *Votes at 16 Coalition:* students voted to continue this affiliation in March 2017.

				referendum under the terms of the regulations, which is compliant with the requirements of the act for such a challenge.	*Right to Education Campaign:* Students voted to continue with affiliation in March 2017. *Friends of Bizet University:* Students voted to continue with affiliation in March 2017. *National Union of Students* Students voted to continue with affiliation in March 2017.
Complaints Procedure					
9.	There is a prompt and fair complaints procedure offering effective remedy.	22 (2) (m) (n)	Compliant	• Complaint procedure is in place and is published on the Students Association website • Complaint procedure allows for a final appeal to an independent person nominated by the University Secretary.	
Code of Practice					
10.	The Governing Body shall prepare and issue, and when necessary revise, a code of practice as to the manner in which the requirements are to be carried out.	22 (3) (4) (5)	Compliant	• The approved Code of Practice is published on both the University and the Students' Association websites. • The Students' Association has a statement relating to restrictions on activities imposed by charity law. This is published on the Students Association website	*Publication of the Code on EUSA and University websites will ensure compliance with the requirement to bring to the attention of all students at least once a year the code of practice, any restrictions imposed on the activities of the union by the law relating to charities and the right of a student not to be a member of the union.*

APPENDIX 2

Code of Practice relating to the Edinburgh University Students' Association

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

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

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

Constitution

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

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

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

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

Membership

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

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

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

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

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

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

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

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

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

Elections

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

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

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

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

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

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

Finance

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

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

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

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

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

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

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

Affiliations and Donations

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

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

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

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

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

Complaints Procedure

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

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

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

Charity Law

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

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

Code of Practice

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

Information for prospective students

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

THE UNIVERSITY of EDINBURGH

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UNIVERSITY COURT

19 June 2017

Horizon 2020 COFUND application

Description of paper

1. This paper describes the benefits and the financial costs to the University of a European Union Horizon 2020 application under the "COFUND" scheme. If funded, the European Union grant will (part) fund a cohort of 25 international postdoctoral fellows. However, under the terms of the scheme, a substantial financial contribution is also required from the University.

Action requested/Recommendation

Paragraphs 2 - 17 have been removed as exempt from release due to FOI.

Equality & Diversity

17. A key success metric from the European Union is that the project maximises equality, including gender equality. We will build on experience gained during the Chancellor's Fellowship scheme to monitor diversity at all stages of application and appointment, aiming to ensure good representation of all genders and ethnic groups.

Next steps/implications

18. A draft COFUND application is in preparation, and will be submitted by the deadline of 28 September 2017 if agreed by Court.

Consultation

19. The concept of a grant submission to the COFUND scheme was discussed at Principal's Strategy Group in August 2016 and the September 2016 Court meeting. There was enthusiasm for the idea.

Further information

20. *Authors*
Dr Charlotte Brady
Project and Policy Officer
Professor Jane Norman
Vice Principal, People and Culture
19 June

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

Freedom of Information

21. This paper is commercially sensitive and therefore closed.

THE UNIVERSITY of EDINBURGH

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UNIVERSITY COURT

19 June 2017

University Risk Register 2017/18

Description of paper

1. This paper presents the proposed University Risk Register for 2017/18 and the University's statement of Risk Appetite.

Action requested/Recommendation

2. Court is invited to approve the University Risk Appetite Statement and University Risk Register 2017/18, on the recommendation of Audit & Risk Committee.

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

Resource implications

6. There are no resource implications associated with this paper.

Risk Management

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

Equality & Diversity

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

Next steps/implications

9. Risk Management Committee will review the procedures to control and manage each risk in the University Risk Register 2017/18 on a rolling basis to confirm that processes are effective and report to Audit & Risk Committee.

Consultation

10. The University Risk Register 2017/18 has been reviewed by the Principal's Strategy Group, Central Management Group and Risk Management Committee. This final version and the University Risk Appetite Statement was considered by Audit & Risk Committee on 25 May 2017 and recommended to Court for approval.

Further information

11. *Author*
Mr Hugh Edmiston
Director of Corporate Services
June 2017

Presenter
Mr Alan Johnston
Convener, Audit and Risk Committee

Freedom of Information

12. This paper is closed.

THE UNIVERSITY of EDINBURGH

O

UNIVERSITY COURT

19 June 2017

Revision to University Computing Regulations

Description of paper

1. This paper sets out proposed revisions to the 21st Edition of the University Computing Regulations. The revised Computing Regulations document, with tracked changes, is attached at Appendix 1.

Action requested/Recommendation

2. Court is invited to approve the revised University Computing Regulations.

Background and context

3. The Computing Regulations Group considers the Computing Regulations annually, and recommends any changes to IT Committee, Knowledge Strategy Committee and Court.

Discussion

4. The changes herein refer to the 21st Edition, which was published in August 2016.

- **Introduction and Definitions (Page 1)**
  - Revised wording in paragraph 1.
- **University of Edinburgh (UoE) codes (Page 1):**
  - Revised wording of bullet point 5, to ensure the wording in the Regulations matches the wording on the website.
  - Inserted a new Policy: the Protocol for Access to Data from the Corporate Student Record System
- **In these Regulations (Page 2)**
  - Deleted 'prospective students' from "users" (paragraph 2), as the Group ascertained that prospective students were covered by "any other person authorised".
- **Regulation 2 - Private and inappropriate use of computing facilities (Page 2):**
  - Small addition to wording in paragraph 1
  - Inserted a new sentence in paragraph 1: Users should also note that, in the event of a breach of these Regulations, their personal information may be deleted by UoE in accordance with Regulation 6.
  - Inserted 'or breaches any other internal or external policies and/or codes with which a user is bound to comply from time to time'.
- **Regulation 4 - Compliance with UK civil and criminal law (Page 3):**
  - Small addition to wording in paragraph 1.
- **Regulation 5 - Security, confidentiality and passwords (Pages 3-4):**
  - Paragraph 2 strengthened the Regulation to require any portable device used to access University information to be protected by encryption.
  - Deletion of reference to sensitive information as the Regulation now covers all University information accesses via portable devices.
  - Updated the link to a webpage in paragraph 4.
  - Minor word changes in paragraphs 5-7.

- **Regulation 6 - Investigation of breaches (Page 4):**
  - Revised paragraph 1 to include privately owned devices used to access UoE services and to draw users attention to circumstances whereby personal data, for example, personal emails sent using UoE email system, may be deleted.

Resource implications
5. There are no direct resource implications associated with the revision of the Regulations.

Risk Management
6. Updating the Computing Regulations is necessary to ensure the University is meeting its statutory obligations. The governance process underpins the actions taken to support mitigation of the existing University-level information security risk.

Equality & Diversity
7. An Equality Impact Assessment has already been published and will be updated in line with the proposed amendments, and republished. At this time we foresee no major impact, negative or positive, on any of the 9 protected characteristics. This is available online at http://www.ed.ac.uk/equality-diversity/impact-assessment/a-z-assessments

Next steps/implications
8. If approved, the Computing Regulations will be published as Edition 22 on the University website, in August 2017. An email will be sent to all staff and returning students to draw their attention to the updated Regulations.

Consultation
9. The Computing Regulations have been revised by the Computing Regulations Group, which comprises representatives from each of the Colleges and Support Groups; and have been shared with the Trade Unions. The revisions have been endorsed by IT Committee and Knowledge Strategy Committee.

Further information
10.

Author
Alistair Fenemore
Chief Information Security Officer
28 April 2017

Presenter
Gavin McLachlan
Chief Information Officer

Freedom of Information
11. This paper is open.

University Computing Regulations

The University of Edinburgh has adopted a set of Regulations to cover the use of all its computing and network facilities by staff, students and any other persons authorised to use them.

Regulations covering the use of Computing Facilities

22nd~~1st~~ Edition August 2017~~6~~

Introduction and Definitions

These Regulations cover the use ~~by users~~ of all computing facilities administered on behalf of the University of Edinburgh (hereafter UoE). They will be reviewed periodically and amended as required. Amended Regulations will be ~~are~~ published as a new edition; where no amendments are required, the current edition will be ~~is~~ republished. The Regulations will be ~~are~~ (re)published in August of each year.

As well as these Regulations, users must abide by other policies and/or codes as relevant, including but not limited to internal UoE codes such as:

- the Code of Student Conduct;
- the relevant staff disciplinary policy;
- the University Data Protection Policy;
- the Dignity and Respect Policy, Trans Equality Policy and any related documents;
- the policy on ~~the storage, transmission and use of personal data and~~ taking sensitive ~~business~~ information and personal data outside the secure ~~out with the University~~ computing environment;
- the Information Security Policy;
- the Bring ~~YOD~~your own device ~~P~~policy: Use of Personally Owned Devices for University Work.
- the Protocol for Access to Data from the Corporate Student Record System

And external codes such as:

- the Acceptable Use Policy of the Joint Academic Network (JANET) available on the Web at http://www.ja.net/documents/publications/policy/aup.pdf (PDF);
- the Computing Regulations or similar codes imposed by remote sites, where their computing facilities are accessed or used by UoE users.

It is not the intention of UoE that these Regulations should be used to unreasonably limit recognised academic freedoms.

In these Regulations

"Computing facilities" includes central [computing] services as provided by UoE Information Services and any [computing] service operated by or on behalf of UoE; UoE School or College computers and services; personally owned computers and peripherals, and remote networks and services, when accessed from or via UoE computing facilities; and all programmable equipment; any associated software and data, including data created by persons other than users, and the networking elements which link computing facilities.

"users" include staff, students, ~~prospective students~~ and any other person authorised to use computing facilities

"files" include data and software but do not include manual files.

Regulations

1. **Status of Regulations**

   Breach of these Regulations is a disciplinary offence and may be dealt with under the appropriate disciplinary code or procedures. Where an offence has occurred under UK or Scots law, it may also be reported to the police or other appropriate authority. The rules applicable to investigating breaches or suspected breaches are in Regulation 6 below.

2. **Private and inappropriate use of computing facilities**

   Computing facilities are provided solely for use by staff in accordance with their normal duties of employment, and by students in connection with their university education. All other use, by any users is private. Private use is allowed, as a privilege and not a right, but if abused will be treated as a breach of these Regulations. Users should also note that, in the event of a breach of these Regulations, their personal information may be deleted by UoE in accordance with Regulation 6. Any use which does not breach any other Regulation herein, but nonetheless brings the University into disrepute, or breaches any other internal or external policies and/or codes with which a user is bound to comply from time to time, may also be treated as a breach of these Regulations.

3. **Damage of computing facilities**

   No person shall, unless appropriately authorised, take any action which damages, restricts, or undermines the performance, usability or accessibility of computing facilities; "taking action" may include neglect, where action might reasonably have been expected as part of a user's duties.

4. **Compliance with UK civil and criminal law**

Users must comply with the provisions of ~~any~~ all current applicable UK or Scots law, including but not restricted to:

a. intellectual property law, including laws concerning copyright, trademarks, and patents;
b. the Computer Misuse Act 1990, and associated instruments;
c. data protection laws;
d. the interception and monitoring laws under the Regulation of Investigatory Powers Act 2000 (RIPA 2000); and
e. the Terrorism Act 2000, the Terrorism Act 2006 and the Counter-Terrorism and Security Act (2015)

Under the Lawful Business Regulations (LBR), the UoE draws to the attention of all users the fact that their communications may be intercepted where lawful under RIPA 2000. The full University notice can be found at URL http://www.ed.ac.uk/schools-departments/information-services/about/policies-and-regulations/statutory-notices

The UoE also draws to the attention of all users the University's statutory obligation under the Counter-Terrorism and Security Act (2015) to have due regard to the need to prevent people being drawn into terrorism. The full University notice can be found at URL http://www.ed.ac.uk/schools-departments/information-services/about/policies-and-regulations/statutory-notices

The Terrorism Act (2000) defines terrorism in section 1 of the Act, see http://www.legislation.gov.uk/ukpga/2000/11/section/1.

Users must also comply with the terms of any licence agreement between the UoE and a third party which governs the use of hardware, software or access to data.

5. **Security, confidentiality and passwords**

Users must take all reasonable care to maintain the security of computing facilities and information to which they have been given approved access. In particular, users must not transfer or share their passwords, or rights to access or use computing facilities, with anyone else. The confidentiality, integrity and security of all personally identifying data held, or processed on UoE systems must be respected, even where users have been authorised to access it.

Users must ensure that portable devices ~~storing~~ used to access University information are protected by encryption,~~by a pin, password, or similar mechanism,~~ whether the device was purchased by the University, is personally owned or belongs to a third party. ~~Additionally, if the information stored therein is of a sensitive nature, and should not~~

~~be shared with the general public, the device must also be protected by the use of encryption.~~ [1]

~~Information on the definitions of sensitive data can be found at http://www.ed.ac.uk/schools-departments/records-management-section/data-protection/guidance-policies/encrypting-sensitive-data~~

Guidance on how to encrypt portable devices can be found at http://www.ed.ac.uk/infosec/how-to-protect/encrypting ~~http://www.ed.ac.uk/information-services/computing-/desktop-personal/information-security/information-security/protect-yourself/better-prtection/encryption~~

Prior to terminating their relationship with the ~~University~~UoE, users must make appropriate arrangements for the secure return of all ~~University~~ UoE equipment and for the secure destruction of ~~University~~ UoE data in their possession, unless alternative arrangements are agreed beforehand with their line manager and approved by Head of School/Support Unit

Users must ensure the secure destruction of all ~~University~~ UoE data prior to disposing of computer equipment, including personally owned devices. These requirements ~~-~~also apply if any equipment is being sent for repair or upgrade as these actions could allow unauthorised third parties to have access to ~~University~~ UoE information. If users are unsure of how to undertake this requirement, they must contact their IT support team for advice prior to disposing of the equipment.

Passwords used to access ~~University~~ UoE systems or data must not be used to access external services such as Facebook, personal emails etc. Additionally, where possible, the same limitation should apply to usernames used in the ~~University~~UoE, whether centrally generated or created by individual users.

6. Investigation of breaches

If the UoE suspects any breach or potential breach of the Regulations, it shall have full and unrestricted power to access all relevant computing facilities and files (including mobile devices and privately owned devices used to access UoE services, including UoE email) and to take all steps which it may deem reasonable to remove or prevent distribution of any UoE material. It may also require that any encrypted data is made available in human-readable form. UoE may also immediately suspend a user's access to computing facilities and, where appropriate, examine such user's mobile device(s) for UoE material

[1] Please note that iPhones and iPads are automatically encrypted if you set a password. Android has an easy option in settings to encrypt the device.

and remove any such material pending an investigation by an Authorised Officer or nominee of the University as defined in the relevant Discipline Code. Although we do not intend to wipe other data that is personal in nature (such as photographs or personal files or e-mails), it may not be possible to distinguish all such information from UoE material in all circumstances. In particular, where a user's personal data is contained alongside UoE data (for example, if a personal email is sent or received using UoE's email system), it will not be possible to distinguish this from UoE data and such personal data may be wiped. For this reason, you are encouraged not to use UoE email for personal purposes and, if you do, to mark any personal emails "personal" in the subject header. Users who use mobile devices for University related activity should ~~therefore~~ also regularly backup any personal data contained on their device(s).

7. **Liability**

By using the computing facilities each user agrees that the UoE shall have no liability for:

a. loss or corruption of any files or data contained therein;
b. loss or damage (excluding any liability for personal injury or death) to users or to third parties, or their equipment, operating systems or other assets; or
c. special, indirect or consequential loss or damage resulting from the use of UoE computing facilities or any withdrawal of the use of said facilities at any time by UoE.

Each user agrees that UoE has the right to take legal action against individuals who cause it to suffer loss or damage, including damage to its reputation, or be involved in legal proceedings as a result of their breach of these Regulations, and to seek reimbursement of such loss, or any associated costs including the costs of legal proceedings.

If you require this document in an alternative format, please contact Claire Maguire on 0131 650 4976 or email Claire.Maguire@ed.ac.uk

THE UNIVERSITY of EDINBURGH

P1

UNIVERSITY COURT

19 June 2017

Exception Committee Report

Committee Name
1. Exception Committee.

Date of Meeting
2. The Committee considered business via electronic communications concluded on 19 May 2017.

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

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

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

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

Further information
9.

Author
Dr Lewis Allan
Head of Court Services

Presenter
Ms Anne Richards
Convener of Exception Committee

Freedom of Information
10. Closed paper.

THE UNIVERSITY of EDINBURGH

P2

UNIVERSITY COURT

19 June 2017

Nominations Committee Report

Committee Name

1. Nominations Committee.

Date of Meeting

2. 5 June 2017.

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

Equality & Diversity

7. The equality & diversity of Court and its Committees is considered by Nominations Committee when making recommendations or approvals.

Further information

8. *Author*
   Dr Lewis Allan
   Head of Court Services

   Presenter
   Ms Anne Richards
   Convener, Nominations Committee

Freedom of Information

9. This paper is closed.

THE UNIVERSITY of EDINBURGH

P3

UNIVERSITY COURT

19 June 2017

Audit & Risk Committee Report

Committee Name

1. Audit & Risk Committee

Date of Meeting

2. The meeting was held on 25 May 2017.

Action Required

3. Court is invited to note the key points from the meeting and approve:
   - Internal Audit Annual Plan 2017/18;
   - External Audit Annual Plan 2016/17;
   - External Auditor Appointment; and
   - External Audit Fee.

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

Full minute

12. All the papers considered at the meeting and in due course the Minute can be accessed on the Court wiki:
https://www.wiki.ed.ac.uk/display/UCC/Audit+and+Risk+Committee

Equality & Diversity

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

Further information

14. *Author*
Ms Kirstie Graham
Court Services
June 2017

Presenter
Mr Alan Johnston
Convener, Audit and Risk Committee

Freedom of Information

15. This paper is closed.

THE UNIVERSITY of EDINBURGH

P4

UNIVERSITY COURT

19 June 2017

Knowledge Strategy Committee Report

Committee Name

1. Knowledge Strategy Committee.

Date of Meeting

2. 2 June 2017.

Action Required

3. Court is invited to note the key points discussed at the meeting and approve in principle the revocation of Ordinances no. 64 (Custody and Management of Libraries, created in 1895) and no. 182 (Composition of the Library Committee, created in 1978) and their replacement by a University Resolution. This is to enable Court, in consultation with Senate and respective Committees, to make future changes to the governance of the Library and Library Committee without having to seek Scottish Government approval and the approval of Her Majesty in Council.

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

Full minute

11. The full minute and papers considered are available at the following link: https://www.wiki.ed.ac.uk/display/UCC/Knowledge+Strategy+Committee

Equality & Diversity

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

Further information

13. *Author*
Dr Lewis Allan
Head of Court Services

Presenter
Ms Doreen Davidson
Convener, Knowledge Strategy Committee

Freedom of Information

14. The paper is closed.

THE UNIVERSITY of EDINBURGH

P5

UNIVERSITY COURT

19 June 2017

Committee on University Benefactors Report

Committee Name

1. Committee on University Benefactors.

Date of Meeting

2. 11 May 2017.

Paragraphs 3 - 4 have been removed as exempt from release due to FOI.

Full minute

5. 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/Committee+on+University+Benefactors

Equality & Diversity

6. Equality and diversity consideration is given throughout the process.

Further information

7.

Author	*Presenter*
Dr Lewis Allan	The Principal
Head of Court Services	Convener, Committee on University Benefactors

Freedom of Information

8. This paper is closed.

THE UNIVERSITY of EDINBURGH

P6

UNIVERSITY COURT

19 June 2017

Senatus Academicus Report

Committee Name
1. Senatus Academicus.

Date of Meetings
2. e-Senate on 9 – 17 May 2017 and full meeting of Senate on 31 May 2017.

Action Required
3. To note the key points from the Senate meetings.

Key Points
e-Senate 9-17 May 2017
4. No observations were received on the draft Resolutions No. 16/2017 to No. 21/2017.

Senate 31 May 2017
Presentation and discussion: Research-led Learning and Teaching
5. The focus of the presentation and discussion section was research-led learning and teaching. Presentations focused on the meaning of teaching in a research-rich university, covering different aspects and examples of research-led learning and teaching. Attendees were also given postcards to note and submit their own experiences to the discussion.

6. The session focused on two issues: what was distinctive about teaching in a research-intensive university; and the relationship between teaching and research. Speakers were drawn from staff and students across different Schools and the Institute for Academic Development.

Introduction: Dimensions of research-led learning and teaching
Professor Sarah Cunningham-Burley, Assistant Principal Research-led Learning

7. Professor Cunningham-Burley introduced the session by referring to the need for research-rich universities to characterise the research intensive environment and make clear its benefits for learning and teaching. Both research and researchers benefit from engagement with learning and teaching and there is a reciprocal benefit to students. While the curriculum at the University includes positive examples of research-led teaching, and the University is well-placed to deliver excellent research-led learning and teaching due to its world-leading research, there are also some barriers to the full integration of research-led learning and teaching in the curriculum, and practices differ across disciplines.

8. Professor Cunningham-Burley indicated that the current literature on the topic distils the dimensions of research-led learning and teaching into four dimensions:

- Learning about research, referring to the ways in which subject content is research-led;
- Learning to do research, concerning the development of research skills within a discipline and interdisciplinary context;
- Learning in a research mode, promoting active engagement through research; and,
- Learning about learning, meaning that teaching and learning are informed by pedagogical research, reflective practice and learning analytics.

BSc (Hons) Biomedical Sciences: inspiring students through research-rich learning and teaching
Dr Philip Larkman (Biomedical Sciences)

9. Dr Larkman outlined the approach of the BSc (Hons) Biomedical Sciences programmes following a recent review of the portfolio of programmes. The review had three key aims:

- Enhance the academic experience of learning through enquiry in a research-rich environment;
- Support transitions, and develop transferable skills and attributes; and,
- Appreciate the role of science in society and the role of the University in developing knowledge, exchange and impact.

10. Biomedical Sciences has sought to achieve these aims by revising its programmes so that they are structured into themes embedded in the area's research culture. Students are introduced to inspirational science and breakthroughs in understanding in year 1, are provided with the tools to build discipline-specific understanding in year 2, learn from experiments and scientific method in year 3, and learn by experiment in year 4, in which a research project is a key element. Dr Larkman reported that new students are enthusiastic about the revised programmes, which are inspired by the research culture, for example providing students an opportunity to learn about major current issues in Biomedical Sciences from leading researchers and to attend keynote lectures and small discussion groups.

Developing a student and research-led course
Dr Meryl Kenny (School of Social and Political Science) and James Bryson (Politics MA Graduate)

11. Dr Kenny introduced the 'Social and Political Science in Practice' course, which provides a framework within which Honours students can undertake staff-student collaboration on research, teaching, public education or engagement. The course uses group projects and specifically tailored learning and teaching activities to apply knowledge theory to social and political issues. The School had piloted this course, in collaboration with the Students' Association, setting students the real-world task of designing a new course on gender studies. The students worked together, collaborating with gender researchers, to develop recommendations for the proposed new gender studies course. They were then assessed using presentations, a learning portfolio and reflective essay. Drawing on the students' work, the School has now introduced the new gender studies course.

12. Mr Bryson reported that the pilot course was challenging and rewarding, and that the task-based approach enabled students to develop valuable skills in research, problem-solving and group-working.

Creating and delivering a research-led University-wide online course: presenting perspectives on sustainability, encouraging critical reflection
Professor Dave Reay (School of GeoSciences), Professor Pete Higgins (Moray House School of Education), Vanessa Ombura (Student, Civil Engineering)

13. Professor Higgins reported that he had worked with a range of Schools to develop a new online undergraduate course on Sustainability and Social Responsibility. The course took an interdisciplinary and critical thinking approach, drawing on the research expertise of colleagues from a range of fields. Professor Reay reported that the course had run on a pilot basis in 2016-17, with 40 students from 10 Schools, and had received positive feedback.

14. Ms Ombura had been attracted by the interdisciplinary approach of the course and had found that the online format had provided a large amount of contact with academic staff, while the assessments were creative and research-based.

Using educational research to inform our teaching
Dr Velda McCune (Institute for Academic Development) and Dr Kate Saunders (School of GeoSciences)

15. Dr McCune emphasised the importance of taking into account educational research when designing learning and teaching. She highlighted some findings of current education research, for example that active learning and formative feedback are key to helping students become effective learners. She noted that the University's Principal's Teaching Award Scheme supports education research, and that educational research and development is also taking place across Schools.

16. Dr Saunders provided an overview of how she had taken account of educational research when developing her use of TopHat (an audience response system) in her teaching, and reported that feedback to date from students had been very positive.

Discussion
17. In discussion, the following points and questions were raised:
- It can be challenging to introduce changes to established academic practices and to evaluate the impact on student learning;
- Well-designed assessments, combined with small tutorial groups, could assist the University to maintain the positive features of research-led learning and teaching when delivering to potentially large numbers of distance students;
- Prospective students are attracted by the opportunity to be taught by active researchers and it is therefore valuable for recruitment material to focus on the way in which research is embedded into the curriculum;
- While many students can find it inspiring to engage with enquiry-based approaches to learning and assessment, some students can be risk-averse regarding these approaches. It is therefore important for programmes to include a range of approaches, and for staff to support students to build up

their skills and confidence in enquiry-based approaches over the course of the programme; and,
- The University should ensure that staff have sufficient time and support to develop innovative and research-led approaches to learning and teaching.

18. Professor Cunningham-Burley thanked those present for their contributions to the discussion and said that there would be a continued focus on supporting staff and students in providing cutting-edge research-led learning and teaching.

Principal's Communications
19. The Principal indicated that, despite a challenging external environment, the University was likely to have a record year for research funding, and that it was also performing well with regard to student recruitment, and was generating a healthy surplus. He also noted that the University was planning to expand its Online Distance Learning (ODL) provision, building on its existing strengths regarding ODL programmes and Massive Open Online Courses (MOOCs), in order to assist it in managing some of the risks in the external environment.

Formal Business
Higher Education Governance (Scotland) Act – Proposals for the composition of Senatus Academicus
20. The University Secretary noted that, following Senate's discussion at its last meeting, the Task Group on the Higher Education Governance (Scotland) Act had met and produced a more detailed analysis of the two preferred models for the future composition of Senate. The Director of Academic Services provided an overview of the two models: Model 1 (a large Senate reaching a membership of around 1,400); and Model 2 (a medium-sized Senate of around 250, with the University specifying separate pools for election for Professors and for other academic staff members).

21. Senate expressed unanimous support for Model 2, noting that its advantages included its smaller size (which would make it easier to achieve a quorum), and its potential to support an engaged political culture at the University and to provide an effective forum for discussion. Senate did however agree that the number of places available for the election of non-Professorial academic staff should be increased to c. 100, in order that the Model can deliver a sufficiently representative and diverse membership. Senate emphasised the importance of having strong student representation, but also recognised that in practice only a small number of students would have sufficient experience of University-level student representation to be effective members of Senate.

22. Senate agreed that the University should consult more widely on Model 2. It suggested that the consultation document should highlight current levels of attendance at Senate, in order to reassure staff that the proposed reduction in the membership would not disenfranchise colleagues who are currently active participants on Senate. Senate noted that the Task Group would now develop options for the practical operation of the preferred model, for example arrangements for elections.

Enhancement-led Institutional Review Follow-Up Report

23. The Senatus noted the report outlining all the actions taken by the University since the Enhancement Led Institutional Review in October and November 2015. The Principal expressed appreciation for the follow-up work.

Annual Report of the Senate Committees

24. The Senatus noted the major items of Senate Committees' business for 2016/17 and approved the Committees' plans for the next academic year.

Senate Researcher Experience Committee: Amended Terms of Reference

25. The Senatus approved the revised Terms of Reference for the Researcher Experience Committee.

Resolutions

26. Court presented to Senatus draft Resolutions in accordance with procedures to establish chairs, change the names of existing chairs and update regulations. The Senatus, having considered draft Resolutions No. 22/2017 to No. 68/2017 offered no observations.

Further information

27. *Author*
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Academic Services

Presenter
Principal and Vice Chancellor Sir Timothy O'Shea

Freedom of Information

28. Open Paper.

THE UNIVERSITY of EDINBURGH

P7

UNIVERSITY COURT

19 June 2017

Annual Report of the Senate Committees

Description of paper

1. Attached is the annual report of the four Senate Standing Committees: Learning and Teaching Committee; Researcher Experience Committee; Curriculum and Student Progression Committee; and Quality Assurance Committee. It reports on the Committees' achievements and use of delegated powers in 2016-17 and proposes plans for 2017-18. The Committees will seek to deliver as many of these as possible, while adjusting them as necessary to take account of any changes in the internal and external environment. It is reported to Court for information.

2. The paper is relevant to the University's strategic objective of 'leadership in learning'.

Action requested/Recommendation

3. Court is invited to note the report.

Background and context

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

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

Discussion

6. Senate at its meeting on 31 May received and approved the Annual Report attached.

Resource Implications

7. The paper will have resource implications. Some of the resource requirements will be met through existing resources or have agreed funding in place. In some cases activities will have funding cases considered on an individual basis through relevant channels. These will be taken forward by the relevant committee or functional area.

Risk Management

8. Each individual strand of activity proposed work packages will be subject to risk assessment as appropriate.

Equality and Diversity

9. Equality impact assessments will be carried out for individual work packages completed next year.

Next steps/implications

10. The Senate Committees will progress the agreed strategic approach during 2017/18 as set out in the Report.

Consultation

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

Further information

12. *Authors*

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Annual Senate Committees' Report 2016-17

1. Executive Summary

This report outlines the achievements of the Senate Committees, and their use of the powers delegated to them by Senate, for academic year 2016-17, along with and their proposed plans for 2017-18.

2. Introduction

The four Standing Committees of Senate (hereafter referred to as the Senate Committees) are the Learning & Teaching Committee, Researcher Experience Committee, Curriculum and Student Progression Committee, and Quality Assurance Committee. Links to the Terms of Reference and memberships of the Senate Standing Committees:

Learning and Teaching Committee: Link
Researcher Experience Committee: Link
Curriculum and Student Progression Committee: Link
Quality Assurance Committee: Link

The report sets out the Senate Committees' achievements for the year 2016-17. It also proposes their priorities for 2017-18. These proposals arose from Committee discussions, discussion at the Learning and Teaching Policy Group (which is composed of the Conveners of the four Committees, along with relevant Assistant Principals, College Deans, and other key staff), and discussion at the Senate Committees' Away Day which took place on 20 April 2017.

In 2016-17, the Senate Learning and Teaching Committee approved the University's new Learning and Teaching Strategy, see:

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

Academic Services are currently preparing an implementation plan for the Strategy, which will incorporate the Senate Committees' plans for 2017-18.

3. Key Committee and Task Group Activities in 2016-17

Name of Committee or Task Group	No. of meetings
Learning and Teaching Committee (LTC)	**5**
Assessment and Feedback Enhancement Working Group	4
Lecture Recording Policy Task Group	2
University-Wide Courses Task Group	3
Research-Led Learning and Teaching Task Group	3
Learning Analytics Policy Task Group	2
Postgraduate Taught Experience Survey (PTES) Task Group	2
Digital Education Task Group	3
Researcher Experience Committee (REC)	**5**
Distance PhDs Implementation Group	3
Code of Practice for Tutors and Demonstrators Task Group	4
MSc by Research Task Group	2

Curriculum and Student Progression Committee (CSPC)	***6***
Assessment and Progression Tools Task Group	7
Credit for Study Abroad Task Group	2
Resit Entitlement Task Group	2
Models of Degree Types Task Group	1
Student-Led Individually Created Courses Task Group	4
Quality Assurance Committee (QAC)	***6***
Student Support Services Quality Assurance Framework Sub-Committee	2
Personal Tutor System Oversight Sub-Group	2

The remits and memberships of the task groups are available at:

www.ed.ac.uk/academic-services/committees/learning-teaching/task-groups
www.ed.ac.uk/academic-services/committees/researcher-experience/task-groups
www.ed.ac.uk/academic-services/committees/curriculum-student-progression/task-groups
www.ed.ac.uk/academic-services/committees/quality-assurance/task-groups

4. Senate Committees' Achievements 2016-17

At its meeting on 1 June 2016, Senate approved the Standing Committees' plans for 2016-17. The Committees' progress in relation to those plans is set out below. This summary does not take account of business conducted at the final cycle of Senate Committee meetings of 2016-17 (Researcher Experience Committee's meeting on 23 May 2017, Learning and Teaching Committee's 24 May 2017 meeting, the Quality Assurance Committee's 25 May 2017 meeting, or the Curriculum and Student Progression Committee's 1 June 2017 meeting).

In general, the Committees have made good progress in delivering their plans for 2016-17. In addition, they have addressed some significant areas of work not included in the original plans (for example, the development of a new Learning and Teaching Strategy). One of the key themes for the Committees this session has been 'simplification', with significant progress in rationalising the number of different policies / guidance documents, and implementing streamlined quality assurance processes.

4.1 Key general developments

4.1.1 New Learning and Teaching Strategy

The Senate Learning and Teaching Committee (LTC) oversaw the development of a new University Learning and Teaching Strategy, which replaced the existing Learning and Teaching Enhancement Strategy. A successful launch event for the new Strategy was held in March 2017, and an implementation plan for the Strategy is being developed.

4.1.2 National Student Survey- continued coordination and support for activities to address issues raised by NSS

The Senate Committees have continued to support a range of activities to address issues raised by the National Student Survey (NSS). These are covered under a range of headings below, for example enhancing aspects of assessment and feedback (see 4.2.5), and introducing mid-course feedback arrangements for Honours courses (see 4.5.5).

4.1.3 Teaching Excellence Framework

While Court has agreed that the University would not enter the Teaching Excellence Framework in year two, the Senate Learning and Teaching Committee has maintained oversight of sector developments regarding the TEF.

4.1.4 Data matters

With input from the Senate Quality Assurance Committee, Student Systems has delivered an undergraduate Student Data Dashboard and overseen the roll-out of Evasys Course Enhancement Questionnaires. In addition, Student Systems and Academic Services have continued with the implementation and evaluation of the External Examiner Reporting System.

4.2 Learning and Teaching Committee (LTC)

4.2.1 Refine Personal Tutor system, enhance training and published guidance for Personal Tutors and Student Support Officers, clarify workload allocation for Personal Tutors, and clarify how Personal Tutor scheme applies to Online Distance Learning

The Committee approved several optional enhancements to the Personal Tutor system (guidance on holding meaningful meetings, pre-arrival questionnaires and group practice). In addition, the University has introduced student mental health training for Personal Tutors (PTs) and Student Support Officers (SSOs), and enhanced the web-based resources for PTs and SSOs. The Assistant Principal (Academic Support) has also reviewed how the PT scheme applies to ODL students, and will be presenting proposals to LTC in May 2017. LTC has also explored the future strategic direction of the peer learning and support, which is being supported and developed by the Students' Association.

4.2.2 Implement changes to academic year structure (subject to outcome of review)

In summer 2016, following a thorough review process, LTC decided not to make any changes to the University's academic year structure.

4.2.3 Oversee development of Continuing Professional Development for Learning and Teaching

LTC has discussed progress on the implementation of the University's overarching CPD framework relating to learning and teaching, noting good progress in terms of positive feedback from participants and increasing levels of participation, but that the main barrier to further increases in participation is staff workload (both for staff participating in the scheme and for mentors). The Committee recognised the importance of Heads of Schools supporting the framework, and therefore referred the matter to the April 2017 meeting of Academic Strategy Group (ASG) for further consideration. LTC also oversaw the development of new guidance to support Peer Observation of Teaching.

4.2.4 Transitions Enhancement Theme –institutional coordination and oversight

LTC continued to oversee this work, which has been managed by an Institutional Team. A successful 'Gearing up for Transitions 2017' event took place on 9 March 2017, sharing best practice and providing opportunities for students to talk about their experiences of transitions in, through and out of university. A number of projects were funded and the University's external engagement with the Theme continued, including a number of proposals being accepted for the Quality Assurance Agency's Enhancement Themes conference in June 2017. This will be the last year of the 'Transitions' theme – the QAA (Scotland) will announce the next theme in June 2017.

4.2.5 Leading Enhancement in Assessment and Feedback (LEAF) Project

There has been good progress regarding LEAF, with three programme audits across three Schools undertaken in 2016-17 under the leadership of the Assistant Principal Assessment and Feedback. In total 27 programmes across 13 Schools and all three Colleges have now undergone an audit. The LEAF project continues to prove helpful in identifying areas for enhancement, and Colleges have found the process helpful. The Assessment and Feedback Enhancement Group has been reviewing evidence of the impact of these audits.

4.2.6 Take forward recommendations from Task Group on Innovation in Teaching and Learning, including implementing changes to Innovative Learning Week

The Committee initiated two significant strands of work to follow up the recommendations of the Task Group on Innovation in Teaching and Learning – developing the University's approach to research-led teaching and learning, and developing a framework for University-wide courses. These groups aim to report early in 2017-18.

The Committee also oversaw the changes in the use of the week between Teaching Blocks 3 and 4, from Innovative Learning Week to a Flexible Learning week which Schools can use for a broader range of purposes. Alongside this, the Committee oversaw the launch of a Festival of Creative Learning, which includes a programme of activities running throughout the academic year and curated activities within Flexible Learning Week. LTC will evaluate the impact of these changes at its May 2017 meeting.

4.2.7 Develop a policy framework / guidance to support Lecture Capture technologies

The Committee endorsed a proposal (subsequently approved by Court) to accelerate the introduction of a reliable and comprehensive lecture recording system. The University has now chosen a supplier and the new lecture recording system will replace existing provision in 116 locations across the University in time for the start of the 2017-18 session. The Committee has established a sub-group to develop a policy to support the new system. The group plans to develop a draft policy and guidance over summer 2017, with a wider consultation on the draft anticipated in Semester 1 2017-18. The new policy is expected to be approved in time for the 2018-19 session, to coincide with integration of the lecture recording system with the timetable system. Existing School-level policy arrangements will continue in the meantime.

4.2.8 Feed into Knowledge Strategy Committee's work on developing a policy regarding Learning Analytics

LTC and Knowledge Strategy Committee have approved the establishment of a Learning Analytics Policy Task Group which is developing and consulting on an institutional Policy on Learning Analytics. The Group plans to seek approval from LTC and KSC for a set of Principles and Objectives in May/June 2017, and then to develop a more detailed policy and procedure setting out how the University will handle issues such as data governance, consent and security.

4.2.9 New priorities identified and progressed during the session

- LTC initiated the development of a Student Partnership Agreement, which will be an explicit statement of the way in which the institution and the student body will work in partnership. Work on the Agreement will continue into 2017/18 to take account of the views of incoming Student Sabbatical Officers.
- In response to feedback from Schools, LTC agreed that from Semester 2 2016/17, Schools would no longer have to submit reports regarding feedback turnaround times, although Heads of Schools remain accountable for implementing Taught Assessment Regulation 16 and ensuring that there are systems in place to identify and address breaches. The Course Evaluation Questionnaire, which includes a question about

feedback, will play a key role in monitoring the quality of assessment and feedback in future.
- The Committee has approved a new University Student Mental Health Strategy.
- LTC has discussed how to align the University's Space and Learning and Teaching Strategies.
- LTC has established a Digital Education Task Group to consider how the future of digital education at Edinburgh might be designed.

4.3 Researcher Experience Committee (REC)

4.3.1 Postgraduate Research Enhancement Project

While the planning round did not allocate funding for this project, REC has reframed this project as the Excellence in Doctoral Research and Career Development Programme. It has identified three work strands: Supervisor training and support; Mentoring and well-being; and the development of a personal and professional development record. REC has undertaken scoping work on these strands, and has begun to take them forward.

4.3.2 Enhance tutoring and demonstrating

REC established a task group to review the Code of Practice for Tutors and Demonstrators. The group has made good progress on consulting with stakeholders regarding a new policy to replace the Code, although it is not yet clear whether the new policy will be ready for sign-off from REC, and from the Senate Learning and Teaching Committee, by the end of 2016-17.

4.3.3 Implement recommendations of task group on Flexible / Distance PhDs

In 2015-16. REC agreed an action plan to enable the University to make distance PhD study a normal part of the University's offerings. These recommendations include action on online training for PGR students, supervisor training, and access to hard-copy library materials. In 2016-17, REC established a task group to review progress on implementation of these recommendations. In general, the recommendations have been completed or are in progress, although the group has identified some challenges and barriers to implementation.

4.3.4 Address regulatory issues regarding MSc by Research programmes, and the status of students during the writing-up period

A Task Group has clarified how the University's assessment regulations apply to MSc by Research programmes. These changes will be implemented from 2017-18, subject to approval from the Senate Curriculum and Student Progression Committee. REC has also identified some issues regarding student status during the "writing-up" period, and will be having a more detailed discussion of them at its May 2017 meeting. The Service Excellence Programme (SEP) is expected to consider related issues as part of the planned PGR lifecycle strand of SEP.

4.3.5 Enhance support for Early Career Researchers

REC has continued to guide activities relating to support for Early Career Researchers. For example, it has considered how to take account of Early Career Researchers in preparations for the 2021 Research Excellence Framework, and advised on the question-set and approach to promotion for the Careers in Research Online Survey (CROS).

4.3.6 New priorities identified and progressed during the session

- REC has initiated a review of the Code of Practice for Supervisors & Research Students by undertaking focus groups with supervisors and researchers to understand what they would like from the Code. Taking account of these focus group discussions, the Committee has agreed that significant work is required to reframe the Code as a non-

mandatory handbook. It plans to undertake this work in 2017- 18, with a view to making it available for 2018-19.
- REC has agreed a new approach to electronic submission of the final thesis to the Library.
- REC continued to forge closer links with Space Strategy Group to ensure postgraduate research student needs are considered in development plans.

4.4 Curriculum and Student Progression Committee (CSPC)

4.4.1 EUCLID Assessment and Progression Tools Project

The Project is on track to roll out the Tools to 18 Schools in 2016-17. The Tools support the process from the recording of individual assessment marks through to the calculation of course, progression and overall degree classifications. Students now have access to their course assessment structures through EUCLID student view, along with summative assessment marks, and Boards of Examiners have access to management reports. The transition planning is in progress for the remaining Schools, and the project is on track for a full roll-out for 2017/18.

4.4.2 Develop and raise awareness of policies and processes regarding publishing information regarding courses and programmes, and regarding curriculum approval processes, to ensure compliance with Competition and Marketing Authority (CMA) guidelines

CSPC revised the Programme and Course Approval and Management policy in order to consolidate information on programme and course approval and management into one policy, in line with the University's simplification agenda, formalise good practice in relation to student recruitment, and assist the University to comply with CMA guideline when developing and changing programmes and courses. Academic Services and Communications and Marketing have taken various steps to raise awareness of the policy and to ensure compliance with the CMA, including a round of meetings with staff in Colleges and Schools.

4.4.3 Further phase of piloting and evaluation of Student-Led Individually-Created Courses (SLICCS).

SLICCs offer a flexible reflective learning framework for experiential learning based around generic learning outcomes, an e-portfolio of evidence, reflective blogs and reports. With input and oversight from CSPC, during 2016-17 the SLICCs moved successfully from pilot to mainstreamed activity, following two successive years of evaluated summer pilots. As a result, the Moray House School of Education now formally hosts summer SLICCs as an outside elective course, targeted at Y1 and Y2 undergraduates from any discipline. In-programme SLICCs continue to be hosted locally within individual Schools.

4.4.4 Conduct business analysis and develop systems for EUCLID business processes for Special Circumstances.

The Student Administration and Support sub-programme of the Service Excellence Programme has taken a lead on this strand of work. It has initiated a project, relating to Special Circumstances, Extensions, and Concessions, which is seeking to develop a workflow system and EUCLID-based support for the Special Circumstances process. The intention is to deliver this in time for the 2018/19 academic session.

4.4.5 Review regulations regarding resits

A task group clarified the regulations surrounding resit entitlement and academic failure for undergraduate students; the Taught Assessment Regulations for 2017-18 will reflect these minor changes. The Committee also reviewed current policy regarding the resubmission of Master's dissertations, and decided to maintain the current position of not allowing

resubmission in the absence of special circumstances. The Committee is however planning to undertake a broader review of PGT reassessment and dissertation arrangements in 2017-18.

4.4.6 New priorities identified and progressed during the session

- The Committee reviewed the University's policy on moderation, and agreed to simplify the existing University documentation, to develop new information and resources, and to undertake some 'myth-busting' activities.
- The Committee approved a new Board of Examiners' Handbook which consolidates a number of existing documents into a single "how to" guide for members of Boards of Examiners.

4.5 Quality Assurance Committee (QAC)

4.5.1 Enhancement-led Institutional Review (ELIR) – develop and oversee implementation of plan of action in response to ELIR.

In its autumn 2015 ELIR, the University achieved the highest possible judgement: "effective arrangements for managing academic standards and the student learning experience". QAC has overseen the establishment of plans to address the main areas for development identified by the ELIR, clustering these plans under five themes: Postgraduate Research Student Experience; Personal Tutoring System; Student Representation at College and School Level; Assessment and Feedback; and Staff Engagement in Learning and Teaching. In 2016-17, QAC has monitored progress under these themes, and in February 2017 it approved the University's year-on progress report to the Quality Assurance Agency for Scotland.

4.5.2 Quality Assurance Framework – implement and monitor effectiveness of those changes resulting from review of quality assurance framework introduced for 2016-17, and further develop and implement changes for 2017-18.

In 2015-16, following extensive consultation with Schools and Colleges, QAC approved proposals to streamline processes and reduce the burden on colleagues, while deriving maximum benefit from quality activity. In 2016-17, QAC has focussed on implementing these new streamlined processes for Schools' and Colleges' annual quality reviews and for periodic reviews (Teaching Programme Reviews and Postgraduate Programme Reviews). Colleges have welcomed the new annual review arrangements, which have led to much shorter annual College reports. While Schools are not due to submit their first annual reports under the new process until August 2017, they have provided positive feedback on the new arrangements (which involve a revised annual report template, and stronger focus on the programme as the key level for reflection).

4.5.3 Roll-out of Evasys course evaluation tool.

During 2016-17, Student Systems has managed the roll-out of the Course Enhancement Questionnaire to UG and PGT courses in all Schools. As part of this, further work has been undertaken to develop guidance for staff regarding key points for colleagues to consider when using Course Enhancement Questionnaire data, to refresh communications and web information for students, and to explore data from the questionnaire for evidence of bias.

4.5.4 External Examiner Project – further monitoring of the implementation of the External Examiner Reporting system and the revised External Examiner Policy.

Following the roll-out of the External Examiners Reporting online system (EERS) in 2015, Academic Services and Student Systems have continued to work with Colleges and Schools to encourage them to utilise the new management information that the system makes available. In 2016-17, the Committee undertook a post-project evaluation, which indicated broad satisfaction with the system while identifying some issues regarding the system for potential enhancement. The Committee also reviewed data from the system covering

undergraduate and postgraduate taught programmes for the academic year 2015/16, identifying general themes and recommending University-level actions.

4.5.5 New priorities identified and progressed during the session

- The Committee supported the introduction of mid-course feedback arrangements for Honours courses. At its meeting in May 2017, the Committee will consider whether to extend these arrangements to include pre-Honours courses from 2017-18.

5. Overview of delivery of core functions in 2016-17

Senate has delegated to the Committees a range of its powers. These powers are set out in the Committees' terms of reference (see Section 2, above). The following is a summary of the main powers that the Committees have exercised during 2016-17 (in addition to the activities set out in Section 4, above):

5.1 Strategies / regulations / policies / codes

The attached Annex sets out any new strategies / regulations / policies /codes that the Committees have approved, along with changes to existing documents.

5.2 Approval of curriculum changes

While Schools and Colleges have delegated approval for the introduction of new programmes and courses, and changes to and closure of existing ones, the Senate Curriculum and Student Progression Committee is responsible for programme and course developments that are not compliant with the University's Curriculum Framework or the academic year structure, and/or which have wider implications. In 2016-17, the Committee approved proposals in relation to five different degree programmes.

5.3 Quality Assurance

The Quality Assurance Committee continued to oversee the operation of the Teaching Programme Review (TPR) and Postgraduate Programme Review (PPR) processes, approving review reports and reviewing Schools' responses to the reviews. Eight Teaching Programme Reviews (TPR), and four Postgraduate Programme Reviews (PPR) have taken place in this academic year. It was confirmed that all reviewed areas had effective management of the quality of the student learning experience, academic standards, and enhancement. The Committee also identified key themes for development and further action, such as the need for improved transparency and communication in assessment and feedback processes, as well as the need for greater consistency of marking and quality of feedback. Examples of innovation in learning and teaching identified during TPRs and PPRs were identified and disseminated at a Sharing Good Practice event held on 23 November 2016. The Committee also conducted the annual quality review of student support services. Key issues raised by services include student mental health and the increased demand on services in the context of constrained budgets and resources.

The Committee continued to monitor trends and patterns regarding Student Conduct, Student Appeals and Complaint Handling. The main theme to emerge this year was the continuing increase in the volume of student appeals (which is generally in line with increases seen across the Higher Education sector) and in the number of detected breaches of the Code of Student Conduct (which appears likely to be associated with an increased use of plagiarism detection software). There were no discernible trends in the complaint handling cases.

The Quality Assurance Committee's Personal Tutor System Sub-Group is tasked with QA oversight of the PT system. Since the last Senate report, the Group has met on two occasions to approve the School Personal Tutoring Statements for 2016-17 and to consider the operation of the PT system in relation to the most recent National Student Survey (NSS),

Edinburgh Student Experience Survey (ESES), and Postgraduate Taught Experience Survey (PTES) results. While there are some limitations to the data currently available regarding the operation of the PT system, the sub-group reviewed all Schools and, where the data suggested that student satisfaction with the PT system had declined, the sub-group was satisfied with the Schools' mitigating actions.

5.4 Student concessions

The Senate Curriculum and Student Progression Committee has responsibility for considering some of the more exceptional categories of student concessions, for example to allow a student to extend or interrupt their study beyond what is permitted by the Degree Regulations, or to graduate without the required number and / or level of credits for the degree programme. To date this session, the Committee has approved 18 concessions.

6. Senate Committees' Priorities for 2017-18

The following are the Senate Committees' planned priorities for 2017-18. The Committees will seek to deliver as many of these as possible, while adjusting them as necessary to take account of any changes in the internal and external environment. The majority involve the completion of projects started in 2016-17, with relatively few new activities planned.

6.1 Proposed activities cutting across the four Committees

Activity
• Oversight of implementation of University Learning and Teaching Strategy
• Senate task group to consider how to implement the HE Governance (Scotland) Act 2016 in relation to Senate's operation*
• Student Administration and Support strand of Service Excellence Programme – likely to raise various strands of activity for Senate Committees, for example regarding academic policy and regulations*
• Implementation of University Recruitment Strategy – Portfolio Development, Innovation and Review (overseen by the University's Student Recruitment Strategy Group, but likely to raise issues of relevance to the Senate Learning and Teaching Committee, Senate Curriculum and Student Progression Committee and Senate Quality Assurance Committee.)*
• Engagement with further development of Teaching Excellence Framework*
• Policies and Codes – Ongoing programme of review of policies

* Already underway in 2016-17

6.2 Learning and Teaching Committee

Activity
• Assessment and Feedback - strands of work regarding the quality of assessment, grade descriptors, and the Leading Enhancement in Feedback and Assessment (LEAF) project.*
• Develop a policy to support the University's Lecture Recording service*

• Develop an institutional vision on Digital Education*
• Research-led Teaching and Learning – developing the University's narrative regarding how its research strengths enable it to offer programmes underpinned by research-led teaching and learning, and identifying barriers to and enablers of research-led teaching and learning, and considering ways to support innovation in research-led teaching and learning (originally planning to complete work in 2016-17 but may need to continue into 2017-18)*
• Develop a framework for the development and embedding of University-wide courses in the curricula and student experience (originally planning to complete work in 2016-17 but may need to continue into 2017-18)*
• Develop an institutional policy on Learning Analytics (originally planning to complete work in 2016-17 but may need to continue into 2017-18)*

***** Already underway in 2016-17

6.3 Researcher Experience Committee

Activity
• Excellence in Doctoral Training and Career Development programme - Governance arrangements – three significant strands of work* o Supervisor training and support o Mentorship and wellbeing o Personal and Professional Development Record
• Review the Code of Practice for Supervisors and Research Students*
• Review the Code of Practice for Tutors and Demonstrators* (originally planning to complete work in 2016-17 but may need to continue into 2017-18)
• Monitor and guide the development of the planned Enlightenment Scholarships scheme
• Enhance support for Early Career Researchers (make more visible, enhance and structure provision, strengthen partnerships)

***** Already underway in 2016-17

6.4 Curriculum and Student Progression Committee

Activity
• Complete the Assessment and Progression Tools project*
• Evaluate the impact of the revised Special Circumstances Policy and Coursework Extensions regulation
• Develop an institutional policy for Authorised Interruption of Studies encompassing both taught and research students (this is a recommendation of the University's review of support for disabled students)

• Review policy regarding resubmission of PGT dissertations and associated dissertation supervision support, and PGT assessment/progression arrangements
• Review Programme and Course Approval and Management Policy, to take account of recent Competition and Markets Authority rulings, and to provide additional information on business planning and on implementation

***** Already underway in 2016-17

6.5 Quality Assurance Committee

Activity
• Oversee institutional activities in response to 2015 Enhancement-led Institutional Review (ELIR)*
• Continued implementation and monitoring of the streamlining of the quality assurance framework (with a particular focus on periodic review processes)*
• Oversee and evaluate the effectiveness of Personal Tutor system*
• Review of progress on collaborative undergraduate programmes with Zhejiang University
• Thematic review of support for student parents/student carers/mature students

***** Already underway in 2016-17

THE UNIVERSITY of EDINBURGH

Annex – new regulations / policies / Codes, and reviews of and amendments to existing regulations/policies/Codes approved by Senate Committees during 2016-17

Senate Committee	Name of document	Type of change (New / Revision / Deletion / Technical Update / Reviewed and no changes made)
Learning and Teaching	Feedback Standards and Guiding Principles*	Deletion of existing Feedback Standards and Guiding Principles document Introduction of new practical guidance on Feedback and Assessment
Learning and Teaching	Peer Observation of Teaching	Deletion of existing Peer Observation of Teaching Guidance Introduction of new Peer Observation of Teaching Guidance
Learning and Teaching	Learning and Teaching Strategy	Deletion of existing Learning and Teaching Enhancement Strategy Introduction of new Strategy
Learning and Teaching	Student Mental Health Strategy	Introduction of new Strategy
Learning and Teaching	Learning Analytics Principles and Purposes*	Introduction of new document
Curriculum and Student Progression	Board of Examiners Handbook	Introduction of new document, consolidating and updating six existing documents (which have subsequently been deleted)
Curriculum and Student Progression	Course Organiser: Outline of Role*	Revision of existing document
Curriculum and Student Progression	Curriculum Framework documentation*	Revised version of existing documents (Framework for Curricula; Models for Degree Types); deletion of existing documents (Masters Guiding Principles; Structure for Teaching and Assessment; Professional and Practice-based Doctorates).
Curriculum and Student Progression	Programme and Course Approval Policy	Revision of existing document
Curriculum and Student Progression	Degree Programme Specification template	Technical update to existing document
Curriculum and Student Progression	Taught Assessment Regulations*	Revision of existing document

Curriculum and Student Progression	Postgraduate Assessment Regulations for Research Degrees*	Revision of existing document
Curriculum and Student Progression	Undergraduate Degree Regulations#	Revision of existing document
Curriculum and Student Progression	Postgraduate Degree Regulations#	Revision of existing document
Curriculum and Student Progression	Principles of Internal Moderation of Taught Assessment	Deletion of existing document (elements to be incorporated into Taught Assessment Regulations, with new guidance also to be produced)
Curriculum and Student Progression	Resits and Supplementary Assessment Guidance*	Revised version of existing document
Curriculum and Student Progression	Student Maternity and Family Leave Policy*	Revised version of existing document
Quality Assurance Committee	Annual Monitoring, Reporting and Review Policy	Revised version of existing document
Quality Assurance Committee	Edinburgh University Students' Association and University Student Engagement Statement	Revised version of existing document
Quality Assurance Committee	Principles and operational notes for Student Staff Liaison Committees (SSLCs)	Technical update to existing document
Quality Assurance Committee	University Remit and Reflective Report template for Internal Periodic Review	Revised version of existing document
Quality Assurance Committee	External Examiners for Taught Programmes Policy	Revised version of existing document
Researcher Experience Committee	Code of Practice for Supervisors and Research Students*	Revised version of existing document

*Subject to Committee approval May/June 2017
#Subject to approval by Court via resolution June 2017

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UNIVERSITY COURT

19 June 2017

Resolutions

Description of paper

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

Action requested/Recommendation

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

Background and context

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

Discussion

4. At its April meeting, Court considered Resolution No. 22/2017: Undergraduate Degree Programme Regulations and Resolution No. 23/2017: Postgraduate Degree Programme Regulations in draft form, including an explanation of the key changes proposed.

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

Resolution No. 16/2017:	Foundation of a Personal Chair of Jurisprudence
Resolution No. 17/2017:	Foundation of a Sir Timothy O'Shea Chair of Veterinary Informatics and Data Science
Resolution No. 18/2017:	Alteration of the title of the Chair of Learning Analytics and Informatics
Resolution No. 19/2017:	Foundation of a Chair of Material Design and Innovation
Resolution No. 20/2017:	Foundation of a Chair of Isotope Geochemistry
Resolution No. 21/2017:	Foundation of a Chair of Food and Environmental Security
Resolution No. 22/2017:	Undergraduate Degree Programme Regulations
Resolution No. 23/2017:	Postgraduate Degree Programme Regulations
Resolution No. 24/2017:	Foundation of a Personal Chair of Anti-Racist and Multicultural Education
Resolution No. 25/2017:	Foundation of a Personal Chair of Acoustics and Audio Signal Processing
Resolution No. 26/2017:	Foundation of a Personal Chair of Early Modern History
Resolution No. 27/2017:	Foundation of a Personal Chair of Food Marketing & Society
Resolution No. 28/2017:	Foundation of a Personal Chair of Ethics and Epistemology
Resolution No. 29/2017:	Foundation of a Personal Chair of Roman Law
Resolution No. 30/2017:	Foundation of a Personal Chair of Social History

Resolution No. 31/2017:	Foundation of a Personal Chair of Social Policy and Research Methods
Resolution No. 32/2017:	Foundation of a Personal Chair of War and Peace
Resolution No. 33/2017:	Foundation of a Personal Chair of Russian and Sociolinguistics
Resolution No. 34/2017:	Foundation of a Personal Chair of Evolutionary Linguistics
Resolution No. 35/2017:	Foundation of a Personal Chair of History of Art
Resolution No. 36/2017:	Foundation of a Personal Chair of Economic and Social History
Resolution No. 37/2017:	Foundation of a Personal Chair of Renal Physiology
Resolution No. 38/2017:	Foundation of a Personal Chair of Veterinary Epidemiology
Resolution No. 39/2017:	Foundation of a Personal Chair of Cellular and Systems Neuroscience
Resolution No. 40/2017:	Foundation of a Personal Chair of Global Health and Development
Resolution No. 41/2017:	Foundation of a Personal Chair of Tissue Engineering
Resolution No. 42/2017:	Foundation of a Personal Chair of Quantitative Trait Genetics
Resolution No. 43/2017:	Foundation of a Personal Chair of Immunology
Resolution No. 44/2017:	Foundation of a Personal Chair of Comparative Medicine
Resolution No. 45/2017:	Foundation of a Personal Chair of Stem Cell and Cancer Biology
Resolution No. 46/2017:	Foundation of a Personal Chair of Neurodegeneration
Resolution No. 47/2017:	Foundation of a Personal Chair of Medicines Discovery
Resolution No. 48/2017:	Foundation of a Personal Chair of Neonatal Medicine
Resolution No. 49/2017:	Foundation of a Personal Chair of Molecular Imaging and Healthcare Technology
Resolution No. 50/2017:	Foundation of a Personal Chair of Respiratory Medicine
Resolution No. 51/2017:	Foundation of a Personal Chair of Biological Physics
Resolution No. 52/2017:	Foundation of a Personal Chair of Algebraic Geometry
Resolution No. 53/2017:	Foundation of a Personal Chair of Theoretical Chemistry
Resolution No. 54/2017:	Foundation of a Personal Chair of Particulate Materials Processing
Resolution No. 55/2017:	Foundation of a Personal Chair of Synthesis and Chemical Biology
Resolution No. 56/2017:	Foundation of a Personal Chair of Collider Physics
Resolution No. 57/2017:	Foundation of a Personal Chair of Global Health Infection and Immunity
Resolution No. 58/2017:	Foundation of a Personal Chair of Evolutionary Ecology
Resolution No. 59/2017:	Foundation of a Personal Chair of Computational Biomechanics
Resolution No. 60/2017:	Foundation of a Personal Chair of Computational Bioinformatics
Resolution No. 61/2017:	Foundation of a Personal Chair of Nuclear Envelope Biology
Resolution No. 62/2017:	Foundation of a Personal Chair of Polymer Chemistry
Resolution No. 63/2017:	Foundation of a Personal Chair of NMR Spectroscopy
Resolution No. 64/2017:	Foundation of a Personal Chair of Computational Neuroscience
Resolution No. 65/2017:	Foundation of a Personal Chair of Theoretical High Energy Physics

Resolution No. 66/2017:	Foundation of a Personal Chair of Climate and Low Carbon Innovation
Resolution No. 67/2017:	Foundation of a Personal Chair of Business Analytics
Resolution No. 68/2017:	Foundation of a Personal Chair of Aquaculture Genetics

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

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

Risk Management
8. There are reputational considerations in establishing and renaming Chairs and updating regulations, which are considered as part of the University's approval processes.

Equality & Diversity
9. 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
10. Senate and the General Council will be notified that these Resolutions have been approved. The list of approved Resolutions is annually reviewed and published on the University's web site.

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

Further information
12. *Author*

Ms Kirstie Graham
Deputy Head of Court Services
June 2017

Freedom of Information
13. This paper is open.

THE UNIVERSITY of EDINBURGH

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UNIVERSITY COURT

19 June 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 1 April 201 to 31 May 2017.

Action requested/Recommendation

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

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

Resource implications

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

Risk Management

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

Equality & Diversity

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

Next steps/implications

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

Consultation

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

Further information

11. *Authors*

Gregor Hall
Finance Manager,
Development & Alumni

Chris Cox
Vice-Principal Philanthropy & Advancement
Executive Director, Development and Alumni
Secretary, University of Edinburgh Development Trust

Freedom of Information

12. Closed Paper.