



University Court  
Reaburn Room, Old College  
Monday, 18 June 2018

**AGENDA**

- |          |   |               |
|----------|---|---------------|
| <b>1</b> | <b>Minute</b>   | <b>A</b>      |
|          | To <u>approve</u> the minute of the meeting held on 23 April 2018             |               |
| <b>2</b> | <b>Matters Arising</b>  | <b>Verbal</b> |
|          | To <u>raise</u> any matters arising   |               |
| <b>3</b> | <b>Principal's Communications</b>   | <b>B</b>      |
|          | To <u>receive</u> an update from the Principal                                |               |
| <b>4</b> | <b>Policy &amp; Resources Committee Report</b>                                | <b>C</b>      |
|          | To <u>consider</u> a report from the Convener of Policy & Resources Committee |               |

**SUBSTANTIVE ITEMS**

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|----------|---|---------------|
| <b>5</b> | <b>Student Experience Update</b>  | <b>D</b>      |
|          | To <u>consider</u> an update from the Senior Vice-Principal and the Head of College of Arts, Humanities and Social Sciences |               |
| <b>6</b> | <b>Planning</b>   |               |
|          | • <b>Planning Round 2018-2021</b>   | <b>E1</b>     |
|          | To <u>approve</u> a paper by the Deputy Secretary, Strategic Planning   |               |
|          | • <b>Scottish Funding Council Strategic Plan Forecast</b>   | <b>E2</b>     |
|          | To <u>approve</u> a paper by the Director of Finance  |               |
| <b>7</b> | <b>City Region Deal</b>   |               |
|          | • <b>Negotiations Update</b>  | <b>F1</b>     |
|          | To <u>consider</u> a paper by the Senior Vice-Principal   |               |
|          | • <b>Funding and Legal Arrangements</b>   | <b>F2</b>     |
|          | To <u>consider</u> a paper by the Director of Corporate Services  |               |
| <b>8</b> | <b>Estates</b>  |               |
|          | • <b>IGMM 4D Cellular Medicine</b>  | <b>G</b>      |
|          | To <u>approve</u> a paper presented by the Director of Estates  |               |
|          | • <b>Estates Plan Progress/Capital Prioritisation Overview</b>  | <b>Verbal</b> |
|          | To <u>note</u> an update from the Director of Finance   |               |
| <b>9</b> | <b>Finance</b>  |               |
|          | To <u>consider</u> the following papers by the Director of Finance  |               |
|          | • <b>Finance Director's Report</b>  | <b>H1</b>     |
|          | • <b>Estates Funding Strategy</b>   | <b>H2</b>     |

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|-----------|---|------------------------|
| <b>10</b> | <b>IT Network Replacement</b><br>To <u>approve</u> a paper by the Chief Information Officer   | <b>I</b>               |
| <b>11</b> | <b>Developing a University Strategy: Preventing and Responding to Sexual Violence and Misconduct</b><br>To <u>consider</u> a paper by the Director of Legal Services  | <b>J</b>               |
| <b>12</b> | <b>Governance</b><br>To <u>approve</u> the following papers by the University Secretary <ul style="list-style-type: none"> <li>• <b>Governance Code Implementation</b></li> <li>• <b>External Effectiveness Review</b></li> </ul> | <b>K1</b><br><b>K2</b> |
| <b>13</b> | <b>EUSA President's Report</b><br>To <u>receive</u> an update from the EUSA President   | <b>L</b>               |

**ITEMS FOR NOTING OR FORMAL APPROVAL**

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|-----------|--|--|
| <b>14</b> | <b>Prevent Duty Implementation Update</b><br>To <u>note</u>  | <b>M</b>   |
| <b>15</b> | <b>Education Act 1994 compliance</b><br>To <u>note</u>   | <b>N</b>   |
| <b>16</b> | <b>Committee Reports</b> <ul style="list-style-type: none"> <li>• Court City Deal Sub-Group</li> <li>• Nominations Committee</li> <li>• Audit and Risk Committee</li> <li>• Knowledge Strategy Committee</li> <li>• Senate</li> <li>• Senate Committees Annual Report</li> </ul> | <b>O1</b><br><b>O2</b><br><b>O3</b><br><b>O4</b><br><b>O5</b><br><b>O6</b> |
| <b>17</b> | <b>Resolutions</b><br>To <u>approve</u>  | <b>P</b>   |
| <b>18</b> | <b>Recognition of Alumni Clubs</b><br>To <u>approve</u>  | <b>Q</b>   |
| <b>19</b> | <b>Donations and Legacies</b><br>To <u>note</u>  | <b>R</b>   |
| <b>20</b> | <b>Uses of the Seal</b><br>To <u>note</u>  |  |
| <b>21</b> | <b>Any Other Business</b><br>To <u>consider</u> any other matters  |  |
| <b>22</b> | <b>Date of Next Meeting</b><br>Monday, 1 October 2018  |  |



UNIVERSITY COURT

23 April 2018

Minute

**Present:** Ann Henderson, Rector (in chair)  
The Principal, Peter Mathieson  
Anne Richards, Vice-Convener  
Edward Bowen, Chancellor's Assessor  
Frank Ross, Lord Provost of the City of Edinburgh  
Alan Brown, General Council Assessor  
Doreen Davidson, General Council Assessor  
Ritchie Walker, General Council Assessor  
Elizabeth Bomberg, Senate Assessor  
Sarah Cooper, Senate Assessor  
Claire Phillips, Senate Assessor  
Alexander Tudhope, Senate Assessor  
Jo Craiglee, Non-Teaching Staff Assessor  
Frank Armstrong, Co-opted Member  
David Bentley, Co-opted Member  
Robert Black, Co-opted Member  
Perdita Fraser, Co-opted Member  
Alison Grant, Co-opted Member  
Alan Johnston, Co-opted Member  
Susan Rice, Co-opted Member  
Patrick Kilduff, President, Students' Association  
Esther Dominy, Vice-President, Students' Association

**In attendance:** Angi Lamb, Rector's Assessor  
University Secretary, Sarah Smith  
Senior Vice-Principal Charlie Jeffery  
Vice-Principal Dorothy Miell  
Vice-Principal Dave Robertson  
Vice-Principal Moira Whyte  
Vice-Principal Jonathan Seckl  
Gavin McLachlan, Chief Information Officer & Librarian to the University  
Phil McNaull, Director of Finance  
Leigh Chalmers, Director of Legal Services  
Tracey Slaven, Deputy Secretary, Strategic Planning  
Gavin Douglas, Deputy Secretary, Student Experience  
James Saville, Interim Director of Human Resources  
Rob Tomlinson, Acting Director of Communications and Marketing  
Fiona Boyd, Head of Stakeholder Relations  
Eleri Connick, President-elect, Students' Association  
Kai O'Doherty Vice-President Welfare-elect, Students' Association  
Kirstie Graham, Deputy Head of Court Services  
Lewis Allan, Head of Court Services

## **1 Minute**

**Paper A**

The Vice-Convenor welcomed the Rector, Ann Henderson, and the Rector's Assessor, Angi Lamb, to their first Court meeting following the February 2018 election.

The Rector thanked the Vice-Convenor and on behalf of Court, thanked Student President Patrick Kilduff and Vice-President Welfare Esther Dominy, whose terms of office conclude in early June, for their service to the student body and the University over the past year and welcomed Eleri Connick, Student President-elect and Kai O'Doherty, Student Vice-President Welfare-elect, observing the meeting as part of their induction.

The Rector congratulated Professor Sarah Cooper and Dr Claire Phillips on their re-election as Senate Assessors, from 1 August 2018 to 31 July 2022.

Court noted the passing on 3 March of Violet Laidlaw, the first Non-Teaching Staff Assessor on Court, who served from 1978-1981.

The Minute of the meeting held on 5 February 2018 was approved.

## **2 Matters Arising**

**Verbal**

It was noted that an update on the Universities Superannuation Scheme (USS) pensions dispute would be considered within the Principal's Communication item.

## **3 Principal's Communications**

**Paper B**

Court noted the contents of the Principal's Report and the additional information on: senior appointments and retirements, with Professor Moira Whyte appointed as Vice-Principal and Head of the College of Medicine & Veterinary Medicine from 1 April, Theresa Merrick appointed as Director of Communications & Marketing from 4 June, Professor Conchúr Ó Brádaigh appointed as Head of the School of Engineering and Professor James Dunlop appointed as Head of the School of Physics & Astronomy – both with effect from 1 August, and the announcement of the retirement of Phil McNaul as Director of Finance at the end of the calendar year.

The Principal provided an update on the USS pensions dispute, with 14 strike days called by the University & College Union (UCU) over a four week period in February and March and additional action short of a strike. Following a revised proposal by Universities UK, including the establishment of an expert panel nominated in equal numbers by Universities UK and UCU, UCU members voted to suspend ongoing and planned industrial action from 13 April.

Court discussed variance in the impact of industrial action across the University and the potentially significant costs to employers and USS staff members if the USS Trustees impose an interim solution to satisfy the Pensions Regulator before the expert panel proposes a solution.

Student admission and research grant statistics were noted, with a future paper covering online learning requested and the international political environment and domestic demographic trends that may impact on student applications discussed.

#### **4 Policy & Resources Committee Report**

**Paper C**

Key items considered by the Policy & Resources Committee were summarised.

### **SUBSTANTIVE ITEMS**

#### **5 Student Experience Update**

**Paper D**

The Senior Vice-Principal introduced a regular update on the University's student experience enhancement activities, with the Head of College of Medicine & Veterinary Medicine summarising a metrics-and-narrative based report, including key student survey findings and work underway in response. Court discussed initiatives to improve the training of NHS staff involved in student medical teaching, improving lecture timetabling, plans to develop a teaching building at Little France and the advantages and disadvantages of setting numerical targets for improvements in student satisfaction measures.

The Heads of the Moray House School of Education and the School of Physics & Astronomy presented on the approach to recognition and incentives for teaching within their Schools. Challenging a perception that research is valued over teaching was discussed, including reframing language and fully considering teaching contributions in promotion, appointment and annual review processes. It was requested that a future update include the contribution that professional services staff make to improving the student experience.

#### **6 Widening Participation Strategy**

**Paper E**

A draft Widening Participation strategy was reviewed, to build on the University's leadership in the development of contextualised admissions and innovative outreach programmes. Taking a broader approach to widening participation than the SIMD20 measure (Scottish Index of Multiple Deprivation least advantaged 20% of postcodes), using successful case studies, outreach to secondary school teachers, regional collaboration with other universities, mentoring schemes, potential for additional funded places and communication appropriate for a wide diversity of prospective students was discussed.

Court approved the guiding principles for the strategy and the approach to external communications, with the implementation plan and outline communications plan to progress to the University Executive for approval.

#### **7 Outcome Agreement 2018/19**

**Paper F**

The draft Outcome Agreement for 2018/19 was approved and authority delegated to the Deputy Secretary, Strategic Planning, to finalise and

submit the Outcome Agreement to the Scottish Funding Council by 30 April 2018.

**8 Finance Director's Report**

**Paper G**

The period 7 (February) Management Accounts, the Quarter 2 Full Year Forecast for 2017/18 and the latest iteration of the Ten Year Forecast was reviewed. Court discussed the framework set by the Risk Appetite Statement, prioritisation of estates capital projects, improvements in financial controls and financial training for staff and the Transparent Approach to Costing (TRAC) results.

**9 City Deal Update**

**Paper H**

A summary update on progress towards a detailed City Deal agreement with the UK and Scottish Governments was received. It was noted that discussions are continuing and it was agreed that the City Deal Sub-Group and Exception Committee may be utilised should any decisions be required outside of the scheduled Court meeting cycle.

**10 EUSA & EUSU**

• **EUSA and EUSU Planning Round Submission**

**Paper I1**

The proposed University budget allocations to the Edinburgh University Students' Association and Edinburgh University Sports Union for 2018-19 were approved.

• **EUSA Budget 2018-19**

**Paper I2**

Following approval by the Board of Trustees, the proposed Edinburgh University Students' Association Budget for the 2018-19 financial year was approved.

• **EUSA President's Report**

**Paper I3**

The Student President provided an update on a fire in King's Buildings House on 16 April that has led to the temporary closure of the facility, with the cause and extent of damage under investigation. The report was noted.

**11 Development & Alumni**

• **Development Trust Governance**

**Paper J1**

Following approval in June 2017 of the recommendations of a review of the University of Edinburgh Development Trust, a proposal to implement the recommendation that the Development Trust is retained primarily to receive legacy pledges and is streamlined was considered. Noting:

- that a proposal to implement the recommendation of greater Court oversight of philanthropic and alumni relations activity is under development and will be submitted to Court for approval;
- that the external Trustees support the proposal; and,
- the intention to appoint a lay Court member to the streamlined Trust;

Court approved with one abstention an amendment to the Trust Deed to support a streamlined Development Trust.

*[Post meeting note: Further discussions are being held to respond to a point raised at the meeting.]*

- **Naming Policy**

**Paper J2**

A draft policy to replace the existing Policy for Naming of Buildings, Rooms and other Facilities was reviewed. The following points were raised in discussion:

- The potential for a greater number of namings in recognition of philanthropic donations;
- The intention to reflect diversity in namings while treating each case on its merits in line with the policy was welcomed;
- Risk in accepting a donation is assessed at the point the donation offer is made, with the Ethical Fundraising Advisory Group considering cases as appropriate; and,
- Any donors who wish to remain publicly anonymous will be known to the University and reviewed before acceptance as appropriate.

The Naming Policy: Recognising Philanthropic Contributions and Individuals of Distinction was approved.

## **ITEMS FOR NOTING OR FORMAL APPROVAL**

**12 Equality, Diversity Monitoring & Research Committee (EDMARC) Staff and Student Reports 2017**

**Paper K**

The EDMARC staff and student reports 2017 were approved for publication, with a report on the undergraduate black and minority ethnic student journey from application to outcome to follow.

**13 Committee Reports**

- **Exception Committee**

**Paper L1**

The following matters approved by Exception Committee on behalf of Court were noted:

- Student Accommodation: Pentland House – approval for the University to enter into a 20 year lease for the property subject to agreement of satisfactory Heads of Terms was granted
- Vice-Principal and Head of College of Medicine and Veterinary Medicine – the appointment of Professor Moira Whyte for a five year term of office with effect from 1 April 2018 was endorsed.

- **Nominations Committee**

**Paper L2**

The appointment of Richard Terry as an external member of Estates Committee for a period of 12 months in the first instance was noted.

- **Audit and Risk Committee**

**Paper L3**

The report was noted and the appointment of PwC as External Auditor for a period of three years from the 2018-19 audit with the option to extend for up to a further two audit years was approved.

- **Knowledge Strategy Committee**

**Paper L4**

The report was noted.

- **Senate**

**Paper L5**

The report was noted.

## **14 Resolutions**

**Paper M**

The following draft resolutions were referred to the General Council and to Senate for observations:

Draft Resolution No. 10/2018: Undergraduate Degree Programme Regulations

Draft Resolution No. 11/2018: Postgraduate Degree Programme Regulations

Draft Resolution No. 12/2018: Higher Degree Programme Regulations

The following resolutions were approved:

Resolution No. 4/2018: Foundation of a Chair of Brain Inflammation and Repair

Resolution No. 5/2018: Foundation of a Chair of Translational Molecular Medicine

Resolution No. 6/2018: Foundation of a Chair of Immunology and Infectious Diseases

Resolution No. 7/2018: Foundation of a Chair of Forest Ecology

Resolution No. 8/2018: Foundation of a Chair of Antimicrobial Resistance

Resolution No. 9/2018: Foundation of a Chair of Immunology

## **15 Donations and Legacies**

**Paper N**

Donations and legacies received by the Development Trust from 20 January 2018 to 31 March 2018 were noted.

## **16 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.

## **17 Any Other Business**

It was noted that a transport strategy is in development and will be submitted to Court. The format of the annual Meet the University Court event was discussed. The Rector requested that Court members who wish to raise items under Any Other Business should notify her prior to the meeting.

**18 Date of Next Meeting**

Monday, 18 June 2018



UNIVERSITY COURT

18 June 2018

**Principal's Report to Court**

**Description of paper**

1. The paper provides a summary of some of my activities since the last meeting of the University Court and updates on some current issues.

**Action requested/Recommendation**

2. Court is asked to note the information presented and to endorse the proposal to extend the term of office for our two Honorary Assistant Principals, Professor John Smyth and Professor Eve Johnstone CBE, for an additional year until 31 July 2019.

**Background and context**

3. The report summarises key issues for the University and my engagement with regard to local, national, international and sector-wide developments and activity.

**Discussion**

4. During May I have had my first experiences of engaging on a large scale with some of the University's international partners. The Annual General Meeting of U21 (an international network of 26 leading research intensive universities across 17 countries, of which I have been a member of the Executive Committee since 2016 because the University of Hong Kong is also a member) in Melbourne in early May was the first such occasion. It was very useful to participate with the organisation from Edinburgh's perspective.

5. It was also very valuable to engage with the Santander organisation via their Rectors' conference in Salamanca. As benefactors, Santander offer a range of support to the University mainly in the area of scholarships and support for enterprise initiatives. The meeting covered a diverse and interesting programme and it was an excellent opportunity to further various contacts both with Santander and with other Rectors/Vice-Chancellors.

6. European partnerships were also very much on the agenda as Edinburgh hosted the League of European Universities (LERU) Rectors' meeting. This group is very important in lobbying on the key matter of access to EU research funding post Brexit. The meeting led to a joint statement calling on both parties in the Brexit negotiations to reach a solution that will allow scientists and researchers from across the UK to continue to participate in all elements and instruments of the European Research Area after Brexit. The meeting garnered interest from Good Morning Scotland, in the form of an interview with me, and also the Scottish Government.

7. I have continued to prioritise interaction with students and staff. I have regularly met with our EUSA sabbatical officers. I was pleased to present an award at the Edinburgh University Students Association Teaching Awards in late April. There were over 1,600 nominations for over 780 staff members resulting in a great celebratory event. A full list of the winners and runners-up is appended to this paper. I also presented an award at the Blues & Colours dinner, and Tina and I hosted a

reception to congratulate our student athletes who participated in the Commonwealth Games. I have undertaken two School visits during this period, to Social & Political Science and Engineering, with an Informatics visit scheduled for a couple of days after this meeting. Accompanied by the respective Heads of College, I have enjoyed meeting the staff and hearing more detail about how the various Schools operate as well as holding question and answer sessions for all School staff. I have also spoken to professional services colleagues at staff events for Estates, Human Resources and Development & Alumni.

8. Together with our City Deal leads, including Hugh Edmiston and Charlie Jeffery, I spoke at a couple of staff roadshow events across the University to raise the profile of the Deal and to encourage and help staff to understand how they can get involved.

9. Our Chancellor visited the University again at the beginning of May and took in three site visits: meeting staff at Little France who are involved in Global Surgery, visiting the School of Engineering at King's Buildings to mark their 150 year anniversary and formally opening the Charnock Bradley Building at the Royal (Dick) School of Veterinary Studies at Easter Bush, also unveiling the superb new horse's head sculpture outside the building, created for us by Kelpies designer Andy Scott.

10. The Chief Executives of Universities UK (UUK), Alistair Jarvis, and the Russell Group, Tim Bradshaw, have both been to Edinburgh recently to meet with me and we discussed current issues from the viewpoint of their respective organisations.

11. The latest from UUK on the Universities Superannuation Scheme (USS) valuation confirms that the University and College Union (UCU) and UUK have agreed Terms of Reference for the Joint Expert Panel, nominated UCU and UUK representatives to the panel, and announced as Chair Joanne Segars OBE. Indeed the Panel has held its first meeting and is aiming to comply with a very demanding time schedule, being expected to publish a report on the 2017 valuation in late September 2018. UCU and UUK will then need to work together to consider the report's findings and agree appropriate next steps. Running concurrently to the work of the panel, USS have made clear that due to the revocation of the 23 January 2018 Joint Negotiating Committee benefit reform decision, they are statutorily obliged to ensure there is a plan in place to address the funding challenges found at the 2017 valuation. Therefore, the USS Trustee has triggered the start of the cost sharing process (under scheme rule 76.4-8). It is understood that the full implications of the cost sharing process would mean an increase in employers' contributions to c. 25% of salaries (up from the current 18%) and c. 11.5% of salaries for members (up from the current 8%). USS has indicated that the Trustee is of the view that contributions need to move, progressively, to align with the cost of accruing the current level of benefits.

12. I have continued with my introductory meetings with external stakeholders and since the last Court meeting have met with Lord Duncan of Sprigbank, leader of City of Edinburgh Council Councillor Adam McVey, Director of Edinburgh International Festival Fergus Linehan, Chief Executive of the Royal Military Tattoo Brigadier David Allfrey, former Taoiseach Bertie Ahearn, and taken part in the Consular Corps spring

reception, a Tata Trust Scotland reception and attended the Carnegie Trust Annual General Meeting.

13. I was pleased to take part in the official opening of the Higgs Centre for Innovation, a partnership between the Science and Technology Facilities Council and the University. Alongside our world class research in astronomy and particle physics the Centre offers business incubation facilities and laboratories for commercial use. Professor Peter Higgs, most of whose Nobel Prize-winning work was done here, was in attendance and in fine form.

14. At the invitation of Universities Scotland I delivered a keynote to the Equality Challenge Unit's Festival of Learning on attracting diversity.

15. It was a pleasure to spend time with many of the University's supporters at the Development and Alumni 'Thank You' event in early June and to welcome Lord Stern to the University to deliver an excellent Fulbright lecture on "The best of centuries or the worst of centuries? Leadership, governance and cohesion in an interdependent world".

16. I wish to seek Court's endorsement of the proposal to extend the term of office for our two Honorary Assistant Principals Professor John Smyth and Professor Eve Johnstone CBE for an additional year until 31 July 2019. This will bring these two honorary posts into line with the existing Vice-Principal and Assistant Principal arrangements.

17. Finally, I wish to put on record my attitude to "league tables". I have written and spoken extensively on this subject, mostly before I arrived here, and I want to ensure that there are no misconceptions. My firm belief is that university strategy and policies should not be driven by trying to satisfy the criteria of any league table. Our strategy should aim at excellence in all that we do. If we achieve excellence, our position in league tables will necessarily improve (unless the league tables are measuring aspects other than excellence!) This is not to deny the importance of league tables nor the extent to which they are used as a surrogate for quality of universities by prospective students, their parents/teachers, by governments and other agencies. However, league tables are devised and promoted by journalists and a cynical analysis of the very frequent methodological changes would be that these create movement: it is always "who's up and who's down" that makes headlines. With this background, we should of course be pleased that we have risen to 18 in the world in the latest QS world ranking. But let's not get carried away: there is still much to do....

### **Resource implications**

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

### **Risk Management**

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

### **Equality & Diversity**

20. No specific Equality and Diversity issues are identified.

**Next steps/implications**

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

**Consultation**

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

**Further information**

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

**24. Author and Presenter**

Principal and Vice-Chancellor Professor Peter Mathieson  
11 June 2018

**Freedom of Information**

25. Open Paper.

## **EUSA Teaching Award Winners and runners up.**

The winners of the 12 awards were chosen by students, who this year made more than 1,650 nominations.

**Best Course Award** winner - Zubin Mistry, Lecturer in Early Medieval European History, School of History, Classics and Archaeology; joint runners-up - Linden Bicket, Teaching Fellow, School of Divinity, and Ricky Carvel, Lecturer in Combustion and Fire Dynamics, School of Engineering.

**Best Support Staff Award** winner - Sue Renton, Student Experience Officer, School of Social and Political Science; runner-up - Natalie Stroud, an Undergraduate Student Support Officer – International Relations, School of Social and Political Science.

**Best Practice in Inclusive Learning and Teaching Award** winner - Katherine Inglis, Chancellor's Fellow and Lecturer, School of Literatures, Languages and Cultures; runner-up - Colin Brough, PhD student, Moray House School of Education.

**Best Implementer of Student Feedback Award** winner - Sakie Chiba-Mooney, Language Assistant in Japanese, Asian Studies, School of Literatures, Languages and Cultures; runner-up - Philip Clark, Personal Chair in Experimental Particle Physics, School of Physics and Astronomy.

**Best Assessment Feedback Award** winner - Eleoma Bodammer, Senior Lecturer, School of Literatures, Languages and Cultures; runner-up - Linda Van Bergen, Lecturer in Linguistics and English Language.

**Best Personal Tutor Award** winner - Jamie Cole, Senior Lecturer in the School of Physics and Astronomy; runner-up - Bryan Pickel, Lecturer, School of Philosophy, Psychology and Language Sciences.

**Best Student Who Tutors Award** winner - Alex Gapud, PhD student, School of Social and Political Science; runner-up - Gergana Daskalova, PhD student, School of GeoSciences.

**Best Supervisor Award** winner - Robert Mason, Professor of Twentieth-Century U.S. History, School of History, Classics and Archaeology; runner-up Rowan Mackay, Teaching Fellow, School of Philosophy, Psychology and Language Sciences.

**The Kendell Award for Teaching in Medicine** winner - Kim Picozzi, Senior Lecturer in Global Health, Edinburgh Medical School; runner-up - Simon Riley, Senior Lecturer, Medical Research Council Centre for Reproductive Health.

**The Teaching in Veterinary Medicine** winner - Alessandro Seguino, Senior Lecturer, Royal (Dick) School of Veterinary Studies; runner-up - Thalia Blacking, Lecturer in Applied Vet Physiology, Royal (Dick) School of Veterinary Studies.

**The Van Heyningen Award for Teaching in Science and Engineering** winner - Richard Gratwick, University Teacher in Mathematics, School of Mathematics; runner-up - Dan Swanton, Deputy Senior Personal Tutor, School of GeoSciences.

**The Ian Campbell Award for Teaching in the Arts, Humanities and Social Sciences** winner - Sean Brocklebank, Senior Teaching Fellow, School of Economics; runner-up - Teresa Poeta, Teaching Fellow (Swahili), Centre for African Studies.



UNIVERSITY COURT

18 June 2018

Policy & Resources Committee Report

**Committee Name**

1. Policy & Resources Committee.

**Date of Meeting**

2. 4 June 2018.

**Action Required**

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

*Paragraphs 4 - 15 have been removed as exempt from release due to FOI.*

**Full minute**

16. 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**

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

**Further information**

- |                        |  |
|------------------------|--|
| 18. <u>Author</u>      | <u>Presenter</u>                       |
| Lewis Allan            | Anne Richards                          |
| Head of Court Services | Convener, Policy & Resources Committee |

**Freedom of Information**

19. Closed paper.



UNIVERSITY COURT

18 June 2018

Student Experience Update

Description of paper

1. The paper provides a metrics-and-narrative based report focused specifically on the College of Arts, Humanities and Social Science along with the regular update on the University’s student experience enhancement activities.

Action requested/Recommendation

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

Background and context

Section A: Approach to Reporting on Student Experience

3. At this meeting of Court we have a metrics-and-narrative based report focused specifically on the College of Arts, Humanities and Social Science, as summarised in section B. Professor Dorothy Miell, Head of the College, will also give a powerpoint presentation to draw out the key themes and analysis of the metrics provided in this report.

4. In sections C and D we provide a thematic update on Innovation and Curriculum, following the thematic reporting schedule as below. The Director of the Institute for Academic Development, Dr Jon Turner, will present an overview of our practice in pedagogical innovation, while Senior Vice-Principal, Professor Charlie Jeffery, will set out a number of challenges to our current curriculum structure along with a preliminary assessment of options to address these challenges.

Month	Thematic Area to Report On
February 2018	<b>Partnership and Community</b> <ul style="list-style-type: none"> <li>To ensure students feel a strong sense of community linking them with academic and support staff</li> </ul>
April 2018	<b>Recognition and Incentives</b> <ul style="list-style-type: none"> <li>To ensure that our staffing processes recognise and incentive teaching sufficiently alongside other aspects of the academic role</li> </ul>
June 2018	<b>Innovation and Curriculum</b> <ul style="list-style-type: none"> <li>To ensure our curriculum at all levels is fit for purpose</li> </ul>
October 2018	<b>Review of NSS 2018 results</b>
December 2018	<b>Resources and Investment</b> <ul style="list-style-type: none"> <li>To ensure sufficient resources are committed to enhancing student experience</li> </ul>

Section B has been removed as exempt from release due to FOI.

### *Section C: Innovation*

5. As part of its commitment to enhancing the student experience, the University has developed a range of measures to encourage innovation in teaching and learning. The following provides an overview. It describes some of the structures and initiatives designed to support innovation in learning and teaching; provides examples of innovation in action; and looks ahead to consider the potential for increasing the positive impact of this support and barriers to achieving this.

As an institution, we have many examples of innovative and excellent practice in learning and teaching. We also have strong elements of support for innovation and enhancement. The strength of this practice and its embedding within the curriculum is uneven across the University and sometimes within specific Schools and programmes. Levels of awareness and take up of support are similarly mixed.

6. Court is asked to note and comment on practices of innovation in teaching and learning at the University.

### *7. Current support for innovation*

- **Practice sharing, networks and communities of practice.** In sharing practice and expertise across the institution, and in building a culture where learning and teaching is celebrated and discussed as naturally as research, we have made significant practice over the last three years. Teaching Matters<sup>1</sup> was launched in January 2016 as a blog and website designed to promote, discuss and celebrate teaching across the University. Readership has grown to 3,500 per month, with 2 or 3 blogs published each week by a wide range of staff (and sometimes students). We will also be welcoming 300 colleagues to our first University-wide Learning & Teaching Conference on 20 June. Together they provide a rich and inspiring picture of learning and teaching across the University. Several new and established staff networks<sup>2</sup> are helping to build communities of practice and support the sharing of expertise and experience. These include role-based networks like the Directors of Teaching and Senior Tutors networks, alongside those aimed at specific communities (e.g. Institute for Academic Development Masters and Experienced Teachers networks) and interest groups (e.g. Scholarship of teaching and learning network).
- **Space and support to experiment and innovate.** The Principal's Teaching Award Scheme (PTAS)<sup>3</sup> supported by the Development Trust provides funding for around 30 applied pedagogic and educational development projects each year. At a time when external funding for learning and teaching innovation has largely disappeared this support has been invaluable to colleagues from all areas of the University and supported a wide range of innovative and sometimes sector-leading practices. Over the last two years PTAS has also been used, through additional funding from Information Services and the Careers Service, to support thematic priority areas (e.g. lecture recording and employability). Institute for Academic Development secondments<sup>4</sup> provide staff with time (usually 1 or 2 days, for 1-2 years) to undertake a major academic

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<sup>1</sup> <http://www.teaching-matters-blog.ed.ac.uk/>

<sup>2</sup> <https://www.ed.ac.uk/institute-academic-development/learning-teaching/connect>

<sup>3</sup> <https://www.ed.ac.uk/institute-academic-development/learning-teaching/funding>

<sup>4</sup> <https://www.ed.ac.uk/institute-academic-development/work-with-us/secondments>

development project or initiative. The base within the Institute for Academic Development helps to support practice sharing and build understanding of university level structures and connections. The Festival of Creative Learning<sup>5</sup>, through a curated week in February and pop-up events throughout the year provides a space outside the credit-bearing curriculum, practical and financial support for staff and students who want to experiment with a new learning event or approach. More than 3,000 tickets were booked for 133 events (including 52 that were open to the public) during the February 2018 festival with 16 additional pop-up events.

- **Support for staff.** Formal and informal staff development plays an important role in supporting colleagues to experiment and enhance their teaching. We are seeing steady and strong demand for our Higher Education Academy accredited Continuing Professional Development (CPD) framework<sup>6</sup>. This includes growth in the number of School versions of the Edinburgh Teaching Award. Colleagues report making changes to their teaching practice and engaging with appropriate educational research evidence as a result of their participation. Practical guides for staff on key topics like assessment and feedback<sup>7</sup>, encouragement of Peer Observation of Teaching, and the availability of student feedback and other data<sup>8</sup> can also encourage colleagues to reflect on and further develop their approach to teaching.
- **Horizon scanning.** At an institutional level, it is important for us to look ahead and consider how our curriculum and infrastructure in support of learning and teaching will need to change to continue to meet the needs of learners. Often this is supported through formal committees and working group. Over the last year, through the Near Future Teacher project<sup>9</sup>, we have taken a different approach. This has used service design methodologies to engage creatively with a wide range of students and staff to consider how educational expectations and needs will evolve, and the implications of this for digital education.

### *Innovation in action*

8. Teaching Matters provides a wide range of accessible examples of innovation in action across the University. One of the striking things about many of these examples is that they draw upon a range of these and other, particularly local School-based, supports for innovation and enhancement.

- In a series of blogs describing a major reform of the History pre-honours curriculum<sup>10</sup>, Esther Mijers highlights the importance of collaboration with the Careers Service, the role played by PTAS funding, use of student feedback and technology.
- In developing and implementing SLICCs (Student-Led, Individually-Created Courses)<sup>11</sup>, Simon Riley and Gavin McCabe describe an approach that has benefited from a supportive Board of Studies, taken a staged approach to pilot

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<sup>5</sup> <http://www.festivalofcreativelearning.ed.ac.uk/>

<sup>6</sup> <https://www.ed.ac.uk/institute-academic-development/learning-teaching/cpd/cpd>

<sup>7</sup> <https://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/student-engagement>

<sup>8</sup> <https://www.ed.ac.uk/staff/data-matters>

<sup>9</sup> <http://www.nearfutureteaching.ed.ac.uk/>

<sup>10</sup> <http://www.teaching-matters-blog.ed.ac.uk/?p=2800>

<sup>11</sup> <http://www.teaching-matters-blog.ed.ac.uk/?p=2775>

and roll out, and been supported by an Institute for Academic Development secondment and the Employability Consultancy.

- Heather McQueen highlighted the role of her Institute for Academic Development secondment to innovations she has made to her teaching at scale: improving student engagement through Quectures<sup>12</sup>. This also emphasised the importance of learning technology in prompting and supporting pedagogic innovation, and the use of student feedback.

#### *Looking ahead: opportunities and challenges*

9. As an institution, we have many examples of how institutional and local support for innovation is used effectively, and we have many examples of excellent pedagogic practice and innovation. We also know that this practice and take up of support varies across the institution and within Schools and programmes. Key challenges cited by colleagues include:

- Lack of time or time/workload pressures for staff. This plays a role in terms of capacity to innovate and in accessing Continuing Professional Development.
- Lack of awareness, of the support available, practice and learning from other parts of the University, and of institutional priorities and initiatives.
- Regulatory inflexibility, possibly more in terms of local interpretation and perception rather than reality or intention.
- Availability and flexibility of teaching spaces.
- Availability of space in our curriculum structure to introduce new approaches to teaching and/or new curriculum content

10. Looking ahead it will be important to address these structural, cultural and communication challenges alongside providing support focussed specifically on educational innovation and enhancement. The range and strength of innovation locally also provides a key opportunity for the development of institutional priorities and plans around future curricular reform and innovation.

#### *Section D: Curriculum*

11. The curriculum – how we pedagogically conceive and organise and practically deliver programmes of study – is one of the fundamental building blocks underlying how universities allocate resources, define staff workload, and deliver learning experience to their students. The University of Edinburgh last had a full-scale review of its curriculum in 2001-4 as part of the set of changes which introduced the current structure of Colleges and Schools. An initial discussion at the Principal's Senior Team Awayday in March has been taken forward at the Learning and Teaching Policy Group which has considered a range of drivers for change in our curriculum, in particular but not only at the undergraduate level. Some of these respond to some of the pedagogical innovations described above, others to structural inflexibilities in how we organise programme of study, others still to the external higher education policy environment. These drivers are set out below, as are a number of possible courses of action which might be taken in response.

12. Court is asked to note and comment on the drivers for curriculum change and possible responses.

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<sup>12</sup> <http://www.teaching-matters-blog.ed.ac.uk/?p=1998>

### 13. *Drivers for change*

- **Technology:** digital education is not just transforming opportunities for distance learning, but also learning on campus, as the Near Future Teaching project is exploring. New forms of blended learning are opening up flexibility in teaching delivery, but may also push towards different needs in the physical teaching estate (perhaps moving away from set-piece lectures to more interactive, smaller-group learning).
- **Widening Participation:** we have now committed to a bolder strategy on widening participation designed to grow the number of students from disadvantaged backgrounds at the University. This is likely to require us to give increasing attention to programmes of foundational/transitional learning to compensate for gaps in widening participation students' experience, with some of this delivered in and with other institutions (schools, colleges or other universities).
- **Graduate Outcomes:** our graduate outcomes – measured in terms of work and further study – are for many degree programmes not as positive as we would wish. And the issue is now prompting significant attention (in particular at UK level) as a quid pro quo for students in the fee-paying era. We are now focusing more strongly on how graduates develop attributes through their study with us which equip them to flourish in their chosen career paths, and this may need to be built in more explicitly and fully into our curriculum offer.
- **Policy Change:** the increased attention on widening participation and graduate outcomes stems in part from the policy objectives of the Scottish and UK Governments respectively. In addition there is a strong focus on 'value for money' expressed at the UK level in encouragement to two-year degree programmes. In Scotland there is a focus on the standard form of the four-year undergraduate degree and in particular the supposedly duplicative 'learner journeys' of those of study through to S6 yet still enter university in year one (and not year two) and those who enter university having studied HNC or HND at Scottish colleges, but do not receive full recognition of their prior learning. These policy debates call on us at the very least to have a stronger pedagogical case for the four-year degree and its additionality compared to institutions elsewhere in the UK offering a standard three-year pattern.
- **Inflexibility:** one of the strongest recruitment messages we present to potential students, especially at undergraduate level, is the wide choice and flexibility they have at Edinburgh, in particular the opportunity, especially in the pre-Honours years, to take 'outside' subjects and have a diverse, multi-disciplinary education experience. In practice, however, that flexibility is in many cases limited by caps placed on the number of students allowed to register on 'outside' courses (whether because of limitations of the teaching estate or of resourcing constraints in delivering tuition for 'outside' students).
- **Joint Degrees:** also part of that recruitment message is our large number of joint degree programmes, especially in the College of Arts, Humanities and Social Sciences, which alone has 378 different joint degree programmes. This may well give us an attractive 'shop window', but many of these programmes have very few students on them, which limits the potential for a strong student community to build, especially where programmes cross School boundaries. The outcome is often a compromised student experience. In addition, making provision for so many joint programmes produces a significant administrative overhead. It also means that required courses in each disciplinary component

cannot be scheduled against each other, which introduces a high degree of complexity and inflexibility in our timetabling, meaning that we cannot make optimal use of our teaching estate.

### *Possible Responses*

14. Two levels of response to these drivers are under consideration.

- i. The first is to address the issues around joint degrees. A number of streams of work are under way to understand better the impacts of our current joint degree offer on student experience and timetabling inflexibility and to explore more flexible methods of combination of different academic disciplines which do not require structured programmes from the point of admission to the point of graduation. The ambition is to maintain the marketing advantages of a wide curriculum offer, thereby sustaining or increasing recruitment to subjects involved currently in many joint degree programmes, while avoiding the rigidities, and their challenges for student experience, that we currently have.
- ii. The second is, through a range of measures designed to open up debate about the limitations of the current curriculum, to explore the need and appetite for a more far-reaching curriculum review that would respond to the full range of drivers for change set out above. We see the Near Future Teaching Initiative, the energy many academic colleagues have invested into the inaugural Learning and Teaching Conference on 20 June, and the other mechanisms and forums for learning and teaching innovation set out in Section B as opportunities to shape and push on that debate. We are conscious though that a major curriculum reform would be a challenging, long-term commitment and, if we were to embark on it would require careful preparation.

### **Resource implications**

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

### **Risk Management**

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

### **Equality & Diversity**

17. Consideration of equality and diversity issues is important in both curriculum structure/organisation and content.

### **Next steps/implications**

18. The Student Experience report will be enhanced over time and will include regular University-level, College-specific and thematic reports as set out in the table on page 1.

### **Further information**

19. Authors

Professor Charlie Jeffery,  
Senior Vice-Principal

Professor Dorothy Miell,  
Head of the College of Arts,

Presenters

Professor Charlie Jeffery,  
Senior Vice-Principal

Humanities and Social Sciences  
Gavin Douglas,  
Deputy Secretary Student Experience  
Dr Jon Turner  
Director, Institute for Academic  
Development

Professor Dorothy Miell,  
Head of the College of Arts,  
Humanities and Social Sciences  
Dr Jon Turner  
Director, Institute for Academic  
Development

**Freedom of Information**

20. Open paper aside from Section B.



UNIVERSITY COURT

Planning Round 2018-21

18 June 2018

**Purpose of Paper**

1. This paper outlines the financial plan for the next rolling 3 year cycle and accompanies a synthesis of the business plans which underpin that position.

**Action Requested/Recommendation**

2. Court is invited to consider and approve the proposed business plans for the period 2018-21. Court considered and approved the grant awards to the Students' Association and Sports Union on 23 April 2018.

*Paragraphs 3 - 17 have been removed as exempt from release due to FOI.*

**Equality & Diversity**

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

**Next steps/implications**

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

**Consultation**

19. The planning round process includes a round table discussion between the Main Budget Holders and reviews of the initial and final draft plans by the thematic Vice-Principals in addition to meetings between the Planning Triumvirate and individual budget-holders. The Main Budget Holders have subsequently discussed and refined the plan proposals and are collectively committed to the proposed surplus levels.

**Further information**

20. Authors

Jonathan Seckl  
Phil McNaul  
Tracey Slaven

Presenter

Tracey Slaven  
Deputy Secretary, Strategic Planning

**Freedom of Information**

21. 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.



UNIVERSITY COURT

18 June 2018

**Scottish Funding Council Strategic Plan Forecast 2017/18**

**Description of paper**

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

**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 29 June 2018.

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

**Resource Implications**

13. This iteration of the Strategic Plan Forecast reflects integrated thinking about how the colleges and professional services create and sustain value for the University as a whole. The resource implications are indicated in the forecast cash flows resulting from investment in the Estates Capital Programme.

**Risk Management**

14. The University manages its financial risk by not breaching the Group risk appetite as described in its financial metrics; a key one of these is –that our unrestricted surplus should be at least 2% of gross income (the Finance Strategy provide a target surplus range of 3% - 5% to remain sustainable). The 2016/17 Financial Reports and the Quarter Three Full Year Forecast demonstrate that we do not expect this indicator to be breached.

15. The continuing health and sustainability of the University depends upon strong direction supported by robust forecasting and we will continue to refine and challenge the assumptions underpinning the Ten Year Forecast.

**Equality & Diversity**

16. 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**

17. Once approved by Court, the Strategic Plan Forecast will be signed off by the Principal and submitted to the Scottish Funding Council by 29 June 2018.

**Consultation**

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

**Further information**

19. Author

Lorna McLoughlin  
Head of FIRST (Financial  
Information, Reporting & Strategy  
Team)  
8 June 2018

Presenter

Phil McNaul  
Finance Director

**Freedom of Information**

20. Closed paper.



UNIVERSITY COURT

18 June 2018

**City Region Deal: Negotiations Update**

**Description of paper**

1. This paper provides an update on the City Region Deal negotiations as they move into their final stages.

**Action requested/Recommendation**

2. To consider the negotiating outcome set out below.

3. To note that the City Region Deal agreement comprises the three documents outlined below which will be followed by a legally binding University Grant Agreement further described in Paper F2.

4. To authorise the Senior Vice-Principal to sign the public facing deal document (part of the City Region Deal Agreement as described below) as designated representative of the universities and colleges of the region.

*Paragraphs 4 - 20 have been removed as exempt from release due to FOI.*

**Consultation**

21. Earlier versions of this paper and the negotiating document which informed it were discussed by the City Region Deal Executive Governance Group Court, the City Region Deal Sub-Group of Court, and Policy & Resources Committee.

**Further Information**

22. Author and Presenter  
Professor Charlie Jeffery  
Senior Vice-Principal

**Freedom of Information**

23. The paper is closed as it contains commercially sensitive information.



UNIVERSITY COURT

18 June 2018

**City Region Deal: Funding and Legal Arrangements**

**Description of paper**

1. This paper describes the current proposed funding arrangements for the City Region Deal between the UK and Scottish Governments, the City of Edinburgh Council (The Accountable Body), the University and the other Council partners.

**Action requested/Recommendation**

2. Court is invited to authorise:

(i) the University's City Deal Executive Governance Group to approve the final legal and funding arrangements as set out in the University Grant Agreement described below; and

(ii) subject to the approval in (i) the University Secretary to sign the University Grant Agreement between the City of Edinburgh Council and the University.

*Paragraphs 3 - 27 have been removed as exempt from release due to FOI.*

**Risk Management**

28. The project team maintains a detailed risk register which is reviewed on a regular basis by the University's City Deal Executive Governance Group.

**Equality & Diversity**

29. There are significant equality and diversity opportunities associated with the DDI programmes that we will develop over the next ten years, with partners from industry and the public sector, given the City Region Deal outcome focus on inclusive growth.

**Next steps/implications**

30. We will continue to engage with City Region Deal partners and the two governments through both the formal governance structures of the City Deal process and through informal consultation, as needed.

**Consultation**

31. This paper was reviewed by the Court City Deal Sub-Group on 28 May and Policy & Resources Committee on 4 June. The process set out in this paper is reviewed regularly by the City Deal Executive Governance Group chaired by the Principal.

**Further information**

32. Author

Hugh Edmiston

Senior Responsible Officer City Deal DDI

Presenters

Hugh Edmiston

Director of Corporate Services

Leigh Chalmers

Director of Legal Services

**Freedom of Information**

33. The paper is closed as it contains commercially sensitive information.



UNIVERSITY COURT

4D Cellular Medicine at the Institute of Genetics and Molecular Medicine

18 June 2018

**Description of paper**

1. The paper briefs Court on a project to expand and upgrade space at the Institute of Genetics and Molecular Medicine (IGMM) to house the 4D Cellular Medicine Initiative led by the Medical Research Council Human Genetics Unit (MRC HGU). It sets out the current proposal under review by the MRC and requests progression of the design subject to confirmation of funding from MRC.

**Action requested/Recommendation**

2. Court is invited to:
- a. note the Estates Committee approval from University Corporate Resources for design fees to Stage 3(D), subject to confirmation of the capital commitment from MRC;
  - b. approve the underwriting of University Corporate Resources to provide 1:1 match capital funding with MRC; and,
  - c. note that a full business case in support of the formal request for University funding will be submitted to Estates Committee at the end of Stage 3(D) for endorsement and subsequent approval from Policy & Resources Committee and Court.

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

**Equality & Diversity**

15. There are no equality and diversity issues anticipated.

**Next steps/implications**

16. If the actions sought are approved, the next steps will await confirmation of a capital commitment from MRC. As and when this occurs, procurement of a design team will commence and the project progressed to Stage 3(D), at which point it will be returned to Estates Committee with a full business case for endorsement and onward progression to Policy & Resources Committee and Court for approval. The MRC has indicated it will require a parallel review at this stage. On securing MRC capital, a Project Board will be established in accordance with University Estates Department governance, and will include representative(s) of the MRC.

**Consultation**

17. Estates Committee and Policy & Resources Committee considered and supported the proposal on 16 May and 4 June respectively.

**Further information**

18. Author

Dr Catherine Elliott  
College of Medicine and Veterinary  
Medicine Registrar

Presenter

Gary Jebb  
Director of Estates

## **Freedom of Information**

19. Closed paper – commercial confidentiality.



UNIVERSITY COURT

18 June 2018

**Finance Director's Report**

**Description of paper**

1. The paper reports the Period 9, April, University (excluding subsidiaries) Management Accounts and the Quarter 3 University Full Year Forecast for the year. It also provides an update on other current Finance issues.

**Action requested/Recommendation**

2. Court is invited to comment on the latest updates and on the Quarter 3 Full Year Forecast for 2017/18.

**Background and context**

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

*Paragraphs 4 - 20 have been removed as exempt from release due to FOI.*

**Resource Implications**

21. There are no specific requests for resource in the paper.

**Risk Management**

22. The University manages its financial risk by not breaching the Group risk appetite as described in its financial metrics; a key one of these is –that our unrestricted surplus should be at least 2% of gross income (the Finance Strategy provide a target surplus range of 3% - 5% to remain sustainable). The 2016/17 Financial Reports and the Quarter Three Full Year Forecast demonstrate that we do not expect this indicator to be breached. The continuing health and sustainability of the University depends upon strong direction supported by robust forecasting and we will continue to refine and challenge the assumptions underpinning the Ten Year Forecast.

23. The continuing health and sustainability of the University depends upon strong direction supported by robust forecasting and we will continue to refine and challenge the assumptions underpinning the Ten Year Forecast.

**Equality & Diversity**

24. 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**

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

**Consultation**

26. The paper has been reviewed by Phil McNaul, Director of Finance.

**Further information**

27. Author

Lee Hamill  
Deputy Director of Finance

Presenter

Phil McNaul  
Finance Director

Lorna McLoughlin  
Head of FIRST (Financial  
Information, Reporting & Strategy  
Team)  
8 June 2018

**Freedom of Information**

28. Closed paper – commercially confidential



## UNIVERSITY COURT

18 June 2018

### Estates Funding Strategy

#### Description of paper

1. The purpose of this paper is to:
  - present the latest Ten Year Forecast (TYF) updated for draft Three Year Plans reviewed and endorsed by Policy & Resources Committee at its meeting on 4 June 2018;
  - present a summary of the latest Estates Capital Plan (ECP) by approval category; and,
  - update Court on options being explored to fund the emerging priorities of the ECP.
2. Included in this paper is the latest Ten Year Forecast update that provides the financial forecast context against which we should assess the funding strategy.

*Paragraphs 3 - 55 have been removed as exempt from release due to FOI.*

#### Consultation

56. An earlier version of this paper was reviewed by Policy & Resources Committee on 4 June. This version reflects comments and suggestions from the discussion at that meeting.

#### Further Information

57. <u>Author</u>	<u>Presenter</u>
Lee Hamill	Phil McNaul
Deputy Director of Finance	Director of Finance
6 June 2018	

58. Financial analysis was provided by: Finance Specialist Services; Financial Information, Reporting & Strategy Team.

#### Freedom of Information

59. The paper is considered closed as it contains commercially sensitive information.



UNIVERSITY COURT

18 June 2018

**Proposal to include Student Residences Requirements in the IT Network Replacement Project**

**Description of paper**

1. This paper describes the opportunity to bring the Accommodation, Catering and Events student residences data network and telephony service into the University campus network. It also sets out how this could be achieved through the current Campus Network Replacement project.

**Action requested/Recommendation**

2. Following endorsement by both Policy & Resources Committee and Knowledge Strategy Committee, Court is invited to:

- approve the change of scope to the Campus Network Replacement project, which will result in the Accommodation, Catering and Events student data networking and telephony services being provided in-house;
- approve procurement Option 4, to amend the current campus network procurement mid-way through to include the residential network; and
- approve the increased capital expenditure.

*Paragraphs 3 - 28 have been removed as exempt from release due to FOI.*

**Consultation**

29. Consultation has occurred with the University Executive, Knowledge Strategy Committee, Policy & Resources Committee, Gavin McLachlan, ACE senior management, ISG Senior management, Estates ISG Strategy group, Procurement, Legal Services, the Network Replacement Programme Board and IT Committee. The Network Replacement programme board, IT Committee, Knowledge Strategy Committee, Policy & Resources Committee and the University Executive endorsed the proposed approach of bringing the ResNet service within scope of the current procurement.

**Further information**

30. Authors

Tony Weir  
Director of IT Infrastructure  
Jo Craiglee  
Head of KM & IS Planning  
10 May 2018

Presenter

Gavin McLachlan  
CIO & Librarian to the University

**Freedom of Information**

31. Closed paper – commercially confidential during ongoing procurement.



UNIVERSITY COURT

18 June 2018

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**Developing a University Strategy: Preventing and Responding to Sexual Violence and Misconduct**

**Description of paper**

1. This paper outlines the background to recent work taking place across the UK university sector focusing on preventing and responding to sexual violence and misconduct, gender-based hate crime and harassment on campuses. It goes on to articulate previous and current activity by the University in respect of both preventing and responding to sexual violence and identifies priority future actions.

**Action requested/Recommendation**

2. Court is invited to note and discuss the approach and activity to date and approve future plans.

**Background and context**

3. Sexual violence and misconduct, gender-based hate crime and harassment remain significant challenges for universities both in the UK and abroad. In response to this concerning picture, in October 2016, Universities UK published a report with recommendations to universities on dealing with violence against women, harassment and hate crime affecting university students (UUK, *Changing the Culture*, October 2016). The recommendations were shaped by evidence gathered by a taskforce which was set up by Universities UK in 2015 to examine these issues.

4. The UUK taskforce consisted of university leaders, student representatives and academic experts and considered harassment in all its forms, but focused in particular on sexual violence and harassment. Their work revealed evidence of widespread incidents of harassment, hate crime and violence taking place at UK universities, which have a considerable and negative impact on student wellbeing, academic attainment, student retention, institutional reputation and future student recruitment.

5. The taskforce also examined the guidance available to universities on managing situations where a student's behaviour may constitute a criminal offence, and concluded that the existing guidance dating back to 1994 (known as the Zellick guidelines) required review – new guidelines were subsequently published.

6. A “one year on” update of the report was published by UUK in March 2018, which highlighted that many universities still need to develop strategies and programmes of work in order to respond effectively to gender-based violence and sexual violence, and that universities need to ensure that their strategies tackle sexual violence relating to staff as well as students.

7. The Equally Safe in Higher Education (ESHE) Toolkit, a Scottish Government funded initiative, was launched in early May 2018, and this provides universities with a “trauma-informed” framework for tackling gender-based violence.

8. The University's Strategic Plan (2016) emphasises the University's mission to "promote good health, economic growth, cultural understanding and social wellbeing". This is under-pinned by a commitment both to "ensure all staff and students achieve their potential by providing a supportive environment and learning culture"; and to "promote health and wellbeing for staff and students through a range of initiatives, facilities and support services". In the context of sexual violence and misconduct it is important that the University has a clear strategy and objectives to deliver on this.

## **Discussion**

9. The UUK taskforce report included recommendations that universities:

- working with students' unions, should take an institution-wide approach to tackling violence against women, harassment and hate crime and carry out a regular impact assessment of their approach, with visible senior-leadership;
- should embed a zero-tolerance approach to sexual violence, harassment and hate crime, highlighting up-front the behaviours that are expected from all students, as well as ensuring staff understand the importance of fostering a zero-tolerance culture;
- should develop a clear and accessible response procedure and centralised reporting system for dealing with incidents of violence, harassment or hate crime, working with relevant external agencies where appropriate;
- review their policies on managing situations where a student's disciplinary offence may constitute a criminal offence;
- develop and maintain partnership working (across the police, community leaders and specialist services) as a fundamental component of preventing and responding to violence against women, harassment and hate crime.

10. In response to this, working in partnership with the Students' Association, the University has undertaken a number of measures to work towards three strategic objectives, which are:

- to encourage more students to disclose to the University that they are survivors of sexual violence;
- to reduce incidences of sexual violence over time through education and culture change; and
- to support survivors better.

11. The following measures have been undertaken/implemented:

- Detailed guidance for staff and students on how support should be provided for survivors has been published on the University's website;
- A communications campaign ("#No-one asks for it") was launched in 2016-17 and has been refreshed in partnership with the Student's Association for re-launch in 2018-19;
- Over 320 students (Residence Assistants and Welcome Week volunteers) received introductory training in the Bystander Approach in September 2017. This will be expanded to around 500 student leaders at the start of 2018/19;

- On-line training on responding to disclosures of sexual violence has been commissioned and made available to all University staff;
- The Advice Place has been established for now as a “single point of contact” for students who are survivors of sexual violence;
- A reporting system has been set up so that all incidents where a student is sexually assaulted now need to be reported to the University Secretary;
- The University’s conduct procedures have been re-drafted to align with the new guidelines referred to in paragraph 5 above;
- A further training programme, to complement the on-line training, has been commissioned for semester 1 (2018/19). The programme is intended to engage over 1500 staff and students from the University community in face-to-face sessions, focussing on a range of matters such as consent, power and relationships, the bystander approach, investigations etc.;
- The University is playing a leading role in the development of “Fearless Edinburgh”, a regional initiative which will strengthen partnerships with the other higher education institutions in Edinburgh, Police Scotland, NHS Lothian, National Union of Students, the City of Edinburgh Council and Rape Crisis in tackling sexual violence in Edinburgh. Vice-Principal Jane Norman is chairing this initiative.

12. There continues to be much work to do and in the short to medium term the University is focussing on:

- Continuing to roll out training as highlighted in paragraph 11 above;
- Carrying out reviews and lessons-learned sessions in relation to reported incidents in order to identify where improvements can be made to support our students and staff;
- Developing a staff:student relationship policy which articulates the measures the University will put in place to protect both parties from conflict of interest situations and the inherent power imbalance between student and staff member;
- Reviewing the interface between the student complaints procedure and the staff disciplinary procedure to reflect the sensitivity required in handling a student complaint of harassment or assault by a University staff member; publishing student focussed guidance aimed at helping them, and others, to understand the support available and what to expect throughout the complaint investigation process all helpfully informed by close partnership working with Students’ Association sabbatical officers;
- Developing mechanisms to provide better support for those staff against whom complaints are made and those who investigate complaints.

13. Approval has been given by the University Executive for the establishment of a taskforce to review and refresh our strategic approach to tackling sexual violence and gender-based violence across the whole University community (including when staff are involved) and to deliver on a work-programme which critically reviews our current processes and policies in order to ensure best practice.

14. The taskforce will be chaired by Vice-Principal Jane Norman. It will have clear lines of governance and accountability and will operate within the framework of the Equally Safe in Higher Education toolkit. Membership will include representatives from across the University community, including the Students' Association, Edinburgh University Sports Union, academic colleagues, accommodation, HR, Communications and Marketing and security representatives – which will mean that the University can adopt an “institution-wide” approach.

15. Work is currently underway to confirm the remit of the taskforce to ensure that it has the ability to take action and to create, support and implement a holistic strategy and to provide a platform from which the University can look critically at its policies, processes and procedures to ensure that staff and students are supported when incidents of this nature are reported. It is the intention that the taskforce has its inaugural meeting within the next two months.

### **Resource implications**

16. At this stage, no funding is being requested. However, the University Secretary's Group has allocated £50,000 in 2018/19 to cover the cost of the increased training referred to above.

17. There will potentially be significant resource requirements if a proposed work programme is taken forward by the taskforce. In addition to staff time to develop actions, there are also likely to be time demands arising from participation in training and development (this could apply to large numbers of staff across all grades and roles). Evidence from other institutions also suggest that (an) additional staffing role(s) may be required in support of 'care and support pathways'; funding for communication and publicity campaigns as well as the production of leaflets, guides and other resources.

### **Risk Management**

18. There is a significant risk that the volume of disclosures of sexual harassment and sexual violence will continue to rise within the University community. The University has seen steeply increased numbers of cases reported since 2016/17<sup>1</sup>, and believes this is partly due to the impact of work such as the “No-one Asks For It” campaign and the reporting system introduced in November 2016. However, in common with other universities across the UK, it is believed at this juncture that there is still significant under-reporting of such incidents at the University, based on the evidence available. The University may need to be prepared for potential negative media coverage in relation to this – although the view of many leading work in this area (including the current President of UUK, Dame Janet Beer) is that, given the widely acknowledged under-reporting of incidents of sexual violence, it is a positive sign when an institution can start to report increased numbers. Indeed in an article by *The Times* (26/10/17) that was largely critical of Scottish universities for “failing to tackle the true scale of sexual assault and harassment on campus”, the rise in reported cases (35 cases in the last academic year) by the University was noted as reflecting the University's efforts to encourage more victims to come forward.

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<sup>1</sup> In 2016/17, 35 cases were reported (please note these figures do not represent a full academic year, as reporting began when the webpage “Supporting students who report sexual harassment or assault” went live in November 2016). In 2017/18 to date, 52 cases have been reported.

## **Equality & Diversity**

19. There are likely to be significant positive implications with regard to the discharge of our equality duties arising from such a programme of work. Once such a programme is finalised and approved, a full equality impact assessment should be carried out.

## **Next steps/implications**

20. The taskforce will aim to align and co-ordinate current activity within the University relating both to staff and students (including the short to medium term objectives outlined above).

21. The membership and remit of the taskforce is currently being worked on and is likely to focus initially on identifying the University's vision, priorities and objectives for preventing gender-based violence on campus, and will oversee the development of the University's gender-based violence prevention strategy and implementation plans.

22. This work will be informed by good practice from other universities and will consider the likely benefits of further measures which may include consideration of whether:

- a bespoke complaints handling procedure for allegations of sexual misconduct (against a member of staff or a student) is required;
- there is a requirement for a specialist group of professional services colleagues that can support the provision of holistic advice to affected staff and students
- uniquely skilled investigators should be introduced;
- training in the Bystander Approach has the most impact or whether we should be focussing on training our students on how to reduce the likelihood of an assault or indeed a blend of the two.

23. Reporting on the University's strategy, in relation to preventing and responding to sexual violence and misconduct, will be made to the University Executive.

## **Consultation**

23. A paper was presented to the University Executive on 9 April requesting approval for the creation of a taskforce to formulate a University strategy directed at preventing and responding to sexual violence and misconduct as referred to in paragraph 13. Approval was granted by the University Executive with members noting the importance of: encompassing both staff and students, considering broad misconduct issues, including an international dimension and establishing effective relationships with other agencies.

24. The paper was also presented to Policy and Resources Committee on 4 June. The Committee welcomed the paper and agreed that the paper should be submitted to Court.

25. This paper has been produced with input from Sarah Smith, University Secretary, Gavin Douglas, Deputy Secretary, Student Experience, Andy Shanks, Director of Student Wellbeing, James Saville, Interim Director of HR and Linda Criggie, Deputy Director of HR (Employee Relations).

**Further information**

26. Author and Presenter

Leigh Chalmers, Director of Legal Services  
(assuming Programme Coordination Role for this activity)

**Freedom of Information**

27. Open paper



UNIVERSITY COURT

18 June 2018

**Compliance with the Revised Scottish Code of Good Higher Education Governance**

**Description of paper**

1. This paper sets out proposed changes to Court documentation and practices to ensure compliance with the revised Scottish Code of Good Higher Education Governance (hereafter, the 'revised Governance Code' and available on the Court wiki site at <https://www.wiki.ed.ac.uk/display/UCC/University+Court> for information).

**Action requested/Recommendation**

2. Court is invited to approve the proposed changes.

**Background and context**

3. The Scottish Funding Council (SFC) expects institutions to work to achieve compliance over the remainder of the 2017/18 academic year, with full adoption by 1 August 2018. This excludes areas related to the Higher Education Governance (Scotland) Act 2016, where a four year transition period running to December 2020 is in place.

4. Nominations Committee has reviewed the University's compliance position in relation to the revised Governance Code and proposes recommendations for changes in practice to ensure compliance.

5. The revised Governance Code comprises 7 high-level principles accompanied by 83 paragraphs of detailed provisions that require varying degrees of compliance using *must*, *expected* or *should* statements to convey the level of obligation. Nominations Committee noted that the University is at present compliant with the 7 high-level principles and 67 of the 83 detailed provisions. Of the remaining 16 provisions, 6 relate to the Higher Education Governance (Scotland) Act 2016 and will be considered within ongoing work to comply with the Governance Act by the end of the transition period in 2020. Of the remaining 10 provisions, 3 are 'must' requirements, 3 are 'expected' and 4 are 'should'.

**Discussion**

6. Nominations Committee proposes the following recommendations to ensure compliance with the Governance Code:

3 'Must' provisions

*Provision no. 2:* 'The members of a governing body, collectively and individually, must act in accordance with the Nine Principles of Public Life in Scotland, which should be the foundation for the governing body's behaviour and its decision-making processes.' The current Code of Conduct for Court members requires compliance with the earlier, UK-wide 7 Nolan Principles.

*Recommendation:* A revised Code of Conduct for Court members is included in Appendix 1. As well as incorporating the 2 additional Principles, there are other minor amends and deletions to update the document, in red, including at point 6 reference

to the requirement to register gifts and hospitality in relation to *Provision no. 31* (covered later in this paper). If approved, the new Code of Conduct will be provided to all new Court members with their letter of appointment and current Court members will be asked to note the minor differences between the 7 Nolan Principles and 9 Principles of Public Life in Scotland.

*Provision no. 26:* Committee membership rules ‘must not preclude membership of any of the governing body’s standing committees, with the exception of Audit Committee, on the basis of the category of governing body member . . . The primary determinant of committee membership is that its members have the ability (the required skills and the time) to contribute effectively to the committee.’

Currently, Remuneration Committee is restricted to lay members of Court only, with the other standing committees aside from Audit & Risk Committee open to all categories of Court member.

*Recommendation:* Amend the composition of Remuneration Committee as follows:

*2.1 The Committee shall consist of four members.*

*2.2 The Vice-Convenor of Court is an ex officio member of the Committee.*

*2.3 The other three members of the Remuneration Committee shall be **lay** members of Court one of whom shall also be a member of the Policy and Resources Committee and one of whom shall be appointed Convenor of the Committee.*

*2.4 Court shall appoint members and the Convenor of the Remuneration Committee on the recommendation of the Nominations Committee, **with primary regard to the ability of potential members to contribute effectively to the Committee.***

Note: Provision no. 80 below recommends that further work should be done to explore whether staff and student Court members should join Remuneration Committee.

*Provision no. 45:* Court’s Standing Orders ‘must specify the kinds of matter that may not be published for reasons of confidentiality’. This is not currently mentioned in the Standing Orders but does feature in the Freedom of Information section of each Court paper.

*Recommendation:* Amend Court’s Standing Orders to add the following new text:

**6.8 Agendas, papers and the minutes for non-reserved Court items are published after meetings, unless publication would damage the effective operation of Court business and subject to any disclosure restrictions under the terms of the Freedom of Information (Scotland) Act 2002 and other relevant legislation**

### 3 ‘Expected’ provisions

*Provision no. 31:* ‘The Institution is also expected to maintain robust and comprehensive policies on registering gifts and hospitality offered to governing body members in relation to their role on the governing body, and to the Secretary and Finance Director. These policies should have regard to the overarching need for transparency in public life.’

*Recommendation:* The requirement to register gifts and hospitality should be incorporated into the Code of Conduct and Register of Interests. It is proposed to include the following text in the:

i) Code of Conduct:

Court members are also expected to register any gifts and hospitality offered to them in relation to their role on Court aside from those offered by the University itself, such as University catering. These should be notified to the Court Services Office as they arise.

ii) Register of Interests

Court members are also expected to register any gifts and hospitality offered to them in relation to their role on Court aside from those offered by the University itself, such as University catering. These should be notified to the Court Services Office as they arise. The University's Code of Practice for Staff on the Receipt of Gifts, Hospitality and Other Benefits provides general guidance on gifts and hospitality offered in the course of University duties and is published on the University website: [https://www.ed.ac.uk/files/atoms/files/receipt\\_of\\_gifts.pdf](https://www.ed.ac.uk/files/atoms/files/receipt_of_gifts.pdf)

*Provision no. 41:* 'Members' individual contributions are expected to be reviewed regularly, at a minimum 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 reviews need not all be carried out by the Chair, though the Chair retains ultimate responsibility for the effectiveness of the governing body.'

*Recommendation:* The current schedule of meetings between Court members and the University Secretary/Vice-Convenor, which take place at the end of the first year of office and in the final year of office, should be amended to an annual or biennial review. These should be a two way process and consideration should be given as to whether other experienced Court members e.g. Committee Convenors, could assist in undertaking these reviews. Court may wish to ask Nominations Committee to reflect further on this.

*Provision no. 80:* 'the remuneration committee is expected to seek the views of representatives of students and staff of the institution, including representatives of 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.'

*Recommendation:* Court may wish to ask Nominations Committee to consider the possible appointment of student and staff Court members to Remuneration Committee and to submit a proposal to Court

4 'Should' provisions

*Provision no. 34:* 'The governing body's equality and diversity responsibilities should 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.'

*Recommendation:* Briefing on these responsibilities will be incorporated into the induction of new members and consideration of additional training will be considered

as part of the programme of annual/biennial Court member reviews as outlined in *Provision no. 41* above.

*Provision no. 44:* Court's Standing Orders should include procedures for rescinding decisions and declaring business reserved. The Standing Orders do not currently include such procedures.

*Recommendation:* Nominations Committee recommends that this provision should be implemented in a 'light touch' manner, as it would only be used in rare circumstances. It is proposed to include the following text in red in Court's Standing Orders:

6.6 All decisions on actions or questions arising from issues beginning discussed at a meeting will be agreed by a majority of the members present and voting and will normally be reached by consensus without the requirement for a formal vote. All decisions will continue to be operative and binding until the Court agrees to rescind or vary that decision.

6.9 All Court members will normally participate in all Court business. In highly exceptional circumstances, items may be declared 'reserved.' The presiding Court member, in consultation with the University Secretary, will determine if any items are to be designated 'reserved' and will define the group of members permitted access to the information.

*Provision no. 47:* 'At governing body meetings, the number of executive officers present should not normally exceed the number of lay members present.'

There are 14 lay members of Court and we currently list 16 executive officers plus the Rector's Assessor as Court attendees in the Court minute, the Corporate Governance Statement and on the University website.

*Recommendation:* Nominations Committee noted that, of the 16 executive officers: :  
i) the University Secretary and Head of Court Services are in attendance to support the operation of Court through the provision of governance advice and recording Court's decisions

ii) 12 of the other 14 attendees do not sit at the Court meeting table and do not participate in discussion unless called upon by Court to introduce an item or to respond to a question. It is proposed that it is confirmed with executive officers whether they wish to continue to attend Court meetings, with Nominations Committee to consider further as appropriate.

*Provision no. 74:* 'The membership of the Nominations Committee should have a lay member majority.' Currently, Nominations Committee is equally split between 4 lay and 4 non-lay members, with a lay Convener.

*Recommendation:* At the previous meeting, Nominations Committee agreed that the Terms of Reference should be amended to state that the lay Convener has both a deliberative and a casting vote in the event of a split decision – as the Rector does at Court – meaning that lay members are in a decision-making majority in all eventualities. It is proposed to include the following text in red:

3.6 Four members of the Committee shall be a quorum. This number must include two lay members of Court one of whom shall be appointed Convener by the majority of members present for the duration of the meeting should the Convener of the Nominations Committee not be present. The Principal or the University Secretary

must also be present. **In the event of a split decision, the Convener of the Committee shall have both a deliberative and casting vote.**

### **Resource implications**

7. The cost of compliance with the revised Governance Code will be met from within existing budgets.

### **Risk Management**

8. The University's Risk Policy and Risk Appetite statement refers to the University holding 'no appetite for any breaches in statute, regulation'. Compliance with the Governance Code is a condition of grant funding from the Scottish Funding Council and there is a significant financial and reputational risk in non-compliance.

### **Equality & Diversity**

9. The revised Code includes a new section on equality and diversity. The University is already compliant with most of the requirements, although further consideration will be given to assessing Court members' induction and ongoing training needs in this area.

### **Next steps/implications**

10. If agreed, the recommendations will be taken forward to enable compliance with the non-Governance Act sections of the Code by 1 August 2018. The remaining 6 Governance Act-related provisions will be taken forward as part of compliance with the Governance Act and reference will be made to the steps the University has taken and is taking towards full compliance in the Corporate Governance section of the Annual Report and Accounts.

### **Consultation**

11. The recommendations have been developed by Nominations Committee following a review of the University's compliance with the new Governance Code.

### **Further information**

12. Author

Kirstie Graham and Lewis Allan  
Court Services  
May 2018

Presenter

Sarah Smith  
University Secretary

### **Freedom of Information**

13. Open paper.



## CODE OF CONDUCT

### Introduction

~~The Court reviewed its operations in the light of the Report by the Nolan Committee on 'Local Public Spending Bodies' and Guides for Members of Higher Education Governing Bodies in the UK issued by the Committee of University Chairs (CUC). The Code of Conduct applies equally to all members of the Court and has been developed to reflect the requirements of the Scottish Code of Good Higher Education Governance (latest version: 2017). The compliance requirements of the Freedom of Information (Scotland) Act 2002 and the Charities and Trustee Investment Act (Scotland) 2005 have also been considered and are reflected in this Code of Conduct. This Code of Conduct was also reviewed during 2013/2014 to ensure that it reflected the requirements of the Scottish Code of Good Higher Education Governance (2013) and going forward will be~~ **The Code of Conduct is** included in the formal letter appointing/welcoming new members of Court.

### ~~The Seven Principles of Public Life~~

~~The Court wholly endorses the seven principles advocated by Lord Nolan's Committee identified as follows:~~

### **The Nine Principles of Public Life in Scotland**

**The members of the University Court, collectively and individually, must act in accordance with the Nine Principles of Public Life in Scotland, which should be the foundation for the Court's behaviour and its decision-making processes.**

#### 1. Duty

**Holders of public office have a duty to uphold and act in accordance with the law and public trust placed in them as members. Individuals have a duty to act in the interests of the public body of which they are a member and in accordance with the core functions and duties of that body.**

#### 2. Selflessness

Holders of public office should take decisions solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family, or their friends.

#### 3. Integrity

Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might influence them in the performance of their official duties.

#### 4. Objectivity

In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

#### 5. Accountability & Stewardship

Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

#### 6. Openness

Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

#### 7. Honesty

Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

#### 8. Leadership

Holders of public office should promote and support these principles by leadership and example.

#### 9. Respect

Holders of public office must respect fellow members and employees of the public body and the role each play, treating them with courtesy at all times. Similarly holders of public office must respect members of the public when performing duties as a member of their public body.

### **Confidentiality**

Against this background, the Court endeavours to take as open an approach to its work as is consistent with effective governance of the University and taking account of the Freedom of Information (Scotland) Act 2002, Court has agreed that its papers are to be available through the University's Publication Scheme unless otherwise specified. The Officers who prepare papers are asked to consider if information, or part of the information contained within any paper is confidential and is exempt from public access in accordance with one of the definitions of the exemption categories contained within the Freedom of Information (Scotland) Act 2002. Unless the information contained within the paper is considered exempt the paper is published on the University's website and made available through the University's Publication Scheme. The agendas and approved Minutes of Court meetings (which include the

names of all members and attendees of Court) are also published on the website and made available through the University's Publication Scheme.

Court meetings are currently held in private, and discussion regarded as confidential. ~~Consideration is however being given to the introduction of an annual meeting of the University Court which could cover such issues as the University's Annual Financial Accounts and Annual Review.~~ **There is an annual 'Meet the University Court' event at which staff and students can learn how the University is governed, meet Court members and participate in a question and answer session.** As part of the implementation of the Scottish Code of Good Higher Education Governance there will be consideration of how to enhance the ways the University Court communicates on its activities to students, staff and the wider community: Court News is now published on the staff and student news webpages after each meeting of Court summarising the topics discussed.

### **Register of Interests**

~~As a direct result of its endorsement of Nolan's seven principles of public life, t~~**The** Court has established a register of members' and senior officers' interests. The following Code of Practice was approved by Court in March 1996 and has been amended as appropriate:

1. Membership of the Court implies acceptance that all Court members, and senior officers who might be called upon to advise the Court, should declare any personal or business interests which may conflict with their responsibilities as members or advisers, according to the arrangements set out below.

#### Declaration of Interests

2. Any Court member or officer who has a material interest, either directly or through a partner, spouse or close relative, in matters likely to be considered by the Court should declare that interest. Such declarations should describe the interest clearly and state whether it carries either direct or indirect financial interests: precise quantification of financial interests is not required.

3. Relevant interests in this context are as follows:

(a) Directorships, including non-executive directorships, of, or employment by, public or private companies likely or possibly seeking to do business with the University.

(b) Significant shareholdings in public or private companies, or ownership or part-ownership of, or employment by, businesses or consultancies likely or possibly seeking to do business with the University.

(c) Remunerated or honorary positions and other connections with higher education institutions or other public bodies which may reasonably be expected to give rise to a conflict of interest.

## Register of Interests

4. A formal register of interests is maintained **and published on the University's website for Court members, the University Secretary and the Director of Finance.** The full Register is made available to the public, on request at Old College. ~~The existence and availability of the Register are noted in the Annual Report. The declared interests of Court members only are also published on the University's website.~~
5. The Register includes details of all directorships and other relevant interests which have been declared both by Court members and senior officers as defined in paragraph 3 above.
6. The Register is kept up to date. Members should notify any new relevant interests as they arise, but in any case the Register will be kept up to date by means of an annual survey to be carried out by the Head of Court Services. **Court members are also expected to register any gifts and hospitality offered to them in relation to their role on Court aside from those offered by the University itself, such as University catering. These should be notified to the Court Services Office as they arise.**

## Conduct of Meetings

7. It is recognised that it will not always be possible for members and officers to foresee what matters might arise in Court business and hence to include all relevant interests in the Register. The Court therefore attaches particular importance to declaration of interests in relation to business as it arises at meetings. A Court member or officer who has a clear and substantial interest in a matter under consideration by the Court should declare that interest at any meeting where the matter is to be discussed, whether or not that interest is already recorded in the Register or in the minute of a previous meeting. At the discretion of the Chair/Convener, the interest should be noted and, if it is relatively minor, the member should fully participate in the item of business. Otherwise, the member concerned should not participate in discussion and/or not vote on a decision and/or should withdraw from the meeting during the relevant discussion or decision at the Chair's/Convener's discretion. In any cases of doubt, Court members and officers are urged to consult the Chair/Convener, Vice-Convener of Court or the Court secretariat in advance of discussion of an item in which they believe they might have a relevant interest.

## Membership of Committees

8. The same principles apply to membership of University Committees by members of the Court, members external to Court and the University and senior officers as set out above in regard to membership of Court itself.

Dr Lewis Allan, Head of Court Services invites members to update their entries in the register once a year, but members are also asked to inform Dr Allan immediately if significant changes occur in their circumstances which warrant amendment of their current entry straightaway.

## **Charities and Trustee Investment (Scotland) Act 2005**

Members of Court are formally trustees of the University which is a registered charity under the above Act. This places upon them general duties which are set out in Appendix 1. Members of Court on appointment are asked to confirm that they will comply with these general duties of a charity trustee and that they are not disqualified from acting as a trustee by virtue of the disqualifications listed.

As a result of the merger with Edinburgh College of Art, from 1 August 2011 the University Court is also the single corporate Trustee of the Andrew Grant Bequest and the holder of the Edinburgh College of Art endowments. Specific arrangements are in place in respect of the Andrew Grant Bequest which has separate charity status.

## **Bribery Act 2010**

The Bribery Act came into force on 1 July 2011. The University has developed an Anti-Bribery and Corruption Policy which was approved by Court on 7 November 2011 and is attached as Appendix 2. Members of Court require to comply with this Policy.

## **Membership of Court**

The Court Skills' Register, developed in response to the Scottish Code of Good Higher Education Governance identifies the following key skills, experience and knowledge required to ensure an effective Court:

- Financial experience and/or audit and risk oversight experience
- Property and estates management experience and/or knowledge of the construction sector
- Experience in human resources and/or equality and diversity issues
- Experience in philanthropic fundraising
- Experience in Information Technology or Information Management
- Experience of dealing with strategic issues of a large business, commercial or public-financed organisation, operating at senior management or board membership level
- Experience of partnership working for or with Research Councils, relevant charities or community-based or relevant public or government organisations
- Experience of research management within or outwith the higher education sector and/or knowledge of commercialisation of research and entrepreneurship
- Involvement in improving the student experience or in management, teaching, or on-line learning in the secondary, further or higher education sectors

- Experience of the political, regulatory or legal framework in which the higher education sector operates
- Knowledge and understanding of approaches to ensuring sustainability and social responsibility within large complex organisations
- Knowledge and understanding of the international environment in which the higher education sector operates

On appointment/election members of Court will be invited to complete a self-assessment pro-forma and the information provided is used to complete an anonymised Court Skills' Register. This information will be updated on an annual basis. The Nominations Committee will ensure that the identified key skills, experience and knowledge criteria remain fit for purpose.

Great significance has also been placed on ensuring that those appointed/elected to Court and external members on Court Committees understand the duties and responsibilities of Court/Committee membership. The Vice-Convenor of Court and the University Secretary have intimated that they are pleased to discuss membership with any individual considering putting their name forward for appointment/election.

Court's powers in regard to individual membership are restricted to co-option of up to eight members. Recommendations for co-option are brought to Court by the Nominations Committee. When a vacancy or potential vacancy arises for a co-opted member, the University places advertisements on its and appropriate other web sites and in suitable publications seeking expressions of interest. Court places significant importance on ensuring an open and transparent approach to appointment of co-opted members with individuals being selected on a skills basis and encourages a similar approach from those bodies appointing or electing members to Court. Court also wishes to encourage applications from all sectors of the community, particularly from traditionally under-represented groups. It adopts a best practice approach in respect to equality and diversity and has approved a University Court Equality and Diversity Policy.

The University has also approved a generic job description for co-opted members based on the criteria in the skills' register which will be reviewed as appropriate by the Nominations Committee. The Vice-Convenor of Court, a co-opted member of Court, is also appointed through a transparent and open recruitment process managed by the Nominations Committee. A specific job description has been approved for this role which is similar to that of Chair of institution in many other Universities in that the Vice-Convenor is responsible for the leadership of the University Court and will preside at Court meetings in the absence of the Rector.

~~The last review of the effectiveness of Court undertaken in 2009/2010 endorsed in general terms the view that two periods of membership of Court should be the norm, provided that performance and attendance were satisfactory and only in exceptional circumstance should an individual serve a third term of office. The CUC Guides for Members of Higher Education Governing Bodies in the UK provide further guidance on this matter confirming that renewal should not be automatic and suggesting that~~

~~continuous service for more than 3 periods of office of three years is not desirable except where it was important to retain a particular skill or expertise. This guidance is endorsed in the Scottish Code of Good HE Governance. Court has also taken the view that it does not favour an upper age limit on membership.~~

The Scottish Code of Good Higher Education Governance states that 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. 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 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.

### **Membership of other governing bodies**

Court has agreed that it is good practice for any member of a governing body to accept appointment as a governor of another institution in the higher education sector but only after satisfying themselves that no conflict of interest will arise, and after consulting the Vice-Convenor of Court/Chairmen of the two governing bodies concerned.

### **Whistleblowing**

A Code of Practice on reporting malpractice by members of the University community was adopted by the Court on 10 July 2000. The Court wholeheartedly accepts that staff and students may speak freely and without being subject to disciplinary sanctions or victimisation about academic standards and related matters, providing that they do so lawfully, without malice, and in the public interest.

Under this Code, a Lay Member of Court is appointed to whom individuals may bring matters of concern. Mr Alan Johnston has been appointed to serve in this capacity from 1 August 2017 and information on how Mr Johnston can be contacted is available on the University's website.

### **Removal of Members of Court**

The Court will expect an appointed or elected member who is in gross or persistent breach of this Code of Conduct to resign, and will reserve the right to draw such a situation to the attention of the individual and the individual's appointing/electing body. Such a breach may occur through persistent absenteeism, medical incapacity or legal impediment such as criminal conviction for dishonesty, or such other behaviour as may be deemed inimical to the good standing of the Court. Edinburgh Ordinance No 200 confers powers upon the Court to enable it to remove co-opted members for gross or persistent breaches of this Code of Conduct in accordance with the process set out in Resolution No. 28/2000. The Nominations Committee would consider if there was a case for removal of a co-opted member and advise Court on the outcome of its determination.

## **Performance Development and Review**

Members of Court carry heavy responsibilities as governors, and as charity trustees, but serve on a voluntary basis. Whilst the Court is a body corporate with collective responsibility, its effectiveness is dependent on the contributions of the individual members. It is therefore very important for Court members to be able to contribute as effectively as possible to its work, and that they should feel able so to do. It is the responsibility of University officers to put in place a framework for support and development of Court members which is accepted by Court as fit for purpose in this context.

The nomenclature associated with such a framework – ‘appraisal’, ‘developmental’, ‘review’, ‘support’ or whatever, is less important than its content and effectiveness: the crucial requirement is that the process should be rigorous, meet members’ needs, which may vary, and maximise Court’s effectiveness.

Some Court members serve for one year only (student members), but most serve for three years (co-opted members) or four years (General Council, Non-Teaching Staff, Chancellor’s and Senate Assessors), normally with the possibility of renewal.

Against this background an appropriate framework for supporting members in fulfilling their responsibilities was approved by Court on 15 December 2008:

- Towards the end of the first year of Court membership, there will be a private and frank discussion with the Vice-Convener of Court and the University Secretary on the way in which the member feels they are contributing, whether best use is being made of their expertise and experience and on any barriers to effective contribution, noting in particular the nature of any specific support or assistance the member may feel to be necessary to enable them to be fully effective, and any particular views the member may have on improving the effectiveness of the Court collectively. Where a member convenes a Court Committee, the discussion will cover that also. The member or the Vice-Convener of Court can ask for part or all of this meeting to be confined only to the two of them if they so wish.
- A Court member or the Vice-Convener of Court can request a meeting toward the end of the second year of Court membership if they so wish. This may be particularly relevant where consideration needs to be given to the extension of membership of a co-opted member.
- Towards the end of the third year of Court membership there will be a further similar meeting, but the nature and content would depend on whether membership was continuing into the next year.

General issues arising from these meetings will be collected and proposed actions reported to Court as appropriate. Individual issues are confidential to participants in these meetings. A pro-forma was approved by Court at its meeting on 8 November 2010 to help in focussing discussions for both parties at these performance development and review meetings.

These arrangements were reviewed and confirmed as part of the work to consider the Scottish Code of Good Higher Education Governance. In addition, in order to comply with this Code, Court agreed to appoint a lay member as an Intermediary Court Member with responsibility to assist in the performance review of the Vice-Convener of Court acting as an intermediary to enable Court members to raise concerns regarding the conduct of Court or the Vice-Convener. Sheriff Principal Bowen was appointed to this position from 1 August 2014. The review of the performance of the Vice-Convener of Court, undertaken on an annual basis, forms part of the general support arrangements for the Vice-Convener of Court and will include views from Court Members, via the Court intermediary. The process of review may vary (e.g. questionnaire), but it is intended that the University Secretary and the Intermediary Court Member will have a private discussion with the Vice-Convener of Court.

### **Acknowledgement of this Code**

In keeping with guidance, new members of Court and, as appropriate, members of Court Committees and Senior Officers are asked, by means of a letter sent confirming appointment, to acknowledge that they are familiar with this Code and understand their obligations under it. The Scottish Code of Good Higher Education Governance sets out requirements in respect of the letter of appointment/welcome for Court members and the current letter was reviewed and amended to ensure it remained fit for purpose and complied with the requirements of the Code. The appointment/welcome letter is published on the University's website.

June 2018



UNIVERSITY COURT

18 June 2018

**External Effectiveness Review**

**Description of paper**

1. The paper sets out a proposed approach and facilitator for an external effectiveness review of Court and its committees, as expected by the Scottish Code of Good Higher Education Governance (hereafter the 'Governance Code').

**Action requested/Recommendation**

2. Court is invited to approve the:

- Appointment of David Newall, former Secretary to Court & Director of Administration at the University of Glasgow and current Chair of the Board of Management at Glasgow Clyde College as facilitator of an external effectiveness review of Court and its committees; and,
- Approach to the review proposed by David Newall.

**Background and context**

*Expectations of the Governance Code and current practice*

3. Both the current Governance Code and the revised version, which takes effect from 1 August, expect governing bodies to undertake an externally facilitated review of their effectiveness and that of their committees at least every five years. As the current Governance Code was introduced on 1 August 2013, it is proposed that Court agree to undertake such a review, meeting the five year period. An external review was not proposed at an earlier date as the revised Governance Code was under development until October 2017 and it was not clear what the revised Governance Code might expect in this area until publication.

4. The relevant extract from the revised Governance Code states:

*The governing body must review its effectiveness regularly and is expected to report publicly on the results of effectiveness reviews and associated actions.*

*49. The governing body is expected to review its own effectiveness each year and to 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. As part of these processes or separately, the effectiveness of the academic board (also known as Senate, Senatus Academicus or academic council) is expected to be reviewed similarly. These reviews should 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.*

*50. 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.*

5. Currently, an internal effectiveness review is undertaken annually in the form of a report to Court including the outcome of:

- A survey of all Court members;
- Meetings between the University Secretary and those Court members in their first year of office and those demitting office;
- An assessment of compliance with the Governance Code; and,
- An assessment of compliance with Court's Statement of Primary Responsibilities.

6. A parallel external effectiveness review will be taken forward for Senate and reported to Court.

#### *Appointment of external facilitator*

7. Other governing bodies which have commissioned external reviews in recent years have either appointed consultants with a specialism in board effectiveness or an individual with higher education governance experience at board level, usually a former University Secretary. As the major governance topics for Court in the coming year are expected to be compliance with the Governance Act and revised Governance Code, it is proposed that appointing a facilitator with recent Scottish higher education governance experience would be of greater value than a consultancy without a strong understanding of the current governance environment in Scottish universities that would take a more generic approach. With this in mind, the University Secretary approached David Newall, Secretary to Court & Director of Administration at the University of Glasgow until April 2017. David Newall replied positively and has drafted a suggested approach to undertaking the review, set out in the Discussion section below and in Appendix 1.

### **Discussion**

#### *Approach proposed by David Newall*

This paper sets out the approach I would take should the University ask me to assist in its externally-facilitated governance effectiveness review.

#### **1. Oversight by Working Group**

I would recommend that a Short-term Working Group of Court should oversee the review in consultation with the external facilitator. That would ensure that Court members were actively involved in the process, including agreeing on any recommendations that would be made to Court. The working group should be small, and convened by an experienced lay member.

#### **2. Structure of the Review**

I would structure the Review around 6 topics. The appendix sets out the scope of each.

1. People
2. Structures and Procedures
3. Openness / Accountability
4. Conduct of Business

5. Effectiveness
6. Continuous Improvement

Topics 1 to 3 would be addressed largely through the facilitator reviewing published information and being briefed by the Court Secretariat. Topics 4 and 5 would involve a questionnaire survey, discussion with Court members, and attendance at Court and at key committees (Audit & Risk, Policy & Resources).

### **3. Meetings / Timescale**

I am flexible in terms of time input. For discussion, I would suggest the following.

#### **.1 First meeting of the Working Group - September 2018**

- Decide on the proposed approach to the review.
- Agree on a range of Court members whom the facilitator should interview.
- Agree the contents of a questionnaire to be issued to Court members.

#### **.2 Second meeting of the Working Group - November 2018**

- Discuss a brief (bullet-point) report from the facilitator, with draft conclusions.
- Discuss what recommendations the Working Group might make to Court.

#### **.3 Third meeting of the Working Group - January 2019**

- Consider a Draft Report, prepared by the facilitator, incorporating conclusions and recommendations to Court.

### **4. The Facilitator**

My early career was in public sector finance. I then worked in university management for 28 years, including - from 2004 to 2017 - as Secretary & Director of Administration at the University of Glasgow. During that time I also served 3-year terms as Secretary to the Committee of Scottish Chairs, and as Chair of the Scottish Secretaries Group.

I am currently Chair of the Board of Management of Glasgow Clyde College, which has 3 campuses and 21,000 students. I am a member of the Glasgow Colleges Regional Board and of Colleges Scotland's Good Governance Steering Group.

I am enrolled (2017-19) on a part-time MSc at Edinburgh University. So, the University must consider if it is comfortable that I participate in the governance review while a student of the University. My personal view is that there is no practical conflict of interest that would constrain my ability to provide dispassionate advice.

### **5. Resource requirements**

I would not charge a fee, but would need the following:

- .1 time commitment of the Court Working Group.
- .2 time commitment, for interview, of a further 10-12 Court members.
- .3 availability of the Court secretariat for information and advice.

- .4 administrative support to clerk the Working Group and arrange interviews.
- .5 someone to design a web-based questionnaire for Court members.
- .6 some travel expenses. I would do much of the work on days when I am in the University for studies but, for additional visits, would claim travel expenses from Glasgow.

DN, 23.2.18

### **Resource implications**

9. David Newall has offered to facilitate the review on an expenses only basis. There would be a time commitment for Court members involved in the review, with administrative support provided by the Court Services Office.

### **Risk Management**

10. The Risk Appetite Statement approved by Court states that the 'University places great importance on compliance, and has no appetite for any breaches in statute regulation, professional standards'. Compliance with the Governance Code is a condition attached to funding from the Scottish Funding Council and undertaking an external effectiveness review will help ensure compliance.

### **Equality & Diversity**

11. David Newall's suggested approach includes reviewing the diversity of Court membership (under Part 1, section 10 of the Appendix).

### **Next steps/implications**

12. If Nominations Committee is content to recommend the proposed facilitator and suggested approach, this will be submitted to Court for approval.

### **Consultation**

13. Nominations Committee has reviewed the paper and recommended its approval by Court.

### **Further information**

14. Authors

*Discussion section and Appendix 1:*  
David Newall

*All other sections:*

Lewis Allan, Head of Court Services  
May 2018

Presenter

Sarah Smith  
University Secretary

### **Freedom of Information**

15. Closed paper until approved.

## Structure of the Review

### **1. PEOPLE**

#### ***Board Members***

1. Selection process
2. Skills and experience
3. Understanding of the role of governor
4. Arrangements for induction
5. Attendance record
6. Review of performance
7. Process for reappointment; for removal
8. Effective use of skills and experience
9. Succession planning
10. Diversity of membership

#### ***Senior Office holders***

11. Appointment of Vice-Convener / Senior Lay Member
12. Review of Vice-Convener's / Senior Lay Member's performance
13. Respective roles of Vice-Convener / Senior Lay Member and of Rector
14. Appointment of Committee chairs
15. Review of Committee chairs' performance
16. Appointment of Principal
17. Review of Principal's performance
18. Appointment of Secretary
19. Review of Secretary's performance
20. Senior Independent Member

### **2. STRUCTURES AND PROCEDURES**

1. Size of the governing body
2. Lay majority?
3. Terms of office
4. Committee structure
5. Membership and remits of committees
6. Frequency of meetings
7. Scheme of delegation
8. Suitably resourced and skilled secretariat

### **3. OPENNESS / ACCOUNTABILITY**

#### ***Publication of:***

1. Statement of Primary Responsibilities
2. University Strategic Plan
3. Annual Report and Financial Statements
4. Court minutes and agenda papers
5. Information on Court members and their skills / experience
6. Register of Interests
7. Outcomes of Effectiveness Reviews
8. Statement on compliance with the Code

### **4. CONDUCT OF BUSINESS**

1. Annual schedule of business
2. Standing orders for the conduct of meetings
3. Arrangements for determining the agenda
4. Balance of agenda items, with sufficient focus on strategy
5. Fit-for-purpose agenda papers
6. Timeliness of papers
7. Quality of minutes
8. Management of Court's time
9. Quality of members' inputs
10. Clear corporate decisions
11. Candour and openness of executive officers
12. Informed challenge to executive officers
13. Management of conflicts of interest
14. Conduct of Remuneration Committee business

### **5. EFFECTIVENESS**

1. Clarity of Primary Responsibilities
2. Empathy with University's mission and culture
3. Awareness of relevant current developments
4. Ownership of University strategy
5. Monitoring / Benchmarking of University performance
6. Court-determined Key Performance Indicators
7. Effective governance of quality of learning, teaching and assessment
8. Effective oversight of staff engagement
9. Effective financial management and sustainability
10. Effective risk management

## **6. CONTINUOUS IMPROVEMENT**

1. Members' engagement in personal development
2. Annual governance review
3. Governance development plan
4. Arrangements for the effectiveness review of Senate
5. Court's evidenced commitment to continuous improvement

DN, 23.2.18



UNIVERSITY COURT

18 June 2018

**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.

**Action requested/Recommendation**

2. Court is invited to note the report. It is recommended that this information be considered to support other initiatives and projects designed to improve student satisfaction and enhance the student experience.

**Background and context**

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

**Discussion**

*Governance and Strategy*

4. Our Governance Development project continue to progress, with plans from September for a new programme of Trustee Board training and development. We have reviewed how our meetings operate, and are ensuring the Board has time at each meeting for strategic conversations, and that Board members are supported prior to meetings (partly through enhanced training and a new trustee buddying scheme). The governance project is now moving on to consider new areas for enhancement – this will include revising our complaints procedure and handling process, and our member discipline policy.

5. The early stages of operating our new subcommittee structure was introduced in January and has been positive. This aims to achieve a permanent positive impact by providing more detailed discussion and scrutiny of key developments prior to them going to the Board itself. We are also adding additional external perspective at that level by bringing in new external volunteer members (which we anticipate may also provide a pipeline of possible future lay trustees). In addition, we have recruited a new External Trustee, with extensive experience of strategy, and international experience of the higher education sector, and will be recruiting new Student Trustees in September.

6. We are currently in the final year of our Strategic Plan to 2019. We have now developed the process and timescales for development of our next Strategic Plan, which our Trustee Board have approved. We have begun the early stages of our consultation process with our Strategic Development Subcommittee, and will consult our staff at our annual all staff event in June. Developing our first Strategic plan during 2013 and 14 began with a large piece of membership research, however we now have much richer insight and data from our members readily available as a result of our strategic approach to research and insight developed over the life of our current strategic plan. We do anticipate undertaking more specific research and testing with our members as the plan begins to take shape. We will engage with the

University as we develop the plan, via our regular University of Edinburgh/Students' Association Forum meetings. We anticipate a draft plan being ready by December, in time to inform annual budgeting and planning prior to the start of our new financial year in April.

#### *Sabbatical changeover and induction*

7. The new sabbatical officer team began changeover and induction on Monday, 28 May. This programme has been substantially developed and enhanced, also taking into account officers taking up a second term. Changeover shadowing is followed by our annual residential teambuilding, training and planning week with the Senior Management Team. An extensive induction and training programme continues in the early part of the summer including introductory meetings with key university contacts, and access to the National Union of Students Leadership Development programme. An overview of the Sabbatical Officer roles and introduction to the team for this year is included at the end of this paper for interest.

#### *Student Awards/Celebration events*

8. We have had a very successful awards season, including our Activities, Impact and Teaching Awards, showcasing some fantastic achievement and commitment by our students, some great internal and external partnerships, and dedication of University staff in the case of the Teaching Awards. All 3 schemes culminated in celebratory evenings with shortlisted individuals/groups coming together with other student and Association / University colleagues to enjoy an evening of entertainment and showcasing of the activities being recognised. We were delighted to welcome some Court members at this year's events too. At this stage, having reflected on what we are seeking to achieve, and the growth of these events and student engagement with them over the last 2 years in particular, for the coming year we are currently aiming to combine the Impact and Activities Award, into one single Student Awards night; this may provide opportunity both to scale up this event, and to maximise the positive impact and engagement with our members, and colleagues within the University.

#### *Student leadership and development support*

9. Staff from across Membership Support and Development teams who support the training and development for various different groups of student representatives, volunteers and leaders are considering our current practice and provision, with a view to developing a more impactful, efficient and coherent offer across all roles. We currently run 7 different strands of the University's Edinburgh Award, to provide recognition for students' extra-curricular activity, with over 300 students achieving the award through an Association activity this year. Over time it has become clear that we could enhance the quality and variety of the support opportunities we provide, and expand access to them, through collaboration and at the same time achieve some efficiency in this respect.

10. We have also in some areas been able to pilot approaches to develop stronger mechanisms reward/recognition – including a credit-bearing course run by us and hosted within the Business School, for peer support leaders. The Sports Union have also expressed an interest in collaborating with us on this project. The group will develop proposals over the summer with a view to introducing some enhancements for 2018-19 and a longer term approach beyond the coming year.

### *Societies' support*

11. We are progressing a number of developments aiming to enhance support for societies – including progressing an online banking app for societies via our online web-based membership system, MSL. We are also running a pilot to introduce a participation officer role in societies with a focus on supporting inclusion and accessibility (following a similar model to that used in Sports Clubs with some success), focussing on c10 societies in the first instance. In addition, we have now satisfactorily resolved some outstanding issues raised by students – 1 relating to societies seeking separate charity status, but also wishing to remain as a society (and therefore part of the Association which is also a charity), which conflicts with Charity Law and clear governance. In addition, some groups have also raised questions regarding our current rules which only allow students to take up leadership/committee positions in societies (although societies can have up to 25% non-students as members). These have both proved to be sensitive issues but they have been satisfactorily resolved through ongoing communication and engagement. In the latter case, our Activities Executive (14 elected representatives of our various society categories) discussed and voted that our regulations should remain the same. This was preceded by discussion at our wider Student Council on this issue so the process was open and provided opportunity for discussion and presentation of all views.

### *University of Edinburgh British Sign Language (BSL) Plan*

12. We are part of the University working group established in March tasked with developing the University's BSL plan – a legal requirement for public bodies. The Students Association is seen as a key partner in the plan, and the focus in the first 6-year plan is on ensuring accessibility of key student services, in our case the Advice Place. In the first instance we are committing to all advisers undertaking BSL awareness training (to be provided by a university BSL officer) In addition we are considering how to ensure some core provision could be made more accessible to BSL users – this includes identifying some core online video content that can be translated, and some key events where we might provide BSL interpretation.

### *Complex student issues*

13. There has been substantial discussion very recently regarding two key issues currently at the forefront for students. Noting the growth in students disclosing/displaying complex mental health issues, we have been participating in discussions regarding the University's current support for study policy. We remain convinced that whilst it may seem clear that students would benefit from time out in some circumstances, and in fact students may themselves choose to do this, ultimately students must not be forced to take interruptions of study. It is clear from our experience of cases we have seen in the Advice Place and from conversations with colleagues across student services and in schools that these cases are complex, and require intensive support from colleagues - very careful consideration is required in developing any future policy and processes. Through these conversations we have also been able to understand the range of responses in different areas of the university, including the specialist support provided within the Medical School for their students for instance. We welcome the ongoing engagement on this difficult issue.

14. We continue to see increasing numbers of students reporting instances of sexual violence and/or harassment, largely as a result of national/international reports and campaigns including #metoo, and believe this is an area requiring strategic consideration and resource as a matter of urgency. We do not expect the numbers of students coming forward to decrease although they may plateau. Our Advice Place has across the year supported several students raising these issues through University complaints procedures. Again these cases are complex, may also involve interaction with University HR processes which are different, and are challenging for staff to investigate without specialist knowledge, support and training.

#### *Finance Update*

15. The Students Association's financial year ended on 31 March and we have draft year end statutory report & accounts currently being reviewed by our external auditors, RSM. Because of the summer vacation, our Board won't sign these off until its meeting in September however by then we will have the audited accounts, and a hopefully very slim auditor's report to present.

16. The budget for 2018/19 was signed off in late March, which gives a target surplus of £90,000 for this financial year. This presents a challenging target in the context of rising costs but one that we believe can be achieved. This does include the need to make significant 'back of house' efficiency savings.

17. A revised structure in the Finance team has been introduced. At the start of May we said farewell to our longest-serving member of staff, Anne Clarke, who had worked at the Students' Association for nearly 42 years, most recently as Finance Team Manager. A new role of Head of Finance & Business Reporting has been created, replacing the Finance Team Manager role, and our recruit to the role took up the position in mid-May. We hope that this will be an opportunity to push through other changes to this area of the back-office operations, with a focus on better financial information flows across the organisation, in particular to assist with future planning.

#### *Commercial Update*

18. Our Commercial Director, Michelle Berry, joined us back in January is now developing services in line with our Commercial Strategy. The year-end contribution position within our Commercial services was up £85k on the previous year, although down some £200k on budget. This is largely attributable to the business impact from delayed Estates projects. Projects at King's Building House, the Pleasance Café Bar and the Teviot main entrance were all reflected in our April – June, first quarter budget as complete, however all projects ran over until into Q2; we never caught up this impact and indeed the return to 'normal' trade levels was slower than we anticipated.

19. We have set some challenging targets for the year ahead. Plans are in place for redevelopment of some outlets to maximise turnover and profit and improve customer experience. Our refresh of Teviot Garden and early installation of the Garden Bar (used during Festival) proved very popular with students during the end of the exam period. Both the Library bar and Sports bar have seen investment. The Baristo coffee shop will be re-opening with a new layout and offer in time for the Festival, and other

key outlets are having their food offers reconsidered. Longer term we are reviewing performance across all outlets with a view to identifying key areas for change.

20. The **Wee Red Bar** collaboration with Edinburgh College of Art was established in 2016. The agreement was that the Association would take over the operation of the Wee Red Bar and deliver a program of events and the bar service. The Association has increased and developed a broader range of activities and entertainments which has led to an improved trading performance. College financial support has made this operation viable, and we are on target to reduce the reliance on this and make the outlet independently sustainable. To strengthen our engagement and partnership we are engaging with students to increase connections and seek to develop our program in line with their needs to build student communities.

#### *Commercial collaborations and partnerships*

21. The Association has increased collaborations this summer and will be a venue partner hosting the 40<sup>th</sup> Edinburgh Jazz and Blues Festival in July. Diversifying our entertainment partnership with this high-profile event will have a net trading benefit but also raising our profile within the city. We are seeking to deliver a completely different food and hospitality offer in line with the demographics of the attendees. Whilst operationally it will be challenging to deliver with a tight turnaround with the Festival it is hoped that this will be the first of many. In addition, the Edinburgh International Film Festival will be returning in June and taking over Teviot, the event will bring thousands of attendees.

22. Another new partnership is working with the Meadows Festival and will be providing the bars operations. This collaboration will provide additional trading income however it is unclear (at the time of writing) at this stage what the potential financial benefit of this will be and the project is speculative. Finally, working with the University, we will be hosting Edinburgh Pride once again in Bristo Square and Teviot in June. The event will celebrate diversity and will appeal to students, tourists and residents and also deliver commercial income to both.

#### *King's Buildings House fire*

23. Court members may be aware of the fire in **King's Buildings House** in April – the building was evacuated swiftly with no injuries to staff or students. Whilst the fire itself remained relatively contained, the consequent smoke and water impact did mean the building had to remain fully closed for a number of weeks whilst services were restored. In addition to the damage there is also a financial impact of lost trade although we anticipate this also being met by our insurers.

24. Our Incident Management Team led on the response in line with our Business Continuity processes, and we issued clear and regular communications to students. We were able to continue most operations and services through temporary relocation. We offered our Advice Place service by appointment in other locations and student services colleagues were happy to host our free sanitary products/safer sex products collection point in the Weir Building. A partnership with Centre for Sport and Exercise saw our King's Buildings gym members offered free access to the Centre for Sport and Exercise gym whilst ours was closed. Our functions business, busy with end of term events, was supported by a temporary kitchen we built within the Pleasance complex. Our own estates team worked in partnership with Estates and Buildings

colleagues to ensure the building could be partially re-opened before the end of semester enabling key services and spaces to once again be available.

#### *Sabbatical Officers' Update*

25. This is our first meeting in our new role, and we are currently starting our induction and training. We are also considering our manifesto plans and will be working on more detailed plans for our individual objectives and team priorities for the coming year over June. We are looking forward to meeting key University colleagues and becoming involved in significant projects including Estates development and strategy, and Service Excellence. You can find a summary of who we are and our roles at the end of this paper. At this stage Court members may also be interested to note some key developments begun by the previous team that we are now taking forward.

#### *Academic Representation*

26. The Senate Learning and Teaching Committee approved the Vice-President Education's proposals for a new University-wide system of programme reps, and we are now supporting the implementation phase of this work, with the new Vice-President Education visiting all Schools over the summer. This is a revision from the previous class rep system which whilst generating almost 2,000 student reps in theory, did not necessarily demonstrate engagement and effectiveness across the board. A programme-focussed approach has been piloted in some Schools during the year and we are pleased to see this being implemented from September across the university. In addition we are increasing the amount of face to face rep training the Association provides, in some cases offering this on a School-specific basis. We hope that this will ensure student views are more easily and clearly shared and taken account of. In the longer term, we hope improved National Student Survey scores will bear this out.

27. In addition, proposals for College level representation – the one outstanding item from our earlier Democracy Review – are currently out for consultation with colleagues in the 3 Colleges, with a view to having a plan in place for the start of the 2018-19 academic year.

#### *Residential Strategy*

28. Noting that this is still under review, Patrick and Ollie have consistently lobbied for affordability of provision, engagement and integration with the community, alongside advocating for a reduction of PBSA (Purpose-Built Student Accommodation). These discussions remain ongoing, noting that current planned projects in the public eye, including Stead's Place, highlight the need for a clear strategy going forward.

#### **Resource implications**

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

#### **Risk Management**

30. Not applicable.

### **Equality & Diversity**

31. Equality and Diversity considerations are implicitly included in this paper. EUSA represents the interests of a diversity of student groups and exists to maintain the equal representation of students and student groups.

### **Next steps/implications**

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

### **Consultation**

33. All relevant EUSA Sabbatical Officers, staff members, student staff and members of our organisation. Any items relating to partnerships with other organisations or branches of the University include information provided by all participating stakeholders.

### **Further information**

34. Author

Patrick Kilduff  
Edinburgh University Students'  
Association President  
(to 6 June 2018)

Presenter

Eleri Connick  
Edinburgh University Students' Association  
President  
(from 11 June 2018)

### **Freedom of Information**

35. This paper is open.

# Sabbatical Officers

## PRESIDENT



**ELERI CONNICK** SHE/HER

- 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

## VICE PRESIDENT ACTIVITIES & SERVICES



**SHENAN DAVIS-WILLIAMS** SHE/HER

- 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 Strategic Development Subcommittee
- Chairs Activities Executive

## VICE PRESIDENT COMMUNITY



**GEORGIE HARRIS** SHE/HER

- 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
- Chairs Finance, Risk & Audit Subcommittee

## VICE PRESIDENT EDUCATION



**DIVA MUKHERJI** 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
- Chairs Governance Subcommittee

## VICE PRESIDENT WELFARE



**KAI O'DOHERTY** THEY/THEM

- 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 and Association committees as per Schedule
- Chairs People & Culture Subcommittee

## Liberation Officers

### BLACK & MINORITY ETHNIC (BME) OFFICER

Isabella Neergaard-Petersen

### DISABLED STUDENTS' OFFICER

Eileen Xu

### LGBT+ OFFICER

Natasha Ion

### WOMEN'S OFFICER

Esme Allman

## Section Representatives

### INTERNATIONAL STUDENTS' REPRESENTATIVE

Emily Robinson

### STUDENT PARENTS' REPRESENTATIVE

Vacant

### STUDENT CARERS' REPRESENTATIVE

Carol Hayward

### MATURE STUDENTS' REPRESENTATIVE

Elaina Benson

### PART-TIME STUDENTS' REPRESENTATIVE

Vacant

## School Representatives

### BIOLOGICAL SCIENCES UNDERGRADUATE SCHOOL REPRESENTATIVE

Julia Auer

### (DEANERY OF) BIOMEDICAL SCIENCES UNDERGRADUATE SCHOOL REPRESENTATIVE

Alejandro Esteves

### BUSINESS SCHOOL UNDERGRADUATE SCHOOL REPRESENTATIVE

Erica Leung

### CHEMISTRY UNDERGRADUATE SCHOOL REPRESENTATIVE

Chen-e Low

### DIVINITY UNDERGRADUATE SCHOOL REPRESENTATIVE

Euan Meston

### ECONOMICS UNDERGRADUATE SCHOOL REPRESENTATIVE

Jenny Li

### EDINBURGH COLLEGE OF ART UNDERGRADUATE SCHOOL REPRESENTATIVE

Fiona Gray

### EDINBURGH MEDICAL SCHOOLS UNDERGRADUATE SCHOOL REPRESENTATIVE

Mu'azzamah Ahmad

### EDUCATION UNDERGRADUATE SCHOOL REPRESENTATIVE

Bobbie Szabad

### ENGINEERING UNDERGRADUATE SCHOOL REPRESENTATIVE

Alice Patig

### GEOSCIENCES UNDERGRADUATE SCHOOL REPRESENTATIVE

Shane O'Neill

### HEALTH IN SOCIAL SCIENCES UNDERGRADUATE SCHOOL REPRESENTATIVE

Stephanie Vallancey Martinson

### HISTORY, CLASSICS & ARCHAEOLOGY UNDERGRADUATE SCHOOL REPRESENTATIVE

Lauren Porter

### INFORMATICS UNDERGRADUATE SCHOOL REPRESENTATIVE

Gais "Qais" Patankar

### LAW UNDERGRADUATE SCHOOL REPRESENTATIVE

Daniel King

### LITERATURES, LANGUAGES & CULTURES UNDERGRADUATE SCHOOL REPRESENTATIVE

Leah Duncan-Karrim

### MATHEMATICS UNDERGRADUATE SCHOOL REPRESENTATIVE

Matthew Hehir

### PHILOSOPHY, PSYCHOLOGY & LANGUAGE SCIENCES UNDERGRADUATE SCHOOL REPRESENTATIVE

Laura Boxleitner

### PHYSICS AND ASTRONOMY UNDERGRADUATE SCHOOL REPRESENTATIVE

Netra Gourlay

### SOCIAL & POLITICAL SCIENCE UNDERGRADUATE SCHOOL REPRESENTATIVE

Fatima Seck

### VETERINARY STUDIES UNDERGRADUATE SCHOOL REPRESENTATIVE

Nirvana Leaver

## Activities Representatives

### ACTIVITIES REPRESENTATIVES (ACADEMIC)

Emily Payne

### ACTIVITIES REPRESENTATIVES (ADVICE & COMMUNITY)

Hannah Glover

### ACTIVITIES REPRESENTATIVES (APPRECIATION)

Vacant

### ACTIVITIES REPRESENTATIVES (ARTISTIC AND CREATIVE)

Vacant

### ACTIVITIES REPRESENTATIVES (CAMPAIGNING & AWARENESS)

Tatsu Kato

### ACTIVITIES REPRESENTATIVES (DANCE, MUSIC & THEATRE)

Vacant

### ACTIVITIES REPRESENTATIVES (EMPLOYMENT, TRANSFERABLE SKILLS & FINANCE)

Vacant

### ACTIVITIES REPRESENTATIVES (FAITH, BELIEF & SPIRITUAL DEVELOPMENT)

Clare Levy

### ACTIVITIES REPRESENTATIVES (GAMING & ROLEPLAYING)

Vacant

### ACTIVITIES REPRESENTATIVES (INTERNATIONAL & MULTICULTURAL)

Alexander Basescu

### ACTIVITIES REPRESENTATIVES (MEDIA & BROADCASTING)

Vacant

### ACTIVITIES REPRESENTATIVES (POLITICAL)

Vacant

### ACTIVITIES REPRESENTATIVES (VOLUNTEERING)

Vacant

### ACTIVITIES REPRESENTATIVES (PHYSICAL & OUTDOORS)

Vacant





UNIVERSITY COURT

18 June 2018

**Implementing the Prevent Duty: June 2018 Update**

**Description of paper**

1. This short report updates Court on the implementation of the Prevent duty at the University from July 2017 to June 2018.

**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.

*Paragraphs 3 - 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/implications**

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

**Consultation**

11. This paper was noted at the University Executive on 11 June 2018

**Further information**

12. Author & Presenter

Gavin Douglas  
Deputy Secretary, Student Experience  
May 2017

**Freedom of Information**

13. This paper is closed.



**UNIVERSITY COURT**

**18 June 2018**

**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 changes to the Certificate of Assurance 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. Court is provided with assurance each year that the University is compliant with the provisions of the Education Act in relation to the activities of the Students' Association. In 2017/18 there have only been minor administrative updates following a significant review, in 2016/17, of the Code of Practice that articulates the compliance.

6. Specifically in the last year the Students' Association has simplified its own Trustee Board Subcommittee structure (noted by Court in November 2017). The Code of Practice will be amended to reflect that new structure.

7. The complaints process, although currently compliant with the act, is due for review during 2018/19.

8. No significant matters have arisen which require to be specifically raised, and Court can be assured of current compliance with the Act.

**Resource implications**

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

### **Risk Management**

10. There are no specific risk implications associated with the paper.

### **Equality & Diversity**

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

### **Next steps/implications**

12. 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**

13. This paper has been reviewed by Students Association colleagues and the Deputy Secretary, Student Experience.

### **Further information**

14. 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/part/II>

15. Author

Stephen Hubbard  
Chief Executive Officer,  
Edinburgh University Students'  
Association

Presenter

Gavin Douglas  
Deputy Secretary, Student Experience

Gavin Douglas  
Deputy Secretary, Student Experience  
June 2018

### **Freedom of Information**

16. This paper is open.



UNIVERSITY COURT

18 June 2018

**Court City Deal Sub-Group Report**

**Committee Name**

1. Court City Deal Sub-Group.

**Date of Meeting**

2. 28 May 2018.

**Action Required**

3. Court is invited to note the key points set out below.

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

**Further information**

6. Author

Lewis Allan  
Head of Court Services

Presenter

Anne Richards  
Vice-Convener of Court

**Freedom of Information**

7. Closed paper.



UNIVERSITY COURT

18 June 2018

**Nominations Committee Report**

**Committee Name**

1. Nominations Committee.

**Date of Meeting**

2. 4 June 2018.

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

**Equality & Diversity**

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

**Further information**

9. Author

Lewis Allan

Head of Court Services

Presenter

Anne Richards

Convener, Nominations Committee

**Freedom of Information**

10. This paper is closed.



UNIVERSITY COURT

18 June 2018

**Audit & Risk Committee Report**

**Committee Name**

1. Audit & Risk Committee.

**Date of Meeting**

2. The meeting was held on 31 May 2018.

**Action Required**

3. Court is invited to note the key points from the meeting and approve:
  - University Risk Register 2018-19 (Appendix 1)
  - University Statement of Risk Appetite (Appendix 2)
  - External Audit Annual Plan and Fee for 2017-18 (Appendix 3).

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

**Full minute**

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

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

**Equality & Diversity**

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

**Further information**

13. Author

Ms Kirstie Graham  
May 2018

Presenter

Mr Alan Johnston  
Convener, Audit and Risk Committee

**Freedom of Information**

14. This paper is closed.



UNIVERSITY COURT

18 June 2018

**Knowledge Strategy Committee Report**

**Committee Name**

1. Knowledge Strategy Committee.

**Date of Meeting**

2. 25 May 2018.

**Action Required**

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

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

**Full minute**

14. 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**

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

**Further information**

16. Author

Lewis Allan  
Head of Court Services

Presenter

Doreen Davidson  
Convener, Knowledge Strategy Committee

**Freedom of Information**

17. Closed paper.



UNIVERSITY COURT

18 June 2018

Senatus Academicus Report

**Committee Name**

1. Senatus Academicus.

**Date of Meetings**

2. e-Senate on 8 – 16 May 2018 and full meeting of Senate on 30 May 2018.

**Action Required**

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

**Key Points**

e-Senate 8-16 May 2018

4. No observations were received on the draft resolutions No. 10/2018 to No. 14/2018.

Senate 30 May 2018

*Introduction: Edinburgh in context*

Shelagh Green, Director for Careers & Employability

5. Shelagh Green opened the session by introducing three relevant concepts: careers, employability and graduate attributes. She emphasised that it was important for the University to engage with these concepts for two key reasons:

- It is part of the University's mission and Learning and Teaching Strategy 'to equip students with the knowledge, skills and experiences to flourish in a complex world and become successful graduates who contribute to society'
- The University faces growing scrutiny of return on investment via short-term graduate outcomes.

6. The University performance against the Higher Education Statistics Agency Employment Performance Indicator (reflecting the survey sent to students at all levels six months after graduation) demonstrates that, although the University's performance itself is steady, the University is falling short of its performance indicator due to the improved performance of comparator institutions.

7. Shelagh Green indicated the University had consulted Russell Group institutions which were following their performance indicators on the reasons for their upward trajectory, and they had mentioned three key factors: employability is an institutional strategic priority; they have senior academic buy-in for this priority at all levels of the institution; and they recognise that 'one size does not fit all.' Shelagh Green also noted that careers and employability had a strong impact on student choice; the Unistats website (the official comparison website of universities) allows potential applicants to compare university employment rates, including the rates of employment by course.

### *Preparing for the future graduate labour market*

Deborah McCormack, Head of Recruitment & Graduate Development, and recruiter of early talent, Pinsent Masons LLP

8. Deborah McCormack focused on employability skills, specifically the skills that graduates will need to enter the labour market in the future, and made the following key points:

- From the employer's perspective, it is essential that educators are engaged and proactive in providing their students with the skills needed to succeed in employment from an early stage; clients of Pinsent Masons, for example, indicate that technical knowledge and application of the law should be the minimum requirements for future employees, and that they look for additional skills which will enable them to enhance their businesses;
- Material from the World Economic Forum shows that, by 2020, around 35 per cent of the skills considered important for today's workforces will have changed significantly, because the impact of the fourth industrial revolution (4IR) will have started to transform the way we live and work; the strategy of educators, policy-makers, and employers, should align with 4IR to ensure that graduates' skills keep pace with this;
- Recent research by Nesta describes the skills, abilities and types of knowledge, used heavily in employment, which have the best chance of growth in the 21<sup>st</sup> century; workers will need a mix of both social and cognitive skills, and these skills are capable of being embedded into higher education;
- While tackling skills gaps is the collective responsibility of policy makers, educators and employers, approaches will vary from sector to sector. Collaboration with the Careers Service, employers, students and alumni will underpin the University's success in this area.

### *Collaboration: Concept to Consumer*

Dr Philip Bailey, Senior Lecturer, School of Chemistry

9. Dr Bailey provided an overview of the industry-led employability workshops that the School of Chemistry runs for its undergraduate and taught postgraduate students. He indicated that the concept of the workshops is to educate students on the roles which chemists can undertake in all the various industry sectors and the skills which are valued. This involves consideration of the lifecycle of product development, the role of business factors in company processes and decisions, and how to 'create' a company around an idea.

10. Dr Bailey explained that the workshops take the form of three 2.5 hour themed workshops which involve presentation, group work, discussion and feedback. The themes include developing a product idea, proving the concept, and getting the product ready for market, taking into account differences between SMEs and multinational companies, and intellectual property and finance.

11. Students have reported that the workshops have deepened their knowledge of roles within industry and have enhanced their skills in creativity, business communication, and problem-solving. Feedback from industry has also been extremely positive.

### *A School-wide approach*

Professor Ewen Cameron, Sir William Fraser Professor of Scottish History and Palaeography, and Head of School, History, Classics and Archaeology

12. Professor Cameron focused on the relationship between employability and the curriculum in relation to the subjects within the School of History, Classics and Archaeology (HCA). The Higher Education Statistics Agency performance indicator showed in 2015/16 that the performance of HCA in achieving highly skilled employment outcomes for its students was well below the University average, and the School has taken a number of steps to mitigate this, including setting up an HCA Careers Board, and creating a number of opportunities for students, such as internships, mentoring programmes, and projects with schools.

13. The School has also developed its curriculum, in order to embed careers activities in the curriculum from an early stage, and the Careers Service has played an important role in this development. Key disciplinary skills are now emphasised within the curriculum, and employability is entrenched in course approval.

14. Professor Cameron noted that more efficient methods were needed to provide students with information about career planning from an early stage in their degree programmes, and academics should communicate to each other new developments for improving the employability of graduates. He also suggested that practical work experience opportunities should be available, which would respond to student and employer demand, and these should be fully accessible to all students, regardless of financial circumstances.

### *Next steps*

Professor Susan Rhind, Assistant Principal Assessment and Feedback

15. Professor Rhind shared the future priorities for the University in the area of student employability. The recent report of the Senate Learning and Teaching Committee Task Group on Careers, Employability and Graduate Attributes outlined the following priority areas for the University:

- Emphasis on the strategic importance of work on graduate employability
- Engagement at School and subject level
- Communication
- Sharing and surfacing best practice / staff support and development
- Further research and evidence gathering

16. With regard to staff support and development, Professor Rhind highlighted existing sources of support, which included the Teaching Matters blog managed by the Institute for Academic Development (IAD), which has a number of posts on employability and careers support for students, and a guide to engaging students in employability, which would be created as part of the IAD 'EngagEd in...' series.

17. With regard to assessment and feedback, she noted that Student-Led, Individually-Created Courses (SLICCs) provide an opportunity to assess graduate attributes within a flexible framework which allows students to gain the skills required for their whole career journeys.

18. In order to enable further research and evidence gathering, she suggested that the Principal's Teaching Awards Scheme (PTAS) would contribute funding for students to undertake projects which are relevant to employability skills. There is also a need for the University to undertake further research around the challenges which the University of Edinburgh faces in this area.

19. In discussion, the following points and questions were raised:

- While the speakers' focus on employability skills was largely directed to undergraduates, the University should include provision for taught postgraduate students in this discussion, especially since this is a key priority for prospective taught postgraduate students in selecting programmes and institutions;
- While the speakers primarily focused on nurturing employability skills within the curriculum, extra-curricular activities also provide an important opportunity for students to gain valuable graduate attributes, and could potentially be considered as components of a holistic education which would create valued and active citizens for the future. SLICCS will provide an opportunity for students to gain credit for extra-curricular experience
- Cross-curricular components to courses would enable students to have a broader experience which would be important for their overall development
- While Schools should seek to assess graduate attributes and employability skills within the curriculum, this can be challenging, and academic staff will require support in delivering teaching and assessment relating to employability;
- Students should be challenged to consider their own intended career trajectory from an early stage, and to reflect on their development and identify any gaps; the University should consider a supportive framework to enable student to reflect from year 1 on their course choices, and the skills and attributes associated with them;
- Entrepreneurship and enterprise are an important part of the discussion, since students in certain disciplines, such as those within Edinburgh College of Art, are more likely to be self-employed in the future;
- Data gathering from graduates should take place further into the future than simply six months after graduation to create a more meaningful picture of whether students are happy and successful in the long run. Qualitative data would also assist in determining the necessary steps involved in reaching employment goals.

*Higher Education Governance (Scotland) Act 2016 - recommendations for the practical implementation of the agreed Senate model*

20. Following the endorsement by Senate at its meeting on 7 February 2018 of the recommended model of its future membership to comply with the Higher Education Governance (Scotland) Act 2016, the paper provided a summary of recommendations for how this model would work in practice. These recommendations would eventually be written into resolution or election regulations as appropriate.

21. Senate approved the recommendations for the practical operation of the agreed model, noting that details concerning the steps to be taken by nominees when

standing for election (for example, whether they provide personal statements) would be helpful in due course.

*Annual Report of the Senate Committees*

22. Senate noted the major items of Senate Committees' business for 2017/18 and approved the Committees' plans for the next academic year.

*Resolutions*

23. No observations were received on the draft resolutions No. 15/2018 to No. 56/2018.

**Further information**

24. Author

Theresa Sheppard  
Academic Services

Presenter

Professor Peter Mathieson  
Principal and Vice-Chancellor

**Freedom of Information**

25. Open Paper.



UNIVERSITY COURT

18 June 2018

**Annual Report of the Senate Committees**

**Description of paper**

1. This 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 2017-18 and proposes plans for 2018-19. 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 from 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 30 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 & 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 2018-19 as set out in the Report.

**Consultation**

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

**Further information**12. Authors

Tom Ward, Director of Academic Services

Brian Connolly, Academic Policy Officer, Academic Services

Susan Hunter, Academic Policy Officer, Academic Services

Theresa Sheppard, Academic Policy Officer, Academic Services

Ailsa Taylor, Academic Policy Officer, Academic Services

Philippa Ward, Academic Policy Officer, Academic Services

**Freedom of Information**

13. This paper is open.

## Annual Report of the Senate Committees 2017-18

### 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 2017-18, along with their proposed plans for 2018-19.

### 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 2017-18. It also proposes their proposed plans for 2018-19. These proposals have arisen from Committee discussions, and discussion at the Learning and Teaching Policy Group (LTPG, which is composed of the Conveners of the four Committees, along with relevant Assistant Principals, College Deans, and other key staff). The proposals are designed to assist the University to take forward its Learning and Teaching Strategy (see 4.1.1 below).

### 3. Key Committee and Task Group Activities in 2017-18\*

Name of Committee or Task Group	No. of meetings
<b><i>Learning and Teaching Committee (LTC)</i></b>	<b>5</b>
Assessment and Feedback Enhancement Working Group	3
Lecture Recording Policy Task Group	5
Digital Education Task Group	6
Research-Led Learning and Teaching Task Group	1
University-Wide Courses Task Group	1
Equality and Diversity in the Curriculum Task Group	1
Careers, Employability and Graduate Attributes Task Group	3
<b><i>Researcher Experience Committee (REC)</i></b>	<b>5</b>
Continuing Professional Development for Doctoral Supervisors Task Group	2
PGR Personal and Professional Record Task Group	2
<b><i>Curriculum and Student Progression Committee (CSPC)</i></b>	<b>6</b>
Assessment and Progression Tools Task Group	3
Authorised Interruption of Studies Policy Task Group	2
PGT Assessment and Progression Task Group	3
<b><i>Quality Assurance Committee (QAC)</i></b>	<b>5</b>
School Annual Quality Review Sub-Group	1
Personal Tutor System Oversight Sub-Group	3

\* Includes meetings scheduled for the remainder of the session.

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

[www.ed.ac.uk/academic-services/committees/learning-teaching/task-groups](http://www.ed.ac.uk/academic-services/committees/learning-teaching/task-groups)

[www.ed.ac.uk/academic-services/committees/researcher-experience/task-groups](http://www.ed.ac.uk/academic-services/committees/researcher-experience/task-groups)

[www.ed.ac.uk/academic-services/committees/curriculum-student-progression/task-groups](http://www.ed.ac.uk/academic-services/committees/curriculum-student-progression/task-groups)

[www.ed.ac.uk/academic-services/committees/quality-assurance/task-groups](http://www.ed.ac.uk/academic-services/committees/quality-assurance/task-groups)

#### **4. Senate Committees' Achievements 2017-18**

At its meeting on 31 May 2017, Senate approved the Standing Committees' plans for 2017-18. 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 2017-18 (the Learning and Teaching Committee's 23 May 2018 meeting, the Quality Assurance Committee's 24 May 2018 meeting, the Curriculum and Student Progression Committee's 31 May 2018 meeting, and the Researcher Experience Committee's meeting on 27 June 2018).

In general, the Committees have made good progress in delivering their plans for 2017-18. In addition, they have addressed some significant areas of work not included in the original plans. 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 Activities cutting across the four Committees**

##### **4.1.1 Oversight of implementation of University Learning and Teaching Strategy**

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

At its meeting on 15 November 2017, the Senate Learning and Teaching Committee (LTC) agreed the main strategic priorities for institutional action in 2017-18 and 2018-19. The Learning and Teaching Policy Group (LTPG) has subsequently overseen the development of an implementation plan for these strategic priorities. LTC will evaluate progress in relation to the Strategy at its meeting in September 2018.

##### **4.1.2 Senate task group to consider how to implement the HE Governance (Scotland) Act 2016 in relation to Senate's operation**

Following a consultation during Semester 1 2017/18, in February 2018 Senate endorsed recommendations for changes to the composition of Senate which will enable the University to implement the Act. The Senate task group has coordinated the consultation and development of those recommendations, and has subsequently considered proposals for the practical operation of the planned new Senate model.

##### **4.1.3 Student Administration and Support strand of Service Excellence Programme**

All the Senate Committees have received regular updates regarding the Service Excellence Programme (SEP). In addition, the Senate Curriculum and Student Progression Committee (CSPC) has commented on the policy dimensions of the SEP proposals regarding Special Circumstances and Coursework Extensions (see 4.4.2) and Study Away.

#### **4.1.4 Implementation of University Recruitment Strategy – Portfolio Development, Innovation and Review**

The University's Student Recruitment Strategy Group has overseen this strand of the implementation of the University's Recruitment Strategy. To support the implementation of the Strategy, the Senate Quality Assurance Committee has strengthened the emphasis on reviewing sustainability of courses and programmes as part of annual and periodic quality review, and the Senate Curriculum and Student Progression Committee (CSPC) is in the process of strengthening guidelines on business planning for the development of new programmes.

#### **4.1.5 Engagement with further development of Teaching Excellence Framework (TEF)**

While the University's current position is not to participate in the TEF, the Senior Vice-Principal has continued to lead the University's engagement with the development of the TEF and to update LTC on developments. The Learning and Teaching Policy Group (LTPG) has set up a group to assist the University to monitor the development of the TEF and its implications for the University.

#### **4.1.6 Policies and Codes – Ongoing programme of review of policies**

All the University's academic regulations, policies and guidelines are reviewed according to an agreed schedule (typically on a 3 or 4 year cycle), in order to ensure that they remain fit for purpose. Academic Services is responsible for coordinating these reviews. In some cases, substantive reviews of content are required (for example, see 4.3.2, 4.3.3, 4.4.4, 4.4.5), whereas in other cases only technical updates are reviewed. The Annex sets out all reviews of policies undertaken this session. All scheduled reviews have been undertaken as planned, with the exception of several which have been rescheduled for next session to align with the timescales of associated projects, and one relatively minor review which has been delayed until next session for other reasons.

## **4.2 Learning and Teaching Committee (LTC)**

#### **4.2.1 Assessment and Feedback - strands of work regarding the quality of assessment, grade descriptors, and the Leading Enhancement in Assessment and Feedback (LEAF) project**

The Committee's Assessment and Feedback Enhancement Group has overseen a range of activities this session. For example, four programmes underwent LEAF audits in 2017/18 using a new jointly-run model where the Schools carry out the desk based research elements and the Institute for Academic Development continues to support the student feedback and reporting elements. New guidance on feedback and assessment was launched in semester 1, and good practice in relation to assessment and feedback was shared at Directors of Teaching Network events.

#### **4.2.2 Develop a policy to support the University's Lecture Recording service**

Following Court's agreement to introduce a reliable and comprehensive lecture recording system, the Committee established a task group to develop a policy to support the new system. During 2017-18, the task group has drafted and consulted widely on a policy. It plans to seek approval from the Senate Learning and Teaching Committee for the policy in May 2018, with a view to introducing it from 2018-19, to coincide with further roll-out of the new system and its integration with the timetable system.

#### **4.2.3 Develop an institutional vision on Digital Education**

In 2016-17 the Committee established a task group, convened by Prof Sian Bayne (Assistant Principal Digital Education) to develop an institutional vision for digital education. This 'Near Future Teaching' project has used futures methodologies and participative design thinking to gather input from a wide community of students and staff via 17 events and around 70 short 'vox pop' interviews, during the last year. The project task group will develop the detailed vision in partnership with the service design agency Studio Andthen by the end of 2017-18, then present the project outcomes and visions to the Committee and other stakeholders early in 2018-19, including holding a project event.

Project outputs to date and more detail on process are on the web site:

<http://www.nearfutureteaching.ed.ac.uk>

#### **4.2.4 Research-led Teaching and Learning**

During 2016-17, the Committee established a task group, convened by Prof Sarah Cunningham-Burley (Assistant Principal Research-Led Learning) to develop the University's approach to research-led teaching and learning. Following four meetings over 2016-17 and 2017-18, the task group plans to submit its final report to the Committee in May 2018.

#### **4.2.5 Develop a framework for the development and embedding of University-wide courses in the curricula and student experience**

During 2016-17, the Committee established a task group, convened by Prof Sarah Cunningham-Burley (Assistant Principal Research-Led Learning) to develop the University's approach to University-wide courses. The group submitted its final report to the Committee in November 2017, setting out a range of recommendations including the idea of developing a single, common University-wide course for all students. The report highlighted the need for programmes and timetables to have sufficient space to allow students to access this type of course, and suggested ways better to publicise existing course options. The Committee agreed to consult Schools on the central recommendations during Semester Two of 2017-18.

#### **4.2.6 Develop an institutional policy on Learning Analytics**

In May/June 2017, LTC and Knowledge Strategy Committee approved a set of Principles and Objectives for Learning Analytics. During 2017-18, a task group has developed a more detailed policy setting out how the University will handle practical issues such as data governance, consent and security. While the development of this policy has been slower than planned due to uncertainty around the implementation of the General Data Protection Regulation, a draft policy is now ready and will be brought to the May meetings of LTC and KSC for approval.

#### **4.2.7 Other actions**

- The Committee has overseen the implementation of the University's first Student Partnership Agreement;
- The Committee considered the results of the National Student Survey (NSS) 2017, Postgraduate Taught Experience Survey (PTES) 2017 and the 2016/17 Semester 2 Course Enhancement Questionnaires (CEQs);

- The Committee has supported the Students' Association in introducing a programme-level approach to student representatives ('class reps') in Schools, with a view to reducing the number of class reps, while offering a higher quality and more consistent representative system. Feedback to date suggests that Schools are making good progress in preparing to move to this new system. The Committee will consider a report on progress at its May 2018 meeting;
- The Committee discussed the wide range of University projects that are raising strategic issues around aspects of the undergraduate curriculum, and considered the merits of taking a more coordinated and strategic approach to developing the UG curriculum;
- The Committee established a new task group on using the curriculum to promote inclusion, equality and diversity, which will begin its work before summer 2018;
- The Committee established a short-life task group on careers, employability and graduate attributes, which is due to report to the Committee in May 2018;
- The Committee explored the future of computer-based examinations;
- The Committee endorsed new strands of work to strengthen the University's understanding of retention and continuation rates for different student groups, and to develop minimum standards for Virtual Learning Environments;
- The Committee advised on the development of the University's Widening Participation Strategy, and on the development of Distance Learning at Scale.

#### **4.3 Researcher Experience Committee (REC)**

##### ***4.3.1 Excellence in Doctoral Training and Career Development programme***

This programme of work includes three strands: doctoral supervisor training and support; mentoring and well-being; and the development of a personal and professional development record for PGR students. During 2017-18, the Committee has made progress on all these strands.

The Committee has established a task group to develop proposals for enhancing training and support for doctoral supervisors. This group is in the process of exploring the possibility of establishing a CPD framework and online training resources, and reviewing the current requirement that all supervisors must attend training every five years.

In relation to the mentoring and well-being strand, the Committee has considered a report on student well-being strategies, and the Institute for Academic Development and the Students' Association have recently appointed a six-month post (to October 2018) to explore peer mentoring models for postgraduate research students.

The Committee has also established a task group to develop proposals for the development of a PGR personal and professional development record. The Committee supported the recommendations of the group, which reported in December 2017; implementation will be considered as part of the Service Excellence Programme.

##### ***4.3.2 Review the Code of Practice for Supervisors and Research Students***

REC has reframed the Code of Practice for Supervisors and Research Students as a streamlined and non-mandatory document, having held focus groups with supervisors and

researchers to understand what they would like from the it. The Committee will be invited to approve the new document in June 2018 with a view to making it available for 2018-19.

#### **4.3.3 *Review the Code of Practice for Tutors and Demonstrators***

During 2016-17 REC established a task group to review the Code of Practice for Tutors and Demonstrators. During summer 2017, the group completed its work and, following approval from REC and LTC, launched a new policy (replacing the Code) in September 2017. The new Policy aims to promote consistency and equality of treatment of Tutors and Demonstrators, for example by making it explicit that tutors and demonstrators must be paid for all contact time, and any other required work, and mandatory training. The Policy also clarifies that full-time PGR students should work as tutors and demonstrators (or in other University employment) for no more than an average of 9 hours per week. During 2017-18 Academic Services and HR have taken steps to highlight the requirements of the new Policy to Schools, and Academic Services has also produced FAQs for students. The Committee will review the implementation of the Policy by December 2018.

#### **4.3.4 *Monitor and guide the development of the planned Enlightenment Scholarships scheme***

Following Central Management Group's approval of the introduction of these new doctoral Scholarships (the implementation of which was managed by a group reporting to CMG), REC has established a management group to oversee the next stages of implementation. The first scholars (seven across four Schools) are expected to start their studies in September 2018.

#### **4.3.4 *Enhance support for Early Career Researchers***

The Committee has guided and endorsed the development by the Institute for Academic Development (IAD) of a new 'Taking Control of your Research Career' programme of workshops, online learning and peer support devised to help Early Career Research staff (in some disciplines referred to as 'postdocs') make better decisions and take action to enhance their employability in a range of career areas. To date, IAD has expanded the workshop programme and developed a suite of online resources. The next step will be to develop the peer and line manager support element and embed the programme in Schools and research centres.

#### **4.3.5 *Other actions***

- The Committee has discussed the outcomes of the 2017 Postgraduate Research Student Experience Survey (PRES), and facilitated discussion of the findings at College and School level;
- The Committee continues to monitor the implementation of its plans (which include action on online training for PGR students, supervisor training, and access to hard-copy library materials) to enable the University to make distance PhD study a standard part of the University's offerings – it will consider a progress report in June 2018;
- The Committee has considered draft guidance for the practical operation of PhDs with Integrated Study (this will be explored further by a task group in 2018-19);
- The Committee has overseen the completion of work to put formal Memoranda of Understanding and Agreement in place for Associated Institutions of the University;

- The Committee has contributed to an evaluation of the annual progression review monitoring system.

#### **4.4 Curriculum and Student Progression Committee (CSPC)**

##### ***4.4.1 Assessment and Progression Tools project***

In 2016-17, the APT tools, which support the assessment process from the recording of individual assessment marks through to the calculation of course, progression and overall degree classifications, were rolled out to 18 Schools. The tools provide students with access to their course assessment structures through EUCLID student view, along with summative assessment marks, and Boards of Examiners have access to management reports. In 2017-18, the task group is overseeing the roll-out of the system to the remaining Schools, and the resolution of critical and non-critical system issues.

##### ***4.4.2 Evaluate the impact of the revised Special Circumstances Policy and Coursework Extensions regulation***

The Student Administration and Support sub-programme of the Service Excellence Programme includes a project relating to Special Circumstances, Extensions, and Concessions (SCEC), which aims to develop standard processes and workflow for special circumstances and coursework extension regulations. In addition to commenting on proposals from SEP, CSPC has also considered feedback from stakeholders regarding specific aspects of the revised Special Circumstance Policy and Coursework Extensions regulation (both of which were introduced in 2016-17). As a result of this feedback, CSPC has extended the acceptable grounds for coursework extensions to include exceptional employment commitments, and has also agreed to make specific reference both to exceptional caring responsibilities and experience of sexual harassment or assault as acceptable grounds for coursework extensions and Special Circumstances requests.

##### ***4.4.3 Develop an institutional policy for Authorised Interruption of Studies encompassing both taught and research students***

The University's 2016-17 review of support for disabled students recommended that the University develop an institutional policy for Authorised Interruption of Studies, and the Committee established a task group to develop this policy. The group has consulted stakeholders on a draft policy, and plans to present a final draft to CSPC for approval in May 2018.

##### ***4.4.4. Review policy regarding resubmission of PGT dissertations and associated dissertation supervision support, and PGT assessment/progression arrangements***

This task group has considered a range of significant and inter-related aspects of assessment policy for PGT programmes. Following consultation with stakeholders, the group plans to report to CSPC in May 2018. The report is anticipated to include specific recommendations to change University policy in order to allow resubmission of PGT dissertations in defined circumstances (bringing the University in line with typical arrangements in the sector), and to clarify the roles of dissertation supervisors. The report is likely to recommend a further phase of work in relation to the more complex issue of PGT assessment/progression arrangements.

#### **4.4.5 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**

Academic Services is working with Colleges to consolidate the existing range of policy and guidance on course and programme design and development documents (which include a range of University and College documents) into a coherent University suite of documents. These documents will take account of recent CMA rulings and provide additional information on business planning. Academic Services plans to present these documents to CSPC for approval in September 2018. In addition, Academic Services and the Institute for Academic Development have introduced training and support for Boards of Studies conveners and administrators, which will assist Schools in understanding how to comply with CMA requirements.

#### **4.4.6 Other actions**

- The Committee held an exceptional meeting on 13 April 2018 to agree how the University should mitigate the impact of the industrial action on students while maintaining academic standards;
- The Committee approved a new set of guidelines for the moderation of taught assessment;
- The Committee considered an overview of current practices and preventative measures in relation to academic misconduct, and recent Quality Assurance Agency (QAA) recommendations in relation to contract cheating, and agreed to develop proposals for further activities to promote good academic practice and to address academic misconduct;
- The Committee reviewed the University's approach to degree classification algorithms in the light of a recent Universities UK report, and agreed to a small number of changes to the University's practices; and
- The Committee clarified its policy regarding the requirement to hold Boards of Examiners meetings in January/February to confirm course results for Semester One.

### **4.5 Quality Assurance Committee (QAC)**

#### **4.5.1 Oversee institutional activities in response to 2015 Enhancement-led Institutional Review (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 continued to monitor progress against plans, addressing the main areas for development identified by the ELIR, clustering these plans under five themes: Postgraduate Research Student Experience; Personal Tutoring System; Student Representation at College and School Level; Assessment and Feedback; and Staff Engagement in Learning and Teaching.

#### **4.5.2 Continued implementation and monitoring of the streamlining of the quality assurance framework**

In 2015-16, following extensive consultation with Schools and Colleges, QAC approved proposals to streamline quality assurance processes and reduce the burden on colleagues,

while deriving maximum benefit from quality activity. In 2016-17, QAC began to implement these new streamlined processes for annual quality reviews (which involve a revised annual report template, and stronger focus on the programme as the key level for reflection), and for periodic reviews (Teaching Programme Reviews and Postgraduate Programme Reviews). In 2017-18, QAC completed the implementation process. It also evaluated the impact of the new annual quality review processes - feedback received from Colleges and Schools was generally positive.

#### **4.5.3 *Oversee and evaluate the effectiveness of Personal Tutor system***

See 5.3, below.

#### **4.5.4 *Review of progress on collaborative undergraduate programmes with Zhejiang University***

In April 2018, the University sent a panel to visit the joint Edinburgh/Zhejiang Institute to carry out a review of the operation of the collaborative programmes in Integrative Biomedical Sciences (which started running in 2016-17).

#### **4.5.5 *Thematic review of support for student parents/student carers/mature students***

This review is currently underway. The Committee considered an interim report at its meeting in April 2018, and is due to receive a final report at its first meeting in 2018-19.

#### **4.5.6 *Other actions***

- The Committee approved a new succinct Policy (consolidating a range of existing documents) setting out the University's approach to gathering, learning from and responding to the student voice;
- The Committee advised the University on how to respond to consultations regarding a revised UK Quality Code;
- The Committee explored patterns and trends in relation to undergraduate degree classification outcomes, and agreed some actions to encourage Schools to review patterns and trends in relation to their programmes.

## **1. Overview of delivery of core functions in 2017-18**

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 2017-18 (in addition to the project-based 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 (the more substantive of which are covered in Section 4 above), along with changes to existing documents.

### **5.2 Approval of curriculum changes**

While the Senate Curriculum and Student Progression Committee (CSPC) has delegated to Schools and Colleges authority for approving the introduction of new programmes and

courses, and changes to and closure of existing ones, CSPC's approval is required 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. This includes collaborations with other institutions which do not operate under the University's normal regulations.

In 2017-18, the Committee approved proposals in relation to seven different degree programmes, including four collaborative programmes.

### **5.3 Quality Assurance**

The Quality Assurance Committee (QAC) oversees the operation of the University's processes for the annual quality review of all credit-bearing provision along with Massive Open Online Courses (MOOCs). This involves Schools reviewing their provision and each producing an annual report on key themes and actions from in-year monitoring, review and reflection, and Colleges providing annual reports outlining their action plan for the support of teaching excellence and capacity building. QAC established a subgroup to review Schools' 2016-17 reports, which operated under the new streamlined arrangements (see 4.5.2). The subgroup was satisfied with all Schools' reports, subject to recommending that 13 Schools take some additional action. The Committee also discussed the Colleges' reports, which raised a range of issues that required institutional action.

QAC also conducted the annual quality review of student support services. It agreed to move the timescales of the reporting process so that, from summer 2018, they would be more closely aligned with the overall University planning cycles. During the transitional year, 2017-18, the Committee conducted the review process on a lighter-touch basis than usual.

In addition to overseeing the annual quality review process, the Quality Assurance Committee oversees the operation of the Teaching Programme Review (TPR) and Postgraduate Programme Review (PPR) processes, under which each academic area is subject to a review conducted by a visiting panel (including discipline experts external to the University) every six years. QAC is responsible for determining the framework for and schedule of reviews, and then approving the reports of reviews, and reviewing Schools' responses to the reviews. Seven Teaching Programme Reviews (TPR), and four Postgraduate Programme Reviews (PPR) have taken place in 2017-18. In addition, the Committee oversaw a review of collaborative undergraduate programmes with Zhejiang University (see 4.5.4), and undertook a light-touch review of Student-Led Individually Created Courses (SLICCs). All the reports submitted to date confirm that areas have effective management of the quality of the student learning experience, academic standards, and enhancement. The Committee identified key general themes from TPRs and PPRs for development and further action at University level, such as the provision of space (both for students and staff), and the career development of academic staff.

QAC continued to monitor trends and patterns regarding Student Conduct, Student Appeals and Complaint Handling. It noted some early signs of a plateauing in the volume of academic appeals, following an upward trend in recent years, and also an increasing number of student conduct cases related to allegations of sexual violence. There were no discernible trends in relation to the student complaint cases.

QAC's Personal Tutor System Sub-Group is tasked with QA oversight of the Personal Tutor (PT) system. Since the last Senate report, the Group has met on two occasions to approve the School Personal Tutoring Statements for 2017-18 and to consider the operation of the PT system in relation to the most recent National Student Survey (NSS), and Postgraduate Taught Experience Survey (PTES) results. While the group was broadly content with the Tutoring Statements, it asked nine Schools to make some amendments to their Statements

before publishing them. It also identified a range of actions for Schools and Colleges in relation to the operation of the PT system.

## 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 15 concessions.

## 2. Senate Committees' Priorities for 2018-19

The following are the Senate Committees' proposed plans for 2018-19. 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 2017-18, with relatively few new activities planned.

### 6.1 Proposed activities cutting across the four Committees

Activity
<ul style="list-style-type: none"> <li>• Work with Students' Association to promote and implement the Student Partnership Agreement*</li> </ul>
<ul style="list-style-type: none"> <li>• Continue to implement the changes in Senate's composition associated with the HE Governance (Scotland) Act 2016*</li> </ul>
<ul style="list-style-type: none"> <li>• Student Administration and Support strand of Service Excellence Programme – likely to raise various new strands of activity for Senate Committees, for example regarding academic policy and regulations</li> </ul>
<ul style="list-style-type: none"> <li>• Take steps towards aligning with the new UK Quality Code, with a view to full alignment prior the University's next ELIR</li> </ul>
<ul style="list-style-type: none"> <li>• Engage with further development of Teaching Excellence Framework*</li> </ul>
<ul style="list-style-type: none"> <li>• Policies and Codes – Ongoing programme of review of policies</li> </ul>

\* Already underway in 2017-18

### 6.2 Learning and Teaching Committee

Activity
<ul style="list-style-type: none"> <li>• Oversee implementation of University Learning and Teaching Strategy*</li> </ul>
<ul style="list-style-type: none"> <li>• Implement new institutional policy to support the University's Lecture Recording service*</li> </ul>
<ul style="list-style-type: none"> <li>• Develop an institutional vision for Digital Education (the 'Near Future Teaching' programme)*</li> </ul>
<ul style="list-style-type: none"> <li>• Distance Learning at Scale project – contribute to learning, teaching and student experience dimensions *</li> </ul>

<ul style="list-style-type: none"> <li>• Oversee and guide work to support students' Careers, Employability and Graduate Attributes*</li> </ul>
<ul style="list-style-type: none"> <li>• Monitor implementation of the Student Mental Health Strategy*</li> </ul>
<ul style="list-style-type: none"> <li>• Oversee and guide the implementation of recommendations from the task group on research-led learning and teaching*</li> </ul>
<ul style="list-style-type: none"> <li>• Oversee implementation of recommendations from the University-wide courses task group, taking account of the Spring 2018 consultation process*</li> </ul>
<ul style="list-style-type: none"> <li>• Assessment and Feedback - strands of work regarding the Leading Enhancement in Assessment and Feedback (LEAF) project, and the role of curriculum design in facilitating quality assessment and feedback models*</li> </ul>
<ul style="list-style-type: none"> <li>• Strengthen the University's understanding of retention and continuation rates for different student groups*</li> </ul>

\* Already underway in 2017-18

### 6.3 Researcher Experience Committee

<b>Activity</b>
<ul style="list-style-type: none"> <li>• Excellence in Doctoral Training and Career Development programme (focusing on supervisor training and support, and student mentorship and wellbeing)*</li> </ul>
<ul style="list-style-type: none"> <li>• Oversee the introduction of the Enlightenment Scholarships scheme*</li> </ul>
<ul style="list-style-type: none"> <li>• Evaluate the implementation of the new Policy for the Recruitment, Support and Development of Tutors and Demonstrators*</li> </ul>
<ul style="list-style-type: none"> <li>• Enhance support for Early Career Researchers (make more visible, enhance and structure provision, strengthen partnerships)</li> </ul>
<ul style="list-style-type: none"> <li>• Develop guidance for the operation of PhD by Integrated Study programmes*</li> </ul>
<ul style="list-style-type: none"> <li>• Clarify the status of students during the period following the submission of the thesis for assessment</li> </ul>

\* Already underway in 2017-18

### 6.4 Curriculum and Student Progression Committee

<b>Activity</b>
<ul style="list-style-type: none"> <li>• Complete the Assessment and Progression Tools project*</li> </ul>
<ul style="list-style-type: none"> <li>• Work with the Service Excellence Programme to oversee the implementation of any significant policy changes associated with the current programme of work (e.g. Study Away and Special Circumstances, Extensions and Concessions strands)*</li> </ul>

<ul style="list-style-type: none"> <li>Review policy regarding resubmission of PGT dissertations and associated dissertation supervision support, and PGT assessment/progression arrangements (complete any elements outstanding from 2017-18 and oversee introduction of any changes in policy)*</li> </ul>
<ul style="list-style-type: none"> <li>Review the Code of Student Conduct</li> </ul>
<ul style="list-style-type: none"> <li>Review the Support for Study Policy</li> </ul>
<ul style="list-style-type: none"> <li>Develop common institutional guidance for managing undergraduate degree programme transfers</li> </ul>
<ul style="list-style-type: none"> <li>Strengthen support for course and programme design and development – consolidate the existing policy and guidance into a single University suite of documents, and roll-out training and support for Boards of Studies conveners and administrators*</li> </ul>

\* Already underway in 2017-18

## 6.5 Quality Assurance Committee

<b>Activity</b>
<ul style="list-style-type: none"> <li>Work with the Students' Association to enhance the Class Representation System*</li> </ul>
<ul style="list-style-type: none"> <li>Oversee and evaluate the effectiveness of the Personal Tutor system*</li> </ul>
<ul style="list-style-type: none"> <li>Oversee institutional activities in response to 2015 Enhancement-led Institutional Review (ELIR)*</li> </ul>
<ul style="list-style-type: none"> <li>Oversee initial preparations for the University's next ELIR</li> </ul>
<ul style="list-style-type: none"> <li>Embed mid-course feedback for undergraduate students, and develop appropriate mechanisms for evaluating its operation*</li> </ul>
<ul style="list-style-type: none"> <li>Thematic review to support the implementation of the University's Widening Participation Strategy</li> </ul>
<ul style="list-style-type: none"> <li>Review good practice identified in quality review processes in relation to developing academic communities</li> </ul>

\* Already underway in 2017-18

**Annex – new regulations/policies/codes, and reviews of and amendments to existing regulations/policies/codes, approved by Senate and its Committees during 2017-18**

<b>Senate Committee</b>	<b>Name of document</b>	<b>Type of change (New / Revision / Deletion / Technical Update / Reviewed and no changes made)</b>
Senate	Student Partnership Agreement	Introduction of new document
Learning and Teaching	Lecture Recording Policy*	Introduction of new policy
Learning and Teaching	Learning Analytics Policy*	Introduction of new policy
Learning and Teaching	Policy for the Recruitment, Support and Development of Tutors and Demonstrators	Introduction of new policy (replacing existing Code)
Learning and Teaching	Code of Practice for Tutors and Demonstrators	Deletion of existing document (replaced by new Policy)
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	Authorised Interruption of Study Policy*	Introduction of new policy
Curriculum and Student Progression	Authorised interruption of study or extension of study- postgraduate research*	Deletion of existing document
Curriculum and Student Progression	Procedure for Withdrawal and Exclusion from Study*	Revision of existing document
Curriculum and Student Progression	Special Circumstances Policy	Revision of existing document
Curriculum and Student Progression	Academic Misconduct Investigation Procedures*	Revision of existing document
Curriculum and Student Progression	Programme and Course Handbooks Policy*	Revision of existing document
Curriculum and Student Progression	Course Organiser: Outline of Role*	Revision of existing document

Curriculum and Student Progression	Resits and Supplementary Assessments Guidance	Deletion of existing document
Curriculum and Student Progression	Curriculum Framework- Structure for Teaching and Assessment	Deletion of existing document
Curriculum and Student Progression	Academic Timetabling Policy*	Revision of existing document
Quality Assurance Committee	Student Voice Policy	Introduction of new policy (replacing documentation relating to Learning from and Responding to the Student Voice)
Quality Assurance Committee	Policy on Learning from and Responding to the Student Voice	Deletion of existing document
Quality Assurance Committee	Code of Practice on Learning from and Responding to the Student Voice	Deletion of existing document
Quality Assurance Committee	EUSA and University Student Engagement Statement	Deletion of existing document (incorporated into Student Partnership Agreement)
Quality Assurance Committee	Student Staff Liaison Committee Operational Guidance	Revision of existing document
Quality Assurance Committee	External Examiners for Taught Programmes Policy	Revision of existing document
Quality Assurance Committee	Thematic Review Guidance	Revision of existing document
Researcher Experience Committee	Code of Practice for Supervisors and Research Students*	Revision of existing document

\*Subject to Committee approval May/June 2018

#Subject to approval by Court via resolution June 2018



UNIVERSITY COURT

18 June 2018

Resolutions

**Description of paper**

1. This 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. 10/2018: Undergraduate Degree Programme Regulations, Resolution No. 11/2018: Postgraduate Degree Programme Regulations and Resolution No. 12/2018: Higher 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:

No. 10/2018: Undergraduate Degree Programme Regulations

No. 11/2018: Postgraduate Degree Programme Regulations

No. 12/2018: Higher Degree Programme Regulations

No. 13/2018: Foundation of a Chair of Agricultural and Resource Economics

No. 14/2018: Foundation of a Personal Chair of Tissue Regeneration and Repair

No. 15/2018: Foundation of a Personal Chair of Paediatric Medicine

No. 16/2018: Foundation of a Personal Chair of Morphosyntax

No. 17/2018: Foundation of a Personal Chair of Intellectual History

No. 18/2018: Foundation of a Personal Chair of Labour Law

No. 19/2018: Foundation of a Personal Chair of Science and Technology Studies

No. 20/2018: Foundation of a Personal Chair of Nineteenth-Century Art

No. 21/2018: Foundation of a Personal Chair of History

No. 22/2018: Foundation of a Personal Chair of English Language and Book History

No. 23/2018: Foundation of a Personal Chair of Cultural Sociology

No. 24/2018: Foundation of a Personal Chair of Forensic Clinical Psychology

- No. 25/2018: Foundation of a Personal Chair of Early Modern Art History
- No. 26/2018: Foundation of a Personal Chair of Public Health Policy
- No. 27/2018: Foundation of a Personal Chair of Marketing
- No. 28/2018: Foundation of a Personal Chair of Applied Development Psychology
- No. 29/2018: Foundation of a Personal Chair of Qualitative Inquiry
- No. 30/2018: Foundation of a Personal Chair of Translational Obstetrics
- No. 31/2018: Foundation of a Personal Chair of Molecular Microbiology and Global Health
- No. 32/2018: Foundation of a Personal Chair of Translational Liver Research
- No. 33/2018: Foundation of a Personal Chair of Farm Animal Health and Production
- No. 34/2018: Foundation of a Personal Chair of Transplant Surgery
- No. 35/2018: Foundation of a Personal Chair of Clinical and Experimental Surgery
- No. 36/2018: Foundation of a Personal Chair of Preclinical Ultrasound
- No. 37/2018: Foundation of a Personal Chair of Developmental Haematology
- No. 38/2018: Foundation of a Personal Chair of Melanoma Genetics and Drug Discovery
- No. 39/2018: Foundation of a Personal Chair of Medicinal Chemistry
- No. 40/2018: Foundation of a Personal Chair of Veterinary Immunology and Infectious Diseases
- No. 41/2018: Foundation of a Personal Chair of Parasite and Mitochondrial
- No. 42/2018: Foundation of a Personal Chair of Patterned Parallel Computing
- No. 43/2018: Foundation of a Personal Chair of Human Geography and Cultural Studies
- No. 44/2018: Foundation of a Personal Chair of Experimental Nuclear Physics
- No. 45/2018: Foundation of a Personal Chair of Cryosphere-Atmosphere Interactions
- No. 46/2018: Foundation of a Personal Chair of Astrostatistics
- No. 47/2018: Foundation of a Personal Chair of Computational Language Learning
- No. 48/2018: Foundation of a Personal Chair of Epigenetics and Developmental Biology
- No. 49/2018: Foundation of a Personal Chair of Atmospheric Chemistry
- No. 50/2018: Foundation of a Personal Chair of Microbial Geochemistry
- No. 51/2018: Foundation of a Personal Chair of Asymptotics and Special Functions
- No. 52/2018: Foundation of a Personal Chair of Machine Learning
- No. 53/2018: Foundation of a Personal Chair of Civil Engineering Design
- No. 54/2018: Foundation of a Personal Chair of Ocean Engineering
- No. 55/2018: Foundation of a Chair of Renewable Energy Technologies
- No. 56/2018: Foundation of a Chair of Genomic Medicine

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 website.

### **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 website 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 2018

### **Freedom of Information**

13. This paper is open.



UNIVERSITY COURT

18 June 2018

**Recognition of Alumni Clubs**

**Description of paper**

1. This paper recommends the first group of alumni clubs to be formally recognised by the University of Edinburgh.

**Action requested/Recommendation**

2. Court is invited to approve seven initial alumni clubs to be formally recognised by the University of Edinburgh (i.e. permitted to use the University name and brand, and to be supported in their operations as outlined by Development & Alumni.)

**Background and context**

3. Court approved a paper on the Governance of Alumni Clubs in February 2018, which set out proposals to introduce a more systematic approach to the development and support of the range of alumni groups acting on behalf of the University in locations around the world. With around 30% of our graduates now living outside of the UK, the approved model will enable the development of a strong, engaged global alumni community. Through a network of clubs in priority locations across the world, as well as in new and emerging markets, the University can consolidate its engagement in established regions while allowing it to be responsive to new opportunities.

4. Through engaging alumni clubs in strategic programming, such as student experience and employability activities, there is an opportunity to create a robust framework whereby alumni are actively facilitating the University's global impact and playing an active part in shaping the futures of our graduating students. Active alumni clubs in each of the major cities and regions of the world in which the University has a strategic interest will underpin the engagement of alumni globally, while a robust framework will help mitigate the risks associated with entrusting volunteers with the University's brand.

**Discussion**

*Implementation of Approval Process*

5. A phased implementation is being employed and a small number of longstanding, well-established clubs are recommended for official recognition in the first instance. As outlined in the paper approved in February 2018, a lighter touch process has been applied to these clubs as they already demonstrably meet the criteria listed and undertake activities which support Development & Alumni's strategic objectives.

- Edinburgh University Club of Toronto (EDUCT)
- Edinburgh University Boston Club
- Edinburgh University Club of New York
- Edinburgh University Alumni Club of Washington DC
- The London Club
- Edinburgh University Brussels Society
- London Alumni Network

**Resource implications**

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

**Risk Management**

7. There are no significant risk implications arising from this paper.

**Equality & Diversity**

8. No specific Equality and Diversity issues are identified.

**Next steps/implications**

9. Development & Alumni will work with the next set of alumni clubs to support their transition to the new approach and develop their activities to ensure they meet the outlined criteria for official recognition, with a view to submitting a second round of recommendations in June 2019.

10. Development and Alumni aim to have formally recognised alumni clubs in 13 priority city regions by 2020.

**Consultation**

11. This paper has been prepared by the Alumni Relations team and approved by the Vice-Principal Philanthropy and Advancement.

**Further information**

12. Author  
Grant Spence  
Director of Alumni Relations  
31 May 2018

**Freedom of Information**

13. Open paper.



UNIVERSITY COURT

18 June 2018

**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 2018 to 31 May 2018.

**Action requested/Recommendation**

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

**Background and context**

3. This report sets out the legacies and donations received by the Development Trust from 1 April 2018 to 31 May 2018.

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

**Resource implications**

6. There are no specific resource implications associated with this paper. The funds received will be appropriately managed in line with the donors' wishes.

**Risk Management**

7. There are policies and procedures in place to mitigate risks associated with funding activities including the procedure for the ethical screening of donations.

**Equality & Diversity**

8. There are no specific equality and diversity issues associated with the paper. Cognisance is however taken of the wishes of donors' to ensure these reflect the University's approach to equality and diversity and that these comply with legal requirements.

**Next steps/implications**

9. The University is grateful for the support provided to enable it to continue to provide high quality learning and research.

**Consultation**

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

**Further information**

11. Author

Gregor Hall, Finance Manager, Development & Alumni

**Freedom of Information**

12. Closed paper.