



UNIVERSITY EXECUTIVE  
Raeburn Room, Old College  
25 September 2018, 10 am

**AGENDA**

- 1 **Minute** **A**  
To approve the Minute of the previous meeting held on 28 August 2018.
- 2 **Matters Arising**  
To raise any matters arising.
- 3 **Principal's Communications** **Verbal**  
To receive an update from the Senior Vice-Principal.

**DISCUSSION ITEMS**

- 4 **Student Experience Approach and Action Plan** **B**  
To discuss the paper from the Senior Vice-Principal.
- 5 **Knowledge Exchange Framework** **C**  
To discuss the paper by the Vice-Principal Planning Resources and Research Policy.
- 6 **Reshaping the Planning Round** **D**  
To approve the paper by the Deputy Secretary Strategic Planning.
- 7 **Strategic Plan Refresh** **E**  
To discuss the paper from the Deputy Secretary Strategic Planning

**ITEMS FOR NOTING OR FORMAL APPROVAL**

- 8 **Proposed Change to Grade Structure to Accommodate Voluntary Living Wage** **F**  
To approve.
- 9 **British Sign Language Plan** **G**  
To approve.
- 10 **Global Challenge Chancellor Fellowships** **H**  
To approve.
- 11 **Finance Director's Update** **I**  
To note.
- 12 **REF 2021 Update** **J**  
To note.
- 13 **University Study Spaces** **K**  
To note.

- 14 **Space Strategy Group Report** L  
To note.
- 15 **Distance Learning at Scale Update** M  
To note.
- 16 **University Executive Communications** Verbal  
To note the key messages to be communicated.
- 17 **Any Other Business** Verbal  
To consider any other matters by UE members.
- 18 **Date of next meeting**  
Monday, 22 October 2018 at 10 am in the Raeburn Room, Old College.



UNIVERSITY EXECUTIVE

28 August 2018

[Draft] Minute

**Present:** Peter Mathieson (Convener)  
David Argyle, Eleri Connick Leigh Chalmers, Chris Cox, Gavin Douglas, Hugh Edmiston, Charlie Jeffery, Richard Kenway, Wendy Loretto, Gavin McLachlan, Phil McNaull, Theresa Merrick, Dorothy Miell, Jane Norman, David Robertson, James Saville, Jonathan Seckl, Tracey Slaven, James Smith and Sarah Smith.

**In attendance:** Catherine Elliott for Moira Whyte, Jane Johnston for Gary Jebb, Lee Hamill (for item 7), Dave Gorman (for item 10), Fiona Boyd and Kirstie Graham.

**Apologies:** David Gray, Gary Jebb, Andrew Morris and Moira Whyte

Prior to the start of the meeting, the Principal welcomed Eleri Connick, EUSA President and Wendy Loretto, Head of the Business School to their first meeting.

**1 Minute**

**Paper A**

The Minute of the meeting held on 11 June 2018 was approved.

**2 Principal's Communications**

The Principal reported on the following: the University was developing its values as part of the refresh of the Strategic Plan and an initial draft was tabled; the City Deal had now been signed, congratulations to all involved; there were further opportunities to be explored with the Edinburgh Festival and Fringe; reiteration that the Executive is the main forum for discussion, debate and approval of University business.

**STRATEGIC ITEM**

**3 Student Experience**

**Paper B**

Detailed analysis of the National Student Survey results had been circulated prior to the meeting which indicated an enduring problem that impacted on reputation externally and morale internally. The Senior Vice-Principal provided a brief presentation setting out possible responses to the issue to stimulate discussion.

During a full and open discussion there was consensus that student experience was a University wide priority that was informed, but not driven by, the results of the National Student Survey.

The discussion included:

- The sense that the student experience was inconsistent due to organisational complexity and a sense of 'optionality' in implementing some recommendations at a local level.
- There was an embedded culture of high expectation around research and it was not generally perceived that this was the case for students and teaching.
- The highly selective nature of admissions could mean students did not feel prized or valued in their initial interactions with the University and it was necessary to create a sense of community throughout the student journey and beyond.
- It was important that staff felt valued and empowered to support students and the planned staff survey could provide useful data to facilitate this.
- There was a suggestion that there was a mechanism to report directly where things had worked particularly well, or not well and a culture of rewarding good practice, possibly by a monthly award
- Student transport continued as an important issue that needed to be addressed
- The Personal Tutor system required to be revisited.

It was agreed that if the University is to improve student experience in a sustainable way, it must engage in cultural change more broadly, resulting in an environment where students feel cherished and staff feel that they own the quality of the student experience. The themes from the discussion would be developed into an action plan, which would return to the next meeting of the Executive before being taken forward to Court on 1 October and Senate on 3 October.

## **OPERATIONAL ITEMS**

### **4 Graduate Destinations**

**Paper C**

The Executive considered analysis of the 2016/17 Destinations of Leavers from Higher Education and noted that although this showed improvement compared to last year, performance is still below where it should be both against Russell Group and Scottish comparators.

There was discussion of the culture and curriculum issues with the importance of raised awareness amongst staff and students of the need to develop employability from an early point. It was noted that not all staff and students were aware of the services available and how to use them, and this linked back to the role of Personal Tutors as discussed in relation to student experience. There was discussion of developing a system of mentorship and guidance and it was agreed that this should be considered in alignment with the action plan being developed to address the student experience.

**5 Review of Undergraduate Scholarships** **Paper D**

The Executive noted the review of undergraduate scholarships (the Edinburgh Scholarship, the Scotland Scholarship, and Access Bursaries) and that the scholarships contribute positively to an improved experience for students while studying, by reducing financial pressures. The University had consistently marketed its scholarship packages as one of the most generous in the UK, however overall awareness of eligibility and amounts prior to application was low. There was discussion of how to best target funding to support the University's widening participation aims, with a view that it may be a better use of funds to focus on larger sums for the lowest income households, alongside a campaign to increase awareness. It was agreed to develop this proposal as an option in taking the paper forward to Policy and Resources Committee.

**6 REF Joint Submissions** **Paper E**

The Executive agreed that joint submissions to REF2021 should be made in: Agriculture, Food and Veterinary Sciences (SRUC); Chemistry (St Andrews); and Mathematical Sciences, Engineering, and Architecture, Built Environment and Planning (Heriot-Watt) and approved the criteria for evaluation of success for REF2021 joint submissions.

**7 Finance Director's Update** **Paper F**

The Finance Director updated the Executive on the management accounts and the new external debt, which had been raised to refinance expensive debt and to support the capital plan including through financing student residences. The Deputy Director of Finance provided a verbal update on Project Acorn, a University wide financial controls and assurance project, which was on track to minimise fraud risk and drive continuous improvement of the internal control environment.

**8 Capital Prioritisation** **Paper G**

The Executive noted that capital prioritisation is necessary as demand for projects has exceeded affordability and considered a rationale and model for robust and transparent prioritisation of capital expenditure. There was support for the need for a capital prioritisation methodology, however there was agreement that more work needed to be done on the model to ensure strategic alignment and a joined up approach. It was agreed that there should be a workshop dedicated to prioritising capital expenditure, building on the work put into the model.

**9 Value for Money Report 2017/18** **Paper H**

The Executive endorsed the Value for Money report for 2017/18, to be forwarded to Audit and Risk Committee as part of the mandatory requirements from SFC.

**10 Delivering our Low Carbon Vision – Update on RELCO** **Paper I**

The University recognises climate change as one of the most pressing issues facing humanity in the twenty-first century and has committed to become a carbon neutral by 2040. On that basis, the Executive considered a proposed investment in a windfarm project. Whilst entirely supportive of investment to support the University’s ‘Zero by 2040’ carbon goal, it was noted that this had to be considered in the light of the previous discussion on capital prioritisation and therefore decisions should not be made on capital investment until the full work on capital prioritisation had taken place.

**11 Waste Strategy** **Paper J**

The Executive approved the University of Edinburgh Waste Strategy 2018/19 – 2022/23, noting this would be reported to Estates Committee for information.

**12 Web Estate Review** **Paper K**

The Executive received an update on the University’s Web Estate and action being taken to better manage websites and mitigate associated risks. The Executive approved the actions, including the nomination of owners at Professional Services Group and College level for orphan websites and supported communicating the importance of this task to colleagues across the institution.

**13 Reimbursement of Immigration Fees** **Paper L**

The Executive considered enhancements to the University’s policy on the reimbursement of visa fees, to reimburse Tier 1 visa fees; indefinite leave to remain fees for non-EEU staff, irrespective of their visa route and the (soon to be introduced) settled status fee for all EEU staff. In line with the existing policy, it was also proposed to reimburse the fees incurred by the staff member’s dependants. The proposal was supported, subject to further discussion with the University Secretary and Director of Finance around the resource implications.

**14 Disclosure of Intimate Relationships Policy** **Paper M**

The Executive considered the proposed policy requiring staff members to disclose if they are, or have been, in an intimate relationship with a current student or other staff member with whom they have a line management/connection. In discussion, it was noted that the proposed policy had been developed through a consultative process and was informed by peer University policies and sector best practice. The Executive was content to approve the proposed policy, noting that there would be minor updates before the final version was promulgated and that the policy would also be reported to Court.

**15 Health and Safety Quarter 3 Report**

**Paper N**

The Executive noted the summary of health and safety related incidents that took place during the period 1 March 2018 to 31 May 2018, as well as relevant health and safety issues and developments.

**ITEMS FOR NOTING OR FORMAL APPROVAL:**

**16 Reorganisation of Endowments in the College of Science and Engineering**

**Paper O**

The Executive approved the proposal that Court exercise its power under Ordinance 209 to reform the application of endowment funds which have been held in excess of 25 years.

**17 Honorary Degree Committee Guidance**

**Paper P**

The Executive noted the approach to awarding Honorary Degrees agreed by the Honorary Degree Committee on 4 May 2018.

**18 Date of next meeting**

The University Executive will next meet on Tuesday 25 September 2018 at 10.00am in the Raeburn Room, Old College.



UNIVERSITY EXECUTIVE

25 September 2018

**Student Experience – Approach and Action Plan**

**Description of paper**

1. This paper sets out the proposed approach to student experience.

**Action requested/Recommendation**

2. The University Executive is invited to:
- endorse the proposed change of approach to one tackling deep-seated cultural challenges impacting on student experience
  - approve the proposed Action Plan in Appendix 1

**Background and context**

*NSS 2018*

3. The University of Edinburgh's results in the National Student Survey 2018 are extremely disappointing (A full analysis of the NSS 2018 results is available on the wiki: <https://www.wiki.ed.ac.uk/display/UCC/University+Executive>). The University dropped by 5.2% on the headline measure of Overall Satisfaction and fell also on all other Primary Theme measures. On six out of nine Primary Theme measures the University is ranked among the bottom dozen universities in the UK.

4. There is also significant variation in results across Schools and within Schools, and significant volatility in this year's results compared to last year's. Only two Schools – the Vet School and Divinity – are within the Russell Group upper quartile on a majority of the Primary Theme measures.

5. The simple conclusion is that student satisfaction at the University of Edinburgh is nowhere near high enough, and that students have much too inconsistent an experience both across and within Schools.

6. These poor results clearly bring reputational risk with the potential to impact on student demand. They are also damaging to staff morale. Many colleagues – both academic and professional services staff – have worked hard to address the challenges raised by NSS. And many colleagues across the University are both diligent and creative in devising and delivering teaching and in providing student-facing services. But this work has had little or no traction on NSS survey results; our relative position in the sector has been poor since the survey launched.

**Discussion**

*Changing approach*

7. The apparent intractability of the student experience challenge, and its impacts on reputation and morale, require a change of approach. The conclusion drawn from a series of discussions convened by the Principal with senior colleagues from across the University over the last few weeks is that poor NSS results are symptomatic of a deeper set of 'cultural' challenges – deeply-engrained assumptions and patterns of behaviour that impact on how we deal with students, and how we value teaching relative to research.



8. Put simply we do not cherish our students enough from their first point of contact with the university onwards, and our expectations of high performance in teaching do not match those we have for research. In both respects we must change, no longer just tackling 'symptoms' revealed by NSS, but their deeper causes. As the Principal put it in his email to all staff shortly after the NSS results were published: 'This must be a clarion call to all of us to make changes: we must face this head on.'

9. Some of these changes include specific actions, and are detailed in the Action Plan in Appendix 1. Others are more fundamental and require collective recognition of, mobilisation to address, and accountability for, our student experience challenge. This applies to all academic staff, whatever the balance of their roles in research or in teaching. And it applies to both academic and professional services staff, so that all dimensions of student experience are captured.

### *Expectations and leadership*

10. All staff will work to meet the following expectations:

- That we need in all of our roles to cherish our students and work to ensure they have an outstanding experience
- That we need to achieve standards of performance in teaching equivalent to those in research

11. Delivering on these expectations will require concerted leadership at all levels of the University, from the Principal down. So the Principal's Direct Reports Group will collectively drive a focus on the student experience challenge at university level. Heads of College and Support Group will identify a leadership formation to do the same within their fields of operation. The same will apply at School level and – where appropriate – at sub-School level in bigger Schools. At all levels there will be intensive engagement with student representatives.

12. Each leadership level will be responsible for delivery of the expectations set out above, and will be held to account on their delivery of those expectations by

- regular reporting on a set of health-check indicators on student experience such as (for schools and programmes) admissions quality and volume – retention data – levels of attainment – levels of student satisfaction – outcomes and graduate destinations, with a similar set to be devised for professional service teams
- regular reporting on progress on the measures set out in the Action Plan in Appendix 1.

### *Action Plan*

13. The Action Plan in Appendix 1 identifies a series of measures designed to give effect to the expectations set out above. A number of these will be taken forward immediately and others over the course of this academic year and (in some cases) beyond. The Action Plan also sets in prospect a substantial review of our curriculum structures as a medium term objective. A member of the Principal's Direct Reports Group has designated responsibility for progress on each action.

14. Among the key actions are:

- The establishment of a Teaching and Academic Careers Working Group to ensure we have the right incentives and procedures in place to recognise teaching excellence in academic careers
- A Review of the Delivery of Advice and Support to Students which will explore changes to the Personal Tutor system alongside the changes to professional services for student support under development in the Service Excellence Programme
- A focus on enhancing Staff Experience in recognition of the interdependencies of quality of staff experience and quality of student experience
- A focus on ensuring an effective Student Voice through an enhanced and responsive representative system.
- The appointment of a new Vice-Principal for Students to work alongside Heads of College and Support Group in delivering a high quality student experience and to take forward work on curriculum reform.

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

### **Equality & Diversity**

17. There may be equality and diversity implications to be considered for new or revised policies or practices required by the action plan.

### **Next steps & Communications**

18. Further discussion will continue in the Principal's Direct Reports Group and University Executive on related, significant initiatives that can further support the required culture change, including discussions on size and shape, and prioritisation in our capital programme.

### **Consultation**

19. Principal's Direct Reports Group, University Executive, University Leadership Forum, Heads of School, EUSA President and Vice President Education.

### **Further information**

20. *Author*

Charlie Jeffery

Senior Vice-Principal

Gavin Douglas

Deputy Secretary, Student Experience

*Presenter*

Charlie Jeffery

Senior Vice-Principal

### **Freedom of Information**

21. This paper is open.



## Student Experience Action Plan – DRAFT

This action plan sets out the initiatives that we will take forward in 18/19 and beyond to ensure that the student experience is at the heart of our thinking across all areas of the University and that our expectations of high performance in research are matched by equally high expectations of teaching and student support.

### Review points:

Progress with this plan will be monitored by the Principal’s direct reports group, with formal reporting to University Executive and Court in 18/19 as follows:

*University Executive*

20/11

15/1

19/3

14/5

*University Court*

3/12

18/2

29/4

17/6

What?	Who is responsible?	Who supports?*	Notes	Target date
<b>For Immediate Action</b>				
<b>1. Implementing agreed actions consistently</b>				
a. Induction meetings for final year students	Heads of College and through them Heads of School, ensuring consistency of action in Schools	Deputy Secretary Student Experience	Already under way through joint email to Heads of School by Senior Vice Principal and Students’ Association VP Education.	Semester 1 action completed. Repeat at start of semester 2 2018/19

b. Consistent delivery of mid-semester feedback for all UG students	Heads of College and through them Heads of School, ensuring consistency of action in Schools	Assistant Principal Assessment and Feedback	Good progress already made. Secure full delivery for UG students this year, extend to PGT next subject to review in semester 2 and Quality Assurance Committee approval.	Review and decisions by end semester 2 18/19
c. Systematic coverage of teaching/other student experience themes in annual review for academic and professional services staff	Heads of College (and through them Heads of School) and Heads of Professional Service Groups, ensuring consistency of action in Schools/Professional Services units	Director of HR	Some good practice happening already but we need to both ensure consistency of guidance for all staff and monitor implementation of this guidance more consistently.	tbc
d. Ensuring we give due weight to teaching in academic promotions and other reward processes	Heads of College and through them Heads of School, ensuring consistency of action in Schools	Director of HR	Materials and advice are already clear, and practice is robust in College and University level processes. But there is uncertainty about how (consistently) School-level processes are carried out. Messaging around Grade 10 reward and recognition could also be strengthened.	tbc
e. Structured programme of student, staff and leadership facing communications	Principal, Heads of College (and through them Heads of School), and Heads of Professional Service Groups, ensuring consistency of communications University-wide	Deputy Secretary Student Experience and Director of CAM	Work under way to improve 2-way coordination between all areas, with staffing resource and budgets in place. Includes strengthened communications with senior leaders eg Leaders' Forum.	Rolling programme throughout 18/19 with review June 19
<b>2. Teaching in Academic Careers Working Group ('Teaching Track')</b>	Senior Vice Principal with VP People and Culture	Director of Academic Services and Director of HR	Explore potential for "teaching career track" to allow expert teachers to progress to senior roles on basis of teaching	Consultation on Principles this semester including 3 October Senate; any subsequent changes in policy and procedure to be considered next semester with a view to implementing any changes from 2019-20.

<b>3. Review of Delivery of Advice and Support to Students</b>	Senior Vice Principal with Assistant Principal Academic Support and Deputy Secretary Student Experience	Assistant Principal Academic Support and Deputy Secretary Student Experience	The rationale for a review of Personal Tutor system is now widely accepted. Work on this will be taken forward under joint oversight of Senate Learning & Teaching Committee and the Student Administration and Support strand of the Service Excellence Programme. Additional resources tbc	Proposals for student support changes to be approved spring 2019; proposals for PT changes no later than autumn 2019.
<b>4. Inter-campus transport and off-site transport</b>	Director of Corporate Services	Director of Estates	A transport strategy has been commissioned from Peter Brett Associates and is currently being scoped.	Transport strategy for discussion early 2019
<b>5. Establish strong and visible structures for enhancement and review of student experience at all levels</b>	Principal, his Direct Reports, and their Direct Reports (and to the next level, especially sub-units of big Schools if needed)	Senior Vice Principal (progress on agreed actions) and Deputy Secretary Student Experience (student experience 'health-check' metrics)	Each level in the system to establish specific structures to train focus on, and ensure delivery of, measures to enhance student experience, reporting 'upwards' and providing a two-way communication mechanism.  Key issues are a) upgrading the dashboard of metrics for academic areas to track admissions – retention – attainment – student satisfaction –outcomes / destinations b) creating a dashboard for professional services c) enhancing / revitalising Course Enhancement Questionnaires Resourcing challenges in Student Systems being explored.	Revised / enhanced data dashboards available by Dec 2018 for use from semester 2 onwards
<b>For action this academic year</b>				
<b>6. Enable staff voice through a clear focus on Staff Experience</b>	University Secretary with VP People and Culture	Director of HR  CIO / Deputy Secretary (Student Experience)	The University-wide staff survey is already live and will close 28/9. Delivery, analysis and discussion of Staff Survey will be central – to be used to animate a more purposeful 'What's the University for?' conversation?  A new "suggestions and comments" scheme Uni-wide will offer additional means of identifying good practice/raising concerns by staff	Initial staff survey results available November 2018.  Suggestion scheme live by 11/19

<b>7. Enable student voice through an enhanced and responsive representative system</b>	Heads of College and through them Heads of School, ensuring consistency of action in Schools	Assistant Principal Academic Standards and Quality Assurance and the Students' Association  CIO / Deputy Secretary (Student Experience)	Continue to support the reform of the student representative system led by the Students' Association and to ensure clearer routes for Student/Staff Liaison Committees and School Councils to escalate 'upwards' where matters can't be dealt with locally (link to review of Senate Committees – item 10 below). Opportunities to strengthen student representation on management groups as well (as is now the case for the University Executive).  A new "suggestions and comments" scheme Uni-wide will offer additional means of identifying good practice/raising concerns by students	New programme representative structures in place in all schools by start of 19/20  Suggestion scheme live by 11/19
<b>8. Strengthen support for those tasked with leading change in this area</b>	Heads of College (and through them Heads of School), and Heads of Professional Service Groups	<i>Director of HR</i>	Review and enhance the professional development of and support for Heads of School and other key leaders through improved engagement and communications (see 1e above); peer mentoring / buddying schemes; leadership and change management training etc	tbc
<b>9. Focus on academic community-building</b>	Heads of College and through them Heads of School, ensuring appropriate action in Schools	Senior Vice Principal and the Student's Association	This is a high priority but complex area that requires further consideration. It is partly an estate issue, but also a discipline / curricular one, a student-led one, a staff-led one, an IT-enabled one... Important to identify the right scale for action (whether at School, Subject, or Programme level and to work with student representatives, societies, peer-learning networks etc. Further exploration with students and staff needed at Academic Strategy Group in 18/19 with further actions identified thereafter.	Initial review at ASG by Dec 18
<b>10. Review status of student experience in Senate Committee structures</b>	Senior Vice Principal	Director of Academic Services	Opportunity to review standing, remit and membership of Learning and Teaching Committee, possibly to become Student Experience Committee. Further opportunity to review role of and support for Boards of Studies.	Review completed by June 2019, with implementation of any changes for start of 2019-20.
<b>11. Cherishing our students</b>				
a. Ensure welcoming and friendly student facing services from first point of contact with the University	Heads of Professional Services Groups and Heads of College (and through them Heads of School)	Deputy Secretary Student Experience / Deputy Secretary	There are a range of issues that need to be addressed here including staff training and career development – systems and processes – structures – service standards. These are all being addressed through strands of the Service Excellence Programme.	Student Administration and Support proposals for review by Feb 2019,

		Governance & Strategic Planning		implementation over rest of 18/19 and 19/20  Student Recruitment and Admissions website upgrades by Aug 19 and enquiry management systems by Feb 20
b. Enhance student digital experience	Chief Information Officer & Librarian	Heads of College and through them Heads of School where we need to secure greater consistency	Among the various issues raised are: lecture recording roll-out, electronic resource lists, (standard?) effective platforms for assessment and feedback, exam timetabling, online chat support for student enquiries. Need to prioritise, initially within current resources.	Dates subject to further consultation and review
<b>12. Appoint a cohort of Chancellor's Fellows for teaching</b>	Heads of College	<i>Director of HR</i>	We will explore the pros and the cons of the proposal, which would be a strong symbolic step but may be seen to cement a T vs R divide. Resource implications also need to be considered further, as does interplay with other schemes eg Clinical Teaching Associates	Initial decision by Mar 19 with any new scheme that may be approved to open for applications late summer 19.
<b>13. Appoint new VP focused on student experience</b>	Principal	<i>Director of HR</i>	Changes above will locate responsibility for teaching and student experience more directly and explicitly within standard line management structures and out of the current remit of SVP (and associated APs). A new VP could then focus on cross-cutting and pedagogical issues, notably curriculum reform (see below).	tbc
<b>Preparing for medium-term change</b>				
<b>14. Curriculum reform</b>	New VP Student Experience (SVP in the interim)	Assistant Principals, Director of Academic Services, Director of the IAD, Director of the Careers Service.	There appears to be broad recognition that we need to review curriculum structure and pedagogy. This would be a large, medium term project for the new VP to lead. In the interim we can open up and shape a wider conversation on key issues we will need to consider including digital education, experiential learning (including outdoor/residential education), employability and skills, needs of WP students, etc.	tbc



<b>15. Study spaces</b>	CIO and Librarian in conjunction with Director of Estates		Given the number of free text comments on the lack of student study spaces it is necessary to review our provision of this important facility for students. The CIO and Director of Estates are taking forward an initial review of this area.	Initial discussion at University Executive in Sep 18 with further actions to be confirmed thereafter
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\* Where the role is *in italics*, this is subject to further discussion with the role holder.



UNIVERSITY EXECUTIVE

25 September 2018

**Knowledge Exchange Framework (KEF)**

**Description of paper**

1. This paper describes the forthcoming Knowledge Exchange Framework (KEF) and its potential impact on the University.

**Action requested/Recommendation**

2. The Executive is asked to note the introduction of KEF and its emerging rubric.

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

**Risk Management**

20. The key risk is reputational. The alternatives are:

- 1) entering KEF and dealing with the results (until the detailed plan is available we cannot predict with accuracy how UoE is likely to perform). On the HE-BCI rankings UoE fell to a low of 15th in 2015 but has since risen to 10th. This is a poorer performance than our REF research power ranking of 4th, but is better than our predicted performance in TEF.
- 2) not entering KEF and dealing with potential uninformed predictions in the press, and sending the message to colleagues that KE doesn't matter that much.

21. Communication and Marketing will need to engage either way.

**Next steps & Communications**

22. Consultation with the sector and preparation of the proposals has been underway since Jan 2018. Final draft proposals for consultation are likely to be published during the autumn 2018 with a view to implementation at the end of 2018/early 2019. The University will have a chance to review these proposals at that point and make a decision as to whether to take part.

**Consultation**

23. Tracey Slaven, Jonathan Seckl

**Further information**

24. George Baxter  
(CEO, Edinburgh Innovations)

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

**Freedom of Information**

25. This paper is closed.



UNIVERSITY EXECUTIVE

25 September 2018

**Reshaping the Planning Round - Approach to the 2019-22 Cycle**

**Description of Paper**

1. The University planning cycle has progressively improved over recent years (shorter process, focus on three year planning, transition to gross Income and Expenditure, introduction of a contribution model). While the transition to planning on allocated gross income and expenditure had some teething problems, this year we propose to continue this trajectory of positive development and make planning even more strategic and compact. Proposals in this paper aim to improve the planning cycle by building on the Quarterly Financial Reviews values of 'trust, transparency and a shared understanding'. They support:

- improvements in integrated thinking and collective decision-making;
- increased focus on enabling the University's strategic direction;
- reduced timescale and demands of planning process;
- earlier budget approval to enable implementation for the start of the academic year (particularly of teaching resource) and improved accuracy of forecast expenditure plans.

**Action requested/Recommendation**

2. The University Executive is asked to agree the shape of the 2019-22 cycle, and comment on the shape of future planning rounds, which will then be reported to Policy and Resources Committee.

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

**Risk Management**

12. Risk management is supported by effective planning.

**Equality & Diversity**

13. Consideration of equality and diversity issues will be raised during senior executive review of individual plans and in our collective prioritisation.

**Next steps/implications**

14. Planning cycle timetable to be released following agreement of University Executive. Round table discussions timetabled in October.

**Further Information**

15. Authors

Tracey Slaven, Deputy Secretary  
Strategic Planning  
Phil McNaull, Director of Finance  
Jonathan Seckl, Vice-Principal  
Planning, Resources and Research  
Policy.

19 September 2018

Presenter

Tracey Slaven,  
Deputy Secretary Strategic Planning



UNIVERSITY EXECUTIVE

25 September 2018

**Update: Strategic Plan Refresh**

**Description of paper**

1. The paper provides an outline of activities currently in hand to support the refresh of the University's Strategy Plan.

**Action/Recommendation**

2. University Executive is asked to note the activities underway to support a refresh of the Strategic Plan and the intent to identify a small number of key deliverables.

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

**Risk Management**

13. Consideration of risks and opportunities and institutional response to them is a key component of the refresh process.

**Equality & Diversity**

14. An Equality Impact Assessment will be conducted as part of the Strategy Refresh process. This reflects the importance of strategic plan in guiding decision-making across the university.

**Next steps/implications**

15. The refresh process will continue through into Spring 2019 with the intention of publication before the end of the academic year.

**Consultation**

16. The decision to refresh the strategic plan was an outcome from the strategic away session for the senior management team in June 2018.

**Further information**

17. Work on the refresh process is being co-ordinated through the Governance and Strategic Planning team (Pauline Jones and Jennifer McGregor) who may be contacted for more information.

18. Author and Presenter

Tracey Slaven

Deputy Secretary, Strategic Planning

19 September 2018

**Freedom of Information**

19. The paper is closed until the completion of the refresh process. This provides the university with the opportunity to discuss and debate priorities openly through the refresh process.



UNIVERSITY EXECUTIVE

25 September 2018

**Proposed Change to Grade Structure to Accommodate Voluntary Living Wage**

**Description of paper**

1. Recent increases to the Voluntary Living Wage have eroded the differentiation between pay points at the bottom of the University's pay scale resulting in difficulties in recruiting and retaining employees in grades 1 and 2. This paper outlines proposals to address these difficulties.

**Action requested**

2. University Executive is asked to review the contents of this paper and approve the proposals as detailed in Sections 11 to 14 below.

**Recommendation**

3. University Executive is recommended to approve the changes to the structure of grades 1 and 2.

*Paragraphs 4-18 have been removed as exempt from release due to FOI.*

**Risk Management**

19. These proposals will help to protect the University's reputation as a fair employer, ensuring it remains able to attract and retain staff in lower graded posts.

**Equality & Diversity**

20. These proposals will benefit staff in lower graded salaried posts, the majority of whom (54%) are traditionally held by female staff.

*Paragraph 21 has been removed as exempt from release due to FOI.*

**Consultation**

22. This paper has been reviewed and agreed by James Saville (Director of Human Resources). The proposals have been discussed with and are supported by senior managers within Estates and ACE.

**Further information**

23. Further information on the matters contained in this paper is available from either the author or presenter.

24. Author

Louise Kidd  
HR Partner Reward  
12 September 2018

Presenter

James Saville  
Director of HR

**Freedom of Information**

25. This paper is closed pending consultation with the trade unions.



UNIVERSITY EXECUTIVE

25 September 2018

British Sign Language Plan

**Description of paper**

1. The University's first 6-year British Sign Language (BSL) Plan is a response to and follows from aspirations and ambitions in the ten areas of Scotland's National BSL Plan. Many parts of the University have been involved in drawing up this plan to ensure we become more welcoming to BSL users who are students, members of staff or visitors.

**Action requested/Recommendation**

2. University Executive is asked to comment on and approve the University's first British Sign Language Plan.

**Background and context**

3. The University welcomes the British Sign Language (Scotland) Act 2015 and shares the Government's aim to make Scotland the best place for Deaf British Sign Language (BSL) users to work, study and visit. The University has established a BSL Working Group led by Rachel O'Neill (Lecturer in Deaf Education at Moray House) to develop the first University plan and monitor its implementation which will report to the University Executive each October.

4. The University recognises that BSL is an endangered language used by approximately 12,500 Scottish deaf people and their families (Scotland's Census, 2011) and approximately ten times that number across the whole of the UK. We acknowledge that our activities can do much to support the revival of the language as providers of excellent Higher Education, employment and cultural and scientific opportunities. We note that the BSL (Scotland) Act refers to BSL and also to the tactile form of BSL used by some deafblind people.

5. In drawing up the University of Edinburgh BSL plan we referred to the points in section (3) of the BSL (Scotland) Act, 2015. That is, we will consider to what extent we can carry out University functions using BSL, we will develop the use of BSL for University functions, we will take regard of any comments or representations about the use of BSL and listen to the guidance about the plans issued by the Scottish Ministers.

**Discussion**

*Aims and implementation*

*Excellent Higher Education*

6. The aim of the University of Edinburgh, as set out in the Strategic Vision for 2025, is to provide a unique Edinburgh offer for all our students, and to benefit society as a whole. We see Deaf and hearing BSL users as part of this vision:

- that students develop as researchers;
- that they have opportunities to develop outside their core discipline;
- that they feel a strong sense of community in Edinburgh;
- that they experience being taught by excellent staff from around the world;

- that they have opportunities to progress to postgraduate studies;
- that they have opportunities to meet and learn from international students;
- that they have the opportunity to participate in distance learning experiences;
- that they benefit from the world-leading interdisciplinary research at the university; that they enjoy the estate;
- that they have opportunities to learn from industry, the public and third sectors.

7. Although the number of Deaf BSL users is not high at the University at present, we make a commitment through this planning framework to increase their number. We are proud of past Deaf alumni, including Lilian Lawson who studied Zoology at the University in the 1970s and was awarded an honorary doctorate for her work with Deaf communities and Parliament in 2017. Many Deaf BSL users have graduated from the University, and indeed the language was first studied in the 1980s at the Moray House College of Education, now our School of Education.

*Our contribution to the long-term goals in the National BSL plan*

8. The University of Edinburgh BSL plan refers to all ten areas of the National BSL plan, which can be found here: <http://www.gov.scot/Publications/2017/10/3540>

- Information and services in the public sector
- Family support, early learning and childcare
- School Education
- Post-school Education
- Training, work and social security
- Health, mental health and wellbeing
- Transport
- Culture and the Arts - we are including Science here
- Justice
- Democracy

*Involvement of all parts of the University*

9. The BSL plan includes actions to be taken by all three academic Colleges in the university: the College of Arts, Humanities and Social Sciences; the College of Medicine and Veterinary Medicine, and the College of Science and Engineering. In addition, the plan contains actions for the University's Secretary's Group which includes Human Resources, Recruitment and Admissions, and Student Experience services for example. There are actions relating to the work of the Corporate Services group, which includes Accommodation, Catering and Events, Estates, and Research Support Office, for example. Finally, there are actions relating to Information Services, which includes libraries and IT infrastructure.

10. This BSL plan has been informed by the Strategic Vision for the University as well as the Equality Outcomes Action Plan 2017-21. Links to these documents are here: Strategic Vision for 2025:

- <https://www.ed.ac.uk/governance-strategic-planning/strategic-planning/strategic-vision-2025>
- Equality Outcomes Action Plan 2017 – 21  
<https://www.ed.ac.uk/equality-diversity/about/strategy-action-plan>

### *Implementation*

11. This is the draft BSL Plan for the University of Edinburgh, as required by BSL (Scotland) Act.

12. The BSL Plan sets out actions we will take over the period 2018-2024. Our plan follows the BSL National Plan, published 24 October 2017, which was developed through extensive engagement with Deaf and Deafblind BSL users and those who work with them.

13. The University of Edinburgh plan is framed around the same long-term goals as the national plan, where these are relevant to the work of the University. The University of Edinburgh BSL Plan covers the ten areas of the National Plan and also addresses the University's Strategic Plan (2016 – 19) and the wider Strategic Vision 2025. Our plan is organised by the ten sections of the National BSL Plan.

14. The University confirms our commitment here to protecting and supporting BSL, including in its tactile form used by deafblind people. The BSL Working Group has been established to develop this first BSL University plan, drawing representatives from across the University, including academic and administrative staff and students. Three Deaf BSL users have been active on this working group: Dr Audrey Cameron representing the School of Education, Poppie Bowie, a student on the MSc Transformative Learning and Teaching from the same School, and Dr Lilian Lawson, an alumna of the University and an honorary graduate. Other hearing fluent BSL users are represented on the BSL working group.

15. The consultation about the draft University BSL plan is open to all on our website from July – September 2018. We have ensured that Deaf BSL users can respond to the consultation by uploading video clips on the website, or in English if they prefer. We have produced the draft in clear print so that it will provide good access for deafblind people.

16. The University of Edinburgh has a commitment to continued engagement to implement the actions in the plan in a timely manner, and to consider an annual progress report at the highest level to the University Executive. The section of the University website where the plan is housed will contain annual updates and reviews in plain English and BSL. We welcome continuing commentary from the public, staff and students about the progress of implementation of our BSL plan.

17. The University of Edinburgh will contribute to national progress report in 2020, reporting to the Government.

18. We will commit to the following strategies and evidence of progress:



Objective	Action	Timescale	Action By	Oversight responsibility
<b>A. Information and services in BSL</b> We share the long-term goal for all Scottish public services set out in the BSL National Plan, which is: <i>Across the Scottish public sector, information and services will be accessible to BSL users</i>	1. Analyse existing evidence about students, staff and prospective students who use BSL in our University; identify and fill key information gaps so that we can establish baselines and measure our progress in increasing the number of BSL users.	By 2020-21	BSL Officer With HR and Admissions	Director of Communications and Marketing (CAM)
	2. Provide accessible information about what BSL users can expect from the university including accessible plain English and BSL clips on the website.	By 2019/20	BSL Officer	Director of CAM
	3. Promote the use of the Scottish Government's nationally funded BSL online interpreting video relay services called 'contactSCOTLAND-BSL', which allows BSL users to contact public and their sector services and for these services to contact them.	By 2018/19	BSL Officer With BSL tutor, COL	Director of CAM
	4. Key members of staff working with students and members of the public in the following 8 teams will be prioritised to learn BSL from SCQF 4 - 6 over the life of the plan: Student Services/UG/PG offices in Moray House School of Education and Sport; MHSE library; Student Disability Service; Arcadia Nursery; Students' Association; Sports Centre; Accommodation Catering and Events	Across all years of the plan	BSL Tutor, with COL	Head of COL & BSL Officer

Objective	Action	Timescale	Action By	Oversight responsibility
	team; Centre for Open Learning. BSL courses will be provided very flexibly and learning BSL to SCQF 5 will be within work time.			
	5. Where staff across the university work with students or members of the public, new job descriptions will include a desirable characteristic to have BSL certification. Priority for action will be the above 8 teams.	By 2019/20	With all managers (3 Colleges & 3 Groups) BSL officer	University deputy secretary
	6. Encourage any other member of UoE staff to learn BSL for free through COL, prioritising those working with members of the public or students.	By 2019/20	BSL Officer COL	Head of COL
	7. Signpost all UoE staff who work with students and members of the public to BSL awareness training, and enable them to take up face to face training and online revision opportunities. This will include how to work with a BSL / English interpreter and how to use the ContactScotland-BSL service.	By 2018/19	BSL Officer COL	Head of COL
	8. Set up a UoE staff/students BSL network to allow people learning BSL, especially in the priority 8 teams, to practise together.	By 2018/19	BSL Officer With BSL Tutor	Director of CAM
	9. Invite continuous feedback from students/prospective students and staff who use BSL over the coming year/18 months after adopting this plan.	By early 2020	BSL Officer With SDS & BSL Working Group	University deputy secretary

Objective	Action	Timescale	Action By	Oversight responsibility
	10. Commit to reviewing/refreshing this plan which includes more local actions based on that feedback after the national progress report (due October 2020).	By 2020/21	BSL Officer With BSL Working Group	University Executive
<b>B. Family Support, Early Learning and Childcare</b> We share the long-term goal for all Scottish public services set out in the BSL National Plan, which is: <i>“The Getting it Right for Every Child (GIRFEC) approach will be fully embedded, with a D/deaf or Deafblind child and their family offered the right information and support at the right time to engage with BSL”</i>	11. In addition to the BSL awareness and BSL tuition (points 4 & 5 above), investigate the employment of a Deaf apprentice fluent in BSL at the University, Arcadia, so that the team know how to communicate with deaf and deafblind BSL users, parents and children.	By 2020/21	Arcadia Nursery Manager	Director of Corporate Services
	12. Ensure that Bilingualism Matters events held in Edinburgh are always available interpreted into BSL when requested.	By 2018/19	Bilingualism Matters	BSL Officer
<b>C. School Education</b>	13. We will establish two routes for fluent BSL users, deaf and hearing, to become qualified school teachers: the MSc	MSc TLT by 2019/20	Moray House School of	Head of CAHSS

Objective	Action	Timescale	Action By	Oversight responsibility
<p>We share the long-term goal for school education set out in the BSL National Plan, which is:</p> <p><i>“Children and young people who use BSL will get the support they need at all stages of their learning, so that they can reach their full potential; parents who use BSL will have the same opportunities as other parents to be fully involved in their child’s education; and more pupils will be able to learn BSL at school”</i></p>	Transformative Learning and Teaching and a BSL pathway in the MA Primary undergraduate programme running alongside the Gaelic programme.	MA Primary Education with fluent BSL by 2012/1/22	Education and Sport (MHSES)	
	14. We will explore long-term funding for the BSL Glossary project at the Scottish Sensory Centre (SSC) to employ a development officer.	By 2019/20	SSC Co-ordinator With Research Support Office	Head of MHSES
	15. We will explore and try to identify funding to set up a distance learning advanced BSL course at the SSC for teachers of deaf children.	By 2020/21	SSC Co-ordinator with Research Support Office	Head of MHSES
	16. We will monitor the BSL skills of teachers of deaf children and specialist support staff working with deaf children in Scottish schools and Local Authority services.	By 2019/20	SSC Co-ordinator With Consortium for Research In Deaf Education (CRIDE) and Scottish Government	Head of MHSES
	17. We will provide at least one immersion BSL week-long course for Scottish teachers every year using University facilities.	By 2020/21	SSC Co-ordinator	Head of MHSES
	18. The SSC will develop courses in the areas of: recruiting, training and retaining BSL-using staff; developing a BSL curriculum as L2/3 in the Broad General Education; developing a Deaf Studies curriculum; improving the assessment and monitoring of deaf pupils’ BSL skills;	From 2019/20 to 2023/24	SSC Co-ordinator With SCILT & Deaf Teachers Group	Head of MHSES

Objective	Action	Timescale	Action By	Oversight responsibility
	working with Deaf BSL users to establish tactile BSL in deafblind children.			
	19. CALL Scotland will arrange the translation of the 3 nominated best Scottish children's picture books each year to add to their accessible books project.	From 2018/19	CALL With BSL Officer & Scottish Book Trust	Head of MHSES
<b>D. Post-School Education</b> We share the long-term goal for post-school education set out in the BSL National Plan, which is: <i>"BSL users will be able to maximise their potential at school, will be supported to transition to post-school education if they wish to do so, and will receive the support they need to do well in their chosen subject(s)"</i>	20. We will take action to ensure that students and prospective students who use BSL are properly supported. This will include: <ul style="list-style-type: none"> <li>○ Providing accessible information about what BSL users can expect from the university.</li> <li>○ Provide quality access to open days for prospective students who use BSL.</li> <li>○ Offer assistance, including examples, to students who use BSL to help them apply for Disabled Student Allowances.</li> <li>○ Support &amp; access throughout the student journey for students who use BSL , e.g. SMS contacts, personal tutor has fluent BSL skills or BSL / English interpreter booked</li> </ul>	By 2018/19	Student Disability Service (SDS)  With Student Recruitment and Admissions (SRA), Schools & BSL Officer	University deputy secretary

Objective	Action	Timescale	Action By	Oversight responsibility
	<ul style="list-style-type: none"> <li>○ Support during the transition process from school or college to university.</li> <li>○ Quality access to and support for classroom learning and assessment, including field trips, visits and placements.</li> </ul>			
	21. Take on board guidance/advice produced by the Scottish Funding Council and others to ensure that across the college/university, staff are aware of their responsibilities towards BSL users, and that students who use BSL know what to expect.	From 2018/19	BSL Working Group With SDS	University Executive
	22. Offer teaching staff and hearing peers deaf and BSL awareness training early in their programmes when there are deaf and BSL using students on their courses.	By 2019/20	SDS With BSL Officer	University deputy secretary
	23. Support the development and implementation of systems so that deaf students see all videos on their courses with subtitles.	By 2018/19	All Schools SDS with BSL Officer	Director of SDS
	24. Plan a 3-day summer school for deaf BSL users and other deaf students to attract the brightest and best students to our university.	By 2019/20	SDS With BSL Officer & Accommodation, Catering and Events	University deputy secretary

Objective	Action	Timescale	Action By	Oversight responsibility
	25. Investigate barriers which BSL users and deaf students may face in undergraduate degrees in medicine, veterinary medicine and law, providing solutions and encouraging deaf applicants.	By 2022/23	School of Law, College of Medicine and Veterinary Medicine with BSL Officer and Admissions	University deputy secretary
	26. Provide BSL/English interpretation for anyone who books it for student graduation events, including appropriate seating arrangements and responsive communication with people requesting it.	By 2018/19	Student Administrative Services With BSL Officer	Head of Student Systems
<b>E. Training, Work and Social Security</b> We share the long-term goal for training, work and social security set out in the BSL National Plan, which is: <i>“BSL users will be supported to develop the skills they need to become valued members of the Scottish workforce, so that they can fulfil their potential, and improve Scotland’s economic</i>	27. Raise awareness of the UK Government’s ‘Access to Work’ scheme for students who use BSL towards the end of their course, so that they can benefit from the support it provides when they enter the world of work.	From 2019/20	SDS / Careers Service	University deputy secretary
	28. The University will appoint a BSL officer to take forward the work of this Plan and to work alongside the Gaelic Language Officer in the Communications and Marketing department.	From 2018/19	CAM	University deputy secretary
	29. The University will appoint a BSL Tutor to take forward the work of this Plan to be based in COL.	From 2018/19	COL	Head of COL
	30. We will encourage BSL users to apply for jobs by providing BSL guidance on the Jobs page explaining person specifications and application procedures.	From 2019/20	HR With BSL Officer	Senior HR partner for resourcing

Objective	Action	Timescale	Action By	Oversight responsibility
<i>performance. They will be provided with support to enable them to progress in their chosen career”</i>	31. In posts where BSL is a requirement of the post, a BSL clip will summarise the job details on the University website, and applicants may submit a weblink to a video clip in their application.	From 2019/20	HR With BSL Officer	Deputy Secretary University
	32. Provide work placements and Modern apprenticeships for BSL users in areas of the university where there are staff with level 2 BSL (SCQF 5) or above.	From 2020/21	With BSL Officer	Resourcing team, University HR Services
	33. Provide online and face-to-face careers advice via BSL / English interpreters for UoE students and graduates, including guidance about BSL SCQF levels.	From 2019/20	Careers Service	Director Careers Service
	34. Provide information of how Access to Work operates within the Support for Disabled Staff Policy and provide appropriate information to teams recruiting BSL users.	From 2019/20	Staff Disability Service With HR and BSL Officer	University deputy secretary
	35. The BSL Officer will identify any additional policy or guidance areas required to support Deaf students, staff and visitors and integrate actions from this plan into UoE policies	From 2018/19	BSL Officer With Director of Academic Services	University deputy secretary
<b>F. Health, social care, Mental Health and Wellbeing</b> We share the long-term goal for health, mental	36. Ensure that students who use BSL are able to access the Advice Place’s basic services, such as safer sex and free sanitary products, and investigate opportunities to provide a full advice	By 2019/20	Students’ Association	BSL Officer



Objective	Action	Timescale	Action By	Oversight responsibility
health and wellbeing set out in the BSL National Plan, which is: <i>“BSL users will have access to the information and services they need to live active, healthy lives, and to make informed choices at every stage of their lives”</i>	service, for example through appointments with an interpreter.			
	37. Provide face to face counselling for BSL users by liaison with specialist services, e.g. Lothian Deaf Counselling Service, finding suitable counselling rooms on or near the university campus.	By 2018/19	Counselling Service With NHS and LDCS	BSL Officer
	38. Provide cheaper residential fees for fluent BSL users who commit to using BSL in their shared university accommodation and support voluntary promotion of BSL there for interested students.	By 2022/23	Accommodation, Catering and Events team With BSL Officer	Director Corporate Services
	39. Following points 4 and 5 of the plan (above) relating to the University Sports Centre staff, promote Sports Centre activities using BSL.	By 2021/22	Centre for Sport and Exercise With BSL Officer	Director of CAM
<b>G. Transport</b> We share the long-term goal for transport set out in the BSL National Plan, which is: <i>“BSL users will have safe, fair and inclusive access to public transport and the systems that support</i>	40. Continue to work with internal stakeholders and local transport providers to ensure that travel information is visual, current, accessible and well-publicised.	From 2018/19 and throughout life of the plan	Estates Management Group  BSL Officer	Director Estates & Buildings

Objective	Action	Timescale	Action By	Oversight responsibility
<i>all transport use in Scotland”</i>				
<b>H. Culture, Science, Social Science and the Arts</b> We share the long-term goal for culture and the arts set out in the BSL National Plan, which is: <i>“BSL users will have full access to the cultural life of Scotland, an equal opportunity to enjoy and contribute to culture and the arts, and are encouraged to share BSL and Deaf Culture with the people of Scotland”</i>	41. Support student-led societies, volunteering groups, and sports clubs in making their activities more inclusive of BSL users.	By 2020/21	Students' Association; Edinburgh University Sports Union (EUSU); Centre for Sport and Exercise; Accommodation, Catering & Events with BSL Officer	Deputy Secretary of University
	42. We will ensure that ethics committees across the university include advice where appropriate from deaf BSL users internal or external to the university when the research involves working with deaf people, BSL users or has implications for deaf people.	By 2019/20	Research Ethics & Integrity Review Group With School Ethics Committee Convenors	Research Policy Group
	43. We will provide BSL translation and interpreting produced by qualified BSL /English interpreters or translators at least one University exhibition and scientific or cultural event each year. We will publicise the event using BSL clips on our website and through deaf community media.	From 2019/20	Head of Museums With BSL Officer and Edinburgh Science Festival	Director Library and University Collections
	44. We will support the lecture series Edsign organised jointly by the Universities of Edinburgh, Heriot Watt and Queen Margaret by providing live streaming, rooms and publicity for the lectures.	From 2018/19	Institute of Education, Teaching & Leadership With AV services	Head of MHSES

Objective	Action	Timescale	Action By	Oversight responsibility
	45. We will provide free 6-week taster BSL courses available to staff and students through the Centre for Open Learning. We will provide regular free lunchtime introductory sessions to BSL and Deaf culture through the BSL Officer.	From 2019/20	COL with BSL Officer	Head of COL
	46. The Students' Association – including the student-led Tandem committee – will work with the University's BSL Officer and BSL Tutor to investigate offering regular BSL cafes to enable students to improve their BSL skills in an informal setting.	From 2019/20	Students' Association Participation Officer With BSL Officer and BSL Society	Director of CAM
	47. We will develop an accredited BSL poetry and storytelling course available for students with SCQF6 BSL and above. This is part of MA Primary Education with fluent BSL, open to other suitably qualified students.	From 2022/23	Institute ETL	Head of MHSES
	48. Investigate the possibility of development of accredited BSL and Deaf Culture courses available to undergraduate students in year 1 and 2 of their degrees, ensuring that BSL language, culture or linguistics lecturers are fluent in BSL and have appropriate cultural knowledge.	From 2019/20	School of Literatures, Languages & Cultures With MHSE & COL	Head of School LL&C
	49. Plan a guide for Colleges and Schools about how to organise academic	From 2019/20	Institute ETL & SSC	Head of MHSES

Objective	Action	Timescale	Action By	Oversight responsibility
	conferences to include Deaf BSL-using academics.			
	50. Develop merchandise at the UoE shop which celebrates BSL as a language and the University's connection with it.	From 2020/21		Director of CAM
<b>I. Justice</b> We share the long-term goal for justice set out in the BSL National Plan, which is: <i>"BSL users will have fair and equal access to the civil, criminal and juvenile justice systems in Scotland"</i>	51. Explore current and existing barriers to participation for Deaf students in student life and the student experience at the University of Edinburgh by gathering qualitative and quantitative information.	By 2019/20	BSL Officer With BSL Working Group and Accommodation, Catering & Events Residence Life team.	Director of CAM
<b>J. Democracy</b> We share the long-term goal for democracy set out in the BSL National Plan, which is: <i>"BSL users will be fully involved in democratic and public life in Scotland, as active and informed citizens, as voters, as elected politicians"</i>	52. Encourage staff and students who use BSL to take an active and full part in the committees and structures of the University, providing appropriate BSL / English interpreting.	By 2019/20	Heads of Schools with BSL Officer	University deputy secretary
	53. Instigate a system for deaf BSL users to upload video clips through the University complaints procedure, and respond to BSL complaints in BSL within 20 days as the procedure states for all.	By 2019/20	Investigations Manager With BSL Officer	University deputy secretary
	54. The Students' Association will explore ways to ensure students who use BSL are able to engage in our democratic	By 2018/19	Students' Association	BSL Officer

Objective	Action	Timescale	Action By	Oversight responsibility
<i>and as board members of our public bodies”</i>	structures, including Student Council meetings and Elections hustings.			

### **Resource implications**

19. Where there are additional resource implications associated with implementing the plan, these will be borne by the departments concerned.

### **Risk Management**

20. The University does not accept non-compliance with legislative requirements. Failure to devise and implement a University BSL plan would lead to non-compliance with the British Sign Language (Scotland) Act 2015 .

### **Equality & Diversity**

21. The plan will significantly strengthen the University's ability to support Deaf British Sign Language (BSL) users, including staff, students and visitors, to engage more fully with the University at many levels. A formal EiA is being developed and will be posted prior to publication of the final plan.

### **Next steps & Communication**

22. The BSL Plan working group has its next meeting on 1 October at which all comments received during the consultation period, and any final comments by University Executive, will be implemented into the plan. The plan requires to be published on the website on 24 October. The postholders named within the sections of the plan will be responsible for implementing/overseeing the actions within the plan. Rachel O'Neill will convene a group made up of members of the BSL Plan working group to oversee the plan going forward. This group will review the BSL plan each year, reporting to the University Executive through the Deputy Secretary, Student Experience. In the third year of the plan (2020-21) a more in-depth review of progress will be carried out as it will be half way through the first six-year plan. Similarly in year six of the BSL plan (2024-24), the first plan will be reviewed and consultation will begin on the next one. This cycle of review and renewal will continue into future plans.

### **Consultation**

23. A British Sign Language Plan Working Group, chaired by Rachel O'Neill, was set up to develop the University's BSL Plan. The working group has a wide range of representatives from across the university. There are four Deaf BSL users on the group, including a deaf student. The working group commenced its work in semester 2 of academic year 2017/18. The working group produced a number of recommendations with regard to implementing the plan and reviewing progress. A draft plan was produced in July 2018 and reviewed by the Deputy Secretary, Student Experience. A public consultation event was held on 22 August and online consultation will run until 27 September. The final plan requires to be published on the website by 24 October.

### **Further information**

24. Author

Rachel O'Neill  
Lecturer in Deaf Education,  
Moray House  
September 2018

Presenter

Gavin Douglas  
Deputy Secretary, Student Experience

**Freedom of Information**

25. This paper is open.



UNIVERSITY EXECUTIVE

25 September 2018

**Global Challenge Chancellor Fellowships**

**Description of Paper**

1. The GCRF is a £1.5bn repurposing of UK Government money (2014-21) towards research to support international development in Official Development Assistance (ODA) countries. The University of Edinburgh has been successful in GCRF applications with awards totalling £46.5m from UK government bodies (GCRF, Newton, British Council, NIHR and DfID). We currently have a further ~£20m applications under review. We have strong indications suggesting renewal of GCRF funding post-2021, with an enhanced focus on Africa.

**Action Requested**

2. University Executive is asked to endorse the proposal.

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

**Consultation**

14. We have discussed this with heads of college, college research deans and the director of the Edinburgh Futures Institute, who are in principle supportive.

**Further Information**

15. Authors

James Smith  
Jonathan Seckl  
September 2018

Presenter

Jonathan Seckl

**Freedom of Information**

16. This paper is closed as its disclosure would substantially prejudice the commercial interests of the University.





UNIVERSITY EXECUTIVE

25 September 2018

Finance Director's Report

**Description of paper**

1. This paper provides a commentary on the full year Management Accounts 2017/18 as compared to the prior year and to the budget. The paper also includes a special focus update on the impact of our planned debt restructuring exercise.

**Action requested/Recommendation**

2. The University Executive is asked to note and comment on the report and members can use this report to brief their teams on Finance matters.

**Background and context**

3. This paper provides a regular update on finance related issues for the University Executive.

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

**Risk Management**

21. 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 current Finance Strategy provides a target surplus range of 3% - 5% to remain sustainable). The draft 2017/18 Financial Reports demonstrate that we do not expect this indicator to be breached.

22. 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**

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

**Next steps & Communication**

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

**Consultation**

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

**Further information**

26. Author

Lee Hamill

Deputy Director of Finance

Presenter

Phil McNaul

Finance Director

Lorna McLoughlin

Head of FIRST (Financial

Information, Reporting & Strategy  
Team)  
18 September 2018

**Freedom of Information**

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



UNIVERSITY EXECUTIVE

25 September 2018

REF 2021 Update

**Description of paper**

1. This paper is to update the University Executive on developments over the summer regarding the Research Excellence Framework (REF) 2021 exercise and ongoing preparations for the REF 2021 exercise more generally.

**Action requested/Recommendation**

2. The Executive is asked to note the paper.

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

**Risk Management**

15. 'Leadership in Research' is a strategic objective and 'Failure to grow and diversify the spread and magnitude of Research Awards leads to reduced research income, slippage in the league table and inadequate performance in REF Assessment' is a risk on the University Risk Register

**Next steps & Communication**

16. It is anticipated that the code of practice will be presented to University Executive for approval in early 2019.

**Equality & Diversity**

17. There are no direct equality and diversity considerations.

**Further information**

18. Author

Jonathan Seckl  
Vice-Principal Planning, Resources  
and Research Policy  
Sally Morgan, REF Project Manager  
September 2018

Presenter

Jonathan Seckl  
Vice-Principal Planning, Resources and  
Research Policy

**Freedom of Information**

19. This paper is closed as its disclosure would substantially prejudice the commercial interests of the University.



UNIVERSITY EXECUTIVE

25 September 2018

University Study Space

Description of paper

1. This paper outlines:
  - the current position in relation to study spaces, managed both by ISG and Colleges/Schools;
  - the challenges around the shortage of study spaces, as reported in the latest NSS survey, and the impact on students.

Action requested / recommendation

2. University Executive is asked to note and comment on the contents of the paper.

Background and context

3. Study Space is a key aspect of student experience and should be taken into account whenever student numbers increase.
4. Evidence and feedback confirm there are not enough good spaces in the desired locations – particularly at exam study time, each December and April/May. Examples of good study spaces, can be seen in Appendix 1.
5. The lack of available study space is a contributing factor to the recent overall drop in the NSS library category score.
6. Space shortage results in students’ frustration and dissatisfaction on a daily basis. Heightened demand during the exam period and other peak study times, aggravates the overall highly contended study spaces and results in a very poor service being offered to the students.

Discussion

*What spaces are available across the University?*

7. There are a total of 4,498 spaces managed by Colleges – usage of these spaces is unknown. Students have reported that these spaces are not necessarily widely available, nor do they have good opening hours. These include spaces that are only available to students of a specific subject area, or are restricted to students of a particular type (for example PGT reading rooms).

Table 1: College managed study space

Space Type	CMVM	SCE	CHASS	Total
Dedicated Study	46	1402	1980	<b>3428</b>
Group Study	164	30	876	<b>1070</b>
<b>Total</b>	<b>120</b>	<b>1432</b>	<b>2856</b>	<b>4498</b>

8. There are a total of 4,644 spaces managed by ISG – usage of these spaces is very high with very high demand for Main Library spaces and clearly points at the serious issue we have in the central area. Students not only express their dissatisfaction via

NSS but also through regular meetings and feedback sessions we hold both on Campus and at the Halls of Residence.

**Table 2: Information Services managed study space**

Space Type	Main Library	Central Area	King's Buildings	Holyrood Campus	Halls of Residence	Western General Hospital	Little France	Easter Bus	Total
<b>Dedicated Study (total seat)</b>	2263	829	460	139	45	95	204	125	<b>4160</b>
<b>Group Study (total seats)</b>	222	12	138	14	48	0	0	50	<b>484</b>

9. Excluding group study spaces, there is a grand total of 7,588 dedicated/individual study spaces across the University. This equates to 19% of total students (based on 39,000), with all ISG managed spaces equating to 10% of student count. It is important to note that the Main Library and central areas are the most sought after by students, decreasing the ratio of study space vs. student count to 8%. The Main Library is the University's only 24 by 7 study space service.

10. This intense demand for student study space is a result of campus geography and growth combined with the distribution of student housing, the majority of which is concentrated in central Edinburgh. The George Square location of the Main Library, Central and Holyrood Campuses, combined with extended access hours, make those libraries the study space of choice for students, regardless of their discipline.

11. Libraries at Kings Buildings, Easter Bush, West General and Little France serve day student use for specific disciplines. However, many students migrate to the Central campus and closer to the residences after class, after hours and on the weekends creating a disproportionate demand for central area study spaces

*Current evidence of high demand (Main Library)*

12. ISG regularly collects data on the number of people using the Main Library. The annual totals have grown each year since the completion of the Main Library refurbishment project in 2013. Last year, the Main Library received over 2.5 million visits.

13. The Main Library, has during this period of growth, found it increasingly difficult to cope with the students' need for study space around periods of peak demand – notably during the middle of term time and the two examination diets.

14. The theoretical capacity of the main library is 2485 seats. However, this includes all soft seating, sofa type seating (229), group study (232), and café spaces (108) – where space is often not fully utilised. Students will spread their belongings across multiple seats/seating areas, to accommodate their laptops, books, other paper materials and bags, which further reduces utilisation of these spaces.

15. When the headcount reaches 2000 (or 80%), the Main Library should be considered full. There is a close correlation between the number of students over 2,000 who enter and the number of “unseated” students actively wandering the study spaces hoping to find a spot. At a headcount figure over 2,000, if a student is seeking a particular type of study space, such as a space with a Library PC, or a group study room, there is a much decreased chance they will obtain the type of space they need.

16. The figures do not take account of study spaces that are in use, but where the user is taking a short break away from their desk. This reserving of spaces where a student may have left the library but intends to return, further decreases the number of spaces available. ISG is working with EUSA to implement a strict “no reservation” policy, in an attempt to reduce the negative impact of students retaining Spaces when they themselves are no longer in the library building

17. During the examination period, ISG access to the Main Library is restricted for the circa 2,500 reference users (e.g. members of the public who are members of the library) to ensure priority is given to University of Edinburgh students.

18. ISG co-ordinates the provision of extra study space in DHT and other locations on campus, delivering almost 800 additional spaces. Additional signage and guidance is provided to make students aware of these spaces during exam time. However, these spaces have not been designed to meet student study needs and they lack the facilities student available within formal study spaces. Additionally some of these alternative study places are beyond the Central area ‘comfort zone’.

*Main Library statistics (late morning and mid-afternoon headcounts)*

19. The following tables show the actual occupancy percentage against the nominal “theoretical” capacity. When occupancy tops 2,000 (80%), it is difficult for students to locate free study spaces

**Semester 2, 2017-18  
Revision week spring 2018**

	April 23rd	April 24th	April 25th	April 26th	April 27th	April 28th	April 29th
<b>11:30</b>	1876 (75%)	1839 (74%)	2049 (82%)	2040 (82%)	2018 (81%)	1988 (80%)	1967 (79%)
<b>15:30</b>	1856 (75%)	1901 (76%)	2033 (82%)	1925 (77%)	1831 (74%)	1942 (78%)	2083 (84%)

**Exam week spring 2018**

	April 30th	May 1st	May 2nd	May 3rd
<b>11:30</b>	2187 (88%)	2216 (89%)	2088 (84%)	1979 (80%)
15:30	2011 (81%)	2238 (90%)	2092 (84%)	1886 (76%)

## Semester 1, 2017-18

### Teaching Block 2 27<sup>th</sup> Nov – 01<sup>st</sup> Dec 2017, revision weekend 02 and 03 Dec 2017

	Nov 27th	Nov 28th	Nov 29th	Nov 30th	Dec 01st	Dec 02nd	Dec 03rd
11:30	1739 (70%)	1779 (72%)	2018 (81%)	2013 (81%)	1869 (75%)	1843 (74%)	1735 (70%)
15:30	1909 (77%)	1998 (80%)	1843 (74%)	1845 (74%)	1712 (69%)	2071 (83%)	2065 (83%)

### Revision and exams 4<sup>th</sup> Dec – 10<sup>th</sup> Dec 2017

	Dec 4th	Dec 5th	Dec 6th	Dec 7th	Dec 8th	Dec 9th	Dec 10th
11:30	1969 (79%)	1929 (78%)	2185 (88%)	2064 (83%)	2103 (85%)	1590 (64%)	1138 (46%)
15:30	1987 (80%)	1979 (80%)	2010 (85%)	1980 (80%)	1990 (80%)	1947 (78%)	1947 (78%)

### 11<sup>th</sup> Dec – 17<sup>th</sup> Dec 2017

	Dec 11th	Dec 12 <sup>th</sup>	Dec 13th	Dec 14th	Dec 15th	Dec 16th	Dec 17th
11:30	2083 (84%)	2116 (85%)	1838 (74%)	1921 (77%)	1217 (49%)	1292 (52%)	1599 (64%)
15:30	2152 (87%)	2025 (81%)	2102 (85%)	1544 (62%)	1178 (47%)	1991 (80%)	2198 (88%)

### NSS and other evidence of student dissatisfaction

20. On the latest NSS survey results, we noted an increase in free text comments complaining about study. The lack of study spaces was the number one free text comment by students, pertaining to Library and IT services. Examples of comments include:

- “The library facilities are good 75% of the time but nearing exams or deadlines time it is awful — without a doubt the university is above its capacity when everyone needs to use the facilities. A better system at ensuring the main library is kept quiet and spaces are not reserved unfairly should be implemented as this also contributes to the capacity problem.”
- “Library facilities poor, around exam time it is impossible to find a learning space and the library itself is a poor study environment.”
- “Lack of study space in the central area”
- “The library is a fantastic facility, however during exam season, it is more often than not too full and it's very difficult to find a space to work.”
- “It can be very hard to get a space to study sometimes I have had to sit in hallways in the library when it is full and I have an exam coming up.”
- “...no sufficient space in the library to study especially during exam period.”
- “There isn't enough study space at this uni, exam time is like hunting season in the library. There is hardly anywhere to eat and study”
- “Library space and study space in general was not adequate during busy times of the semester.”

21. Free text comments written by students on the **Main Library ‘graffiti board’ 2018** include, “more study space” and “manage study space hogging better”.

22. A case dealt received through the **University Complaints Handling Procedure (October 2017)**, stated: “I would like the 5th floor in the Main Library to be only for postgraduates for the following reasons:

1. Many Undergraduate and extern visitors
2. No free space for postgraduate students
3. it is always crowded

23. The postgraduate students need space for revising during mid-term and term exams”

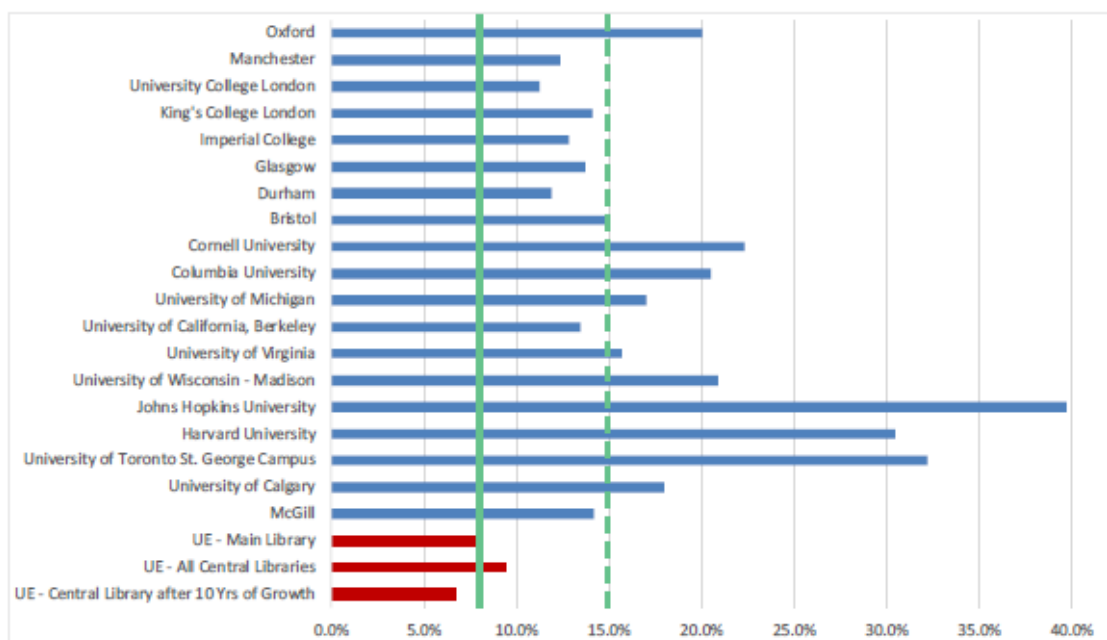
*What our peers are providing in terms of study spaces*

24. As you can see from the diagram below, we have been able to measure the amount of formal University library study spaces available at a sample of our peer institutions. Typically, quality universities have at least 15% (15 formal library study seats for every 100 students). We have only 10% across all our libraries (falling to 8% out of hours – as only the Main Library is available 24 by 7).

25. We had advocated through the Main Library review, a plan to add 2,000 study spaces to alleviate this quality issue. This would raise the provision of formal study spaces to 15%. Namely 15 study seats for every 100 students.



### PERCENTAGE OF LIBRARY SEATS PER FTE STUDENT



### CENTRAL CAMPUS LIBRARY STUDY SPACE

	2016/2017	2026/2027 growth
<i>On Campus Students</i>	<b>31,940 students</b>	<b>37,635 students</b>
<i>Main Library Seats</i>	<b>2,338 seats   7.3%</b>	<b>6.2%</b>
<i>Edinburgh College of Art Library Seats</i>	<b>80 seats</b>	
<i>Moray House Library Seats</i>	<b>134 seats</b>	
<i>Law Library Seats</i>	<b>192 seats</b>	
<i>All Library Seating on Central Campus*</i>	<b>2,744 seats   8.6%</b>	<b>7.3%</b>
<i>Minimum Seat Target</i>	<b>4,791 seats   15%</b>	<b>5,645 seats   15%</b>
<b>Additional seating needed on all Central Libraries</b>	<b>2,047 seats**</b>	<b>2,901 seats</b>
<b>Additional seating recommended at Main Library</b>		<b>2,492 seats</b>
<b>Additional seating recommended as part of other Central Campus Projects</b>		<b>409 seats</b>

\*Includes Central Campus libraries providing evening and weekend study hours. New College Library (76 seats) does not presently have the capability to provide proper access to evening and weekend study space. Refer to library location map on the following page 5.

\*\*It is recommended that 2,047 seats are provided in the Main Library, with any shortfall in seats to be made up elsewhere on the central area estate.

Source:

- Shepley Bulfinch: *University of Edinburgh Main Library Study* (March 2017)
- SCONUL (Society of College, National & University Libraries) representing 175 UK members (<https://www.sconul.ac.uk/members-and-representatives>) reports an average of one space per 9.2 students or 10.9% spaces to students in 2016-17; University of Edinburgh even below this lower level benchmark.
- [https://www.sconul.ac.uk/sites/default/files/documents/The continuing evolution of UK academic libraries.pdf](https://www.sconul.ac.uk/sites/default/files/documents/The%20continuing%20evolution%20of%20UK%20academic%20libraries.pdf)
-

*Further information about Russell Group Universities approach to study spaces*

26. Large scale expansion

UCL has undertaken a general study space expansion programme last session. The first 16/17 phase of their programme added 15% more study spaces (534 additional formal study spaces) for UCL students:

<https://www.ucl.ac.uk/teaching-learning/news/2017/oct/15-increase-ucl-study-space-2016-17>

27. Minor expansion

Durham University is nearing completion (November 2018) of a project to increase library study space, as part of the relocation of academic programmes and colleges from Queen's Campus in Stockton to Durham City:

28. The two core objectives of the project are to maintain the current ratio of students to study spaces, as student numbers in Durham City increase; and to improve the availability of catering and space for students to eat in the Bill Bryson Library. Space within the Bill Bryson Library will be re-organised

- to create 200 additional study spaces
- the Library Café will be relocated into the eDen space on level 2
- and the CIS Help Desk will be relocated into the existing Library Café space in summer 2018.

<https://www.dur.ac.uk/estates-developments/projects/library/>

29. Nottingham University is doing something similar:

<https://www.nottingham.ac.uk/currentstudents/news/2018/new-study-spaces-at-george-green-library.aspx>

Promoting College specific as well as generally accessible space

30. At Glasgow, the Students' Representative Council have been working with Estates & Buildings in order to compile this list of study spaces, alternative to the Library, at exam time. Note includes the restrictions on the spaces that are available to only certain students

<https://www.glasgowstudent.net/news/study-space-alternatives-library/>

**Resource implications**

31. There is a pressing need to push forward with the plans for adding study spaces to the Main Library. Resourcing for this will be dealt with by the normal governance route through Estates Committee. As part of the review of actions following the NSS result, ISG is considering an action plan to address the key areas of dissatisfaction. This may require additional funding to improve spaces in locations out with the Main Library and proposal will be dealt with through the normal governance/planning process.

**Risk Management**

32. There is a significant risk that the student experience of studying at Edinburgh will suffer if the University does not commit to investing in expanding and improving the facilities available in the Main Library. Library facilities are one of the key factors considered by potential students when deciding where to study. There is also a risk that we will be seen to be falling behind our competitors. The University of Edinburgh's competitors are continuing to invest in improving their Library facilities – including other Russell Group institutions such as UCL, Leeds and Birmingham.

## **Equality & Diversity**

33. There are no direct equality or diversity impacts resulting from this paper.

## **Next steps/implications**

34. It needs to be recognised that any work, upgrade or expansion of the current study areas within the University must be carefully planned with students, Colleges / Schools, Estates and ISG.

35. It is paramount that we take a holistic view of the requirements of our students; take account of trends across the HE Sector; and be proactive in our plans for future technological expansion.

36. Quick wins are important for immediate results however, the long term strategy of the University is a key driver for planning how our learning spaces evolve.

37. Finally, marketing and communicating what is available where and how to get there is extremely important. This is most definitely the most impactful quick win that will help our students almost immediately.

## **Consultation**

38. No other committees have reviewed this paper.

## **Further information**

39. Author

Gosia Such  
Director of User Services  
Claire Maguire  
Business Administrator  
User Services Directorate  
Information Services Group  
10 September 2018

Presenter

Gavin McLachlan  
Chief Information Officer and Librarian  
to the University

## **Freedom of Information**

40. This paper is open.

**Appendix 1 – Examples of Good Study Spaces**









UNIVERSITY EXECUTIVE

25 September 2018

Space Strategy Group Report

Committee Name

1. Space Strategy Group (SSG).

Date of Meeting

2. 22 August 2018.

Action Required

3. To note the key points from the Space Strategy Group meeting.

Key points

Large Teaching Space Provision – Central Area

4. A study to determine the need for an additional large teaching space in the Central Area both in the short and long term has been undertaken by the Timetabling Unit. Scheduling of large lectures for 2018/19 was successfully concluded with subsequent modelling undertaken to examine the sustainability of the 2018/19 timetable for future academic years.

5. The modelling assessment was carried out for academic years up to 2021/22 to assess the impact of continued growth on the current large teaching space provision in the Central Area. The modelling exercise showed that the current provision would not be sustainable.

6. The following table includes 2 models:

- Model 1 (assumes a seat for all enrolled students) – this indicates a requirement for an additional large teaching space by 2019/20
- Model 2 (assumes 10% non-attendance rate) – this indicates a requirement for an additional large teaching space by 2021/22

	2019/20	2020/21	2021/22
Model 1 – seat available for all enrolled students	Minimum of 28 hours of repeat teaching Additional 30 hours of repeat teaching OR remodelled day/times		
<b>Comment</b>	<b>Unsustainable</b>		

	2019/20	2020/21	2021/22
Model 2 – 10% non-attendance assumed	Minimum of 6 hours of repeat teaching Additional 3 hours of repeat teaching OR remodelled day/times	Roll-forward of 19/20 sustainable	Minimum of 28 hours of repeat teaching Additional 30 hours of repeat teaching OR remodelled day/times
<b>Comment</b>	<b>Sustainable</b>	<b>Sustainable</b>	<b>Unsustainable</b>

*Table 1: Modelling outcomes*

7. During discussion the group were advised that Model 2 (assumed 10% non-attendance) was already a model utilised by schools in many instances. It was raised that this approach could be damaging for the university's reputation if students did not have a seat available, particularly during the early part of the semester where attendance would likely be at its highest. Use of live streaming to another venue was also not a preferred approach due to the potential impact on the student experience.

8. The group considered the modelling information and agreed to recommend to Estates Committee that an additional large teaching space (capacity circa 500) was created at the earliest opportunity to support Central Area teaching. They also added that any space should be as flexible and innovative as possible therefore flat floored with bleacher seating could be a possibility. On 12 September 2018, Estates Committee considered and endorsed the recommendation.

#### *Staging Examinations in Sports Facilities*

9. SSG discussed the follow up analysis in relation to staging examinations in sports facilities following a report that had been submitted to SSG in February 2018. It was agreed further discussion in relation to this issue was required.

#### *Space Strategy Group Terms of Reference*

10. The Group noted that Senior Vice-Principal Charlie Jeffery would assume the role of Convener going forward as Assistant Vice-Principal Sarah Cunningham-Burley would be undertaking research activity for the coming academic year.

#### *Student Survey Analysis – Report and Action Plan*

11. The results of the student survey on teaching space which had been conducted in March 2018 were presented and demonstrated that students were by and large satisfied with their experience of teaching spaces. The initial findings report and analysis are available on the University Executive wiki for the interest of members: <https://www.wiki.ed.ac.uk/display/UCC/University+Executive>.

12. It was agreed that it was important to raise the profile of the survey amongst the wider university and that the survey results should be highlighted to Estates Committee and the University Executive.

*Teaching Spaces Oversight Group update from 03/05/18*

13. The following two points were of note:

- 2018/19 general teaching room allocation update.  
Outcomes of the 2018/19 room allocation process confirmed there would be sufficient teaching space available for room allocation across the core teaching campuses in 2018/19.
- Law Old College decant contingency.  
Following confirmation of the delay to this project, the Timetabling Unit, Estates, Learning Spaces Technology and the College have successfully managed contingency space to ensure teaching continuity through semester 1.

**Equality & Diversity**

14. No key implications for equality and diversity were raised by the Committee or within the papers. All paper authors are asked to consider and identify equality and diversity implications.

**Further information**

15. Authors

Professor Sarah Cunningham-Burley  
Assistant Principal and Convener of  
Space Strategy Group  
Hannah King  
Policy and Governance Manager  
Angela Lewthwaite  
Committee and Administration Officer  
Estates Department  
Scott Rosie  
Head of Timetabling Services

Presenter

Gary Jebb  
Director of Estates

17 September 2018

**Freedom of Information**

16. This is an open paper





UNIVERSITY EXECUTIVE

25 September 2018

**Distance Learning at Scale Update**

**Description of paper**

1. This paper provides an update to the Distance Learning at Scale programme of work.

**Action requested/Recommendation**

2. The Committee is invited to note the Distance Learning at Scale update and to approve the text of the initial announcement launching this programme through our partner edX.

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

**Risk Management**

34. The risks associated with the Distance Learning at Scale pilot will be managed via routine project and programme governance, with any key impacts being escalated as required to the appropriate governance group.

**Equality & Diversity**

35. There are no equality or diversity impacts resulting from this paper. An Equality Impact Assessment will be completed for the Distance Learning at Scale Pilot and comprehensive accessibility testing of systems will be undertaken during delivery of any new technology.

36. A benefit of this programme will be to provide a wider range of opportunities for access to education at the University.

*Paragraphs 37-40 have been removed as exempt from release due to FOI.*

**Consultation**

41. This paper has been produced in consultation with the Distance Learning at Scale Steering Group.

**Further information**

42. Author

Nikki Stuart  
Distance Learning at Scale Programme  
Manager  
Gavin McLachlan  
Chief Information Officer  
10 September 2018

Presenter

Gavin McLachlan  
Chief Information Officer

**Freedom of Information**

43. This paper is closed due to commercial in confidence.