



UNIVERSITY EXECUTIVE
Raeburn Room, Old College
15 January 2019, 10 am

AGENDA

- | | | |
|----------|--|---------------|
| 1 | Minute
To <u>approve</u> the Minute of the previous meeting held on 17 December 2018 | A1 |
| 2 | Matters Arising & Action Log
To <u>raise</u> any matters arising | A2 |
| 3 | Principal's Communications
To <u>receive</u> an update from the Principal | Verbal |

DISCUSSION ITEMS

- | | | |
|----------|--|----------|
| 4 | Distance Learning at Scale
To <u>consider</u> a presentation from the Chief Information Officer | |
| 5 | Student and Staff Experience Action Plan
To <u>consider</u> and <u>approve</u> the paper from the Senior Vice-Principal | B |
| 6 | Business Plan Cycle 2019-2022
To <u>consider</u> and <u>approve</u> the paper from the Deputy Secretary, Strategic Planning. | C |
| 7 | Director of Finance's Report
To <u>consider</u> and <u>approve</u> the paper from the Director of Finance. | D |

ITEMS FOR NOTING OR FORMAL APPROVAL

- | | | |
|-----------|---|---------------|
| 8 | Proposed change of name of the Moray House School of Education
To <u>approve</u> . | E |
| 9 | Space Strategy Group Report
To <u>note</u> . | F |
| 10 | Health and Safety Quarterly Report: Quarter 1
To <u>note</u> . | G |
| 11 | University Executive Communications
To <u>note</u> the key messages to be communicated. | Verbal |
| 12 | Any Other Business
To <u>consider</u> any other matters by UE members. | Verbal |
| 13 | Date of Next Meeting
Tuesday 19 February 2019 at 10 am in Raeburn Room. | |



UNIVERSITY EXECUTIVE

17 December 2018

[Draft] Minute

Present: Peter Mathieson (Convener)
David Argyle, Leigh Chalmers Eleri Connick, Gavin Douglas, Hugh Edmiston, David Gray, Gary Jebb, Richard Kenway, Gavin McLachlan, Wendy Loretto, Phil McNaull, Theresa Merrick, Dorothy Miell, Andrew Morris, Jane Norman, James Saville, Tracey Slaven, James Smith, Sarah Smith and Moira Whyte.

In attendance: Siân Bayne for Item 4, Lee Hamill, Fiona Boyd and Lewis Allan.

Apologies: Charlie Jeffery, Chris Cox, Dave Robertson and Jonathan Seckl.

1 Minute

Paper A1

The Minute of the meeting held on 20 November was approved subject to minor amendments.

On behalf of the University Executive, the Principal thanked Phil McNaull, Director of Finance, for his service to the University and wished him well for his retirement at the close of the calendar year.

2 Matters Arising & Review of Action Log

Paper A2

There were no matters arising and the action log was noted.

3 Principal's Communications

Paper B

The Principal highlighted items on Brexit and the staff survey to be considered later on the agenda and reported on a capital prioritisation meeting held prior to the University Executive. Colleagues participating in the capital prioritisation discussions were thanked for their contribution to a productive meeting, with details to follow in due course.

DISCUSSION ITEMS

4 Edinburgh Futures Institute: Vision for Teaching

Verbal

Siân Bayne, Assistant Principal Digital Education, provided an overview of emerging plans for course provision within the Edinburgh Futures Institute (EFI), focusing on eight interdisciplinary 'pathway' MSc degrees to launch in 2021 and 2022. Colleagues were encouraged to consider suitable academic staff for secondments to lead the introduction of the pathway degrees. The following points were raised in discussion:

- Undergraduates should feel involved in the EFI and plans to offer three new interdisciplinary undergraduate degrees within the EFI will assist in enabling this;

- Importance of continuing engagement with public and private sector employers on curriculum design linked to the five TRADE themes (talent, research, adoption, datasets, entrepreneurship) in the City Region Deal's Data-Driven Innovation programme; and,
- The intention that EFI degree programmes should complement existing University programmes, assisted by regular consultation with Heads of School.

5 Planning Round Update

Verbal, Paper L

An update on external and internal developments expected to influence the Planning Round was provided, including the Scottish Government's draft 2018-19 budget and future size and shape planning, particularly postgraduate taught provision. It was noted that the flat cash settlement in the Scottish Government draft budget was disappointing but was aligned with the assumptions modelled in the latest iteration of the Ten Year Forecast.

An update on planning for revenue investment for the City Region Deal Data-Driven Innovation (DDI) programme was reviewed. It was noted that the main budget holders have been asked to further develop DDI plans and incorporate these into the rolling three year plans to become 'business as usual' in the medium to long term. There is no 'bid' process or separate investment fund. The resources available to the DDI Board provide for Programme Management Office costs and initial business case development/'stand-up' phase of agreed projects. Such projects must have the agreement of the Head of College.

6 Brexit Update

Verbal

An overview of recent Brexit developments and implications for University planning was considered. The undergraduate prospectus for 2020-21 entry will be printed in January 2019 with tuition fee arrangements for European Union students in this cohort awaiting government decision. The University's Business Continuity Manager is developing guidance for Heads of School and professional services colleagues. Potential for disruption of digital supplies as well as physical supplies was raised.

7 King's Buildings Shuttle Bus Service

Paper B

An outline of benefits and risks associated with increasing the frequency and capacity of the King's Buildings Shuttle Bus Service was reviewed. Noting that a strategy for student inter-site transport is under development with the assistance of external consultants and is due in March 2019, it was agreed to consider next steps when the strategy is finalised. In the interim, student communications and engagement with the City of Edinburgh Council were considered, with a Principal's student Town Hall meeting at King's Buildings scheduled in February and the Principal to meet with senior City Council officers.

8 Plan S

Paper C

The likely impact of a new initiative supported by major UK and European funding bodies to accelerate the transition to full and immediate Open Access for research publications was reviewed. Noting the potential long term benefits, short term costs

and potential unintended consequences were considered. The draft outline consultation and compliance plan was approved as set out in the paper.

9 Strategic Plan Performance Measurement Framework **Paper D**

The annual overview of progress using the Strategic Plan 2016 performance measurement framework was presented. It was noted that the measures will be reviewed within the Strategic Plan refresh and minor amendments made to the Court version will be incorporated within the University Executive version.

10 Staff Survey **Paper E**

Next steps following the circulation of the Staff Survey results and (to a more limited audience) verbatim comments and the identification of areas of focus by the Senior Leadership Team were reviewed. Heads of School commented on initial School-level discussions, with further work to disaggregate results for academic and professional services staff requested. The importance of improving training and support for managers was highlighted, including training and support in tackling poor performance. The areas of strategic pan-University focus were agreed as set out in the paper, with a more detailed ongoing communications plan to be developed in early 2019.

11 Finance Director's Report **Paper F**

The Quarter 1 forecast position and the period 3 (October 2018) management accounts were presented. The importance of seeking efficiencies in the University's cost base and improving forecasting of income generation as the Planning Round progresses were highlighted by the Director of Finance.

ITEMS FOR NOTING OR FORMAL APPROVAL

12 Annual Procurement Report **Paper G**

The first statutory annual procurement report was approved.

13 UoE Utilities Supplies Ltd – Revised Governance Arrangements **Paper H**

Revised governance arrangements for the University of Edinburgh Utilities Supply Company Limited were approved as set out in the paper subject to a minor amendment to remove a reference to a Court member joining the Board.

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

An updated version of the Disclosure of Intimate Relationships Policy was noted, with a template for reporting staff-staff relationships in addition to the staff-student template requested.

15 AI and Data Ethics

Paper J

The establishment of an AI and Data Ethics Advisory Board and supporting structure was approved as set out in the paper.

16 European Strategic Partnerships Update

Paper K

An update on developing strategic partnerships with a number of European universities was reviewed, with the importance of European partnerships regardless of the UK's departure from the European Union affirmed.

17 University Executive Communications

Verbal

Communications on the Edinburgh Futures Institute, King's Buildings Shuttle Bus, Staff Survey and the establishment of the AI and Data Ethics Advisory Board were agreed.

18 Any Other Business

Verbal

There was no other business. The Principal thanked all colleagues and wished them well for the festive season.

19 Date of Next Meeting

Tuesday, 15 January 2019.



UNIVERSITY EXECUTIVE

15 January 2019

Student and Staff Experience Action Plan

Description of paper

1. This short paper updates on proposals for a student and staff experience action plan, previously brought to University Executive (UE) in November 2018.

Action requested/Recommendation

2. University Executive is asked to:
- note progress with development of the plan and
 - delegate consideration and approval of the revised plan, project plan and costings (when ready) to the Senior Leadership Team (at its meeting of 6 February) in order that they can be presented to Court in February.

Background and context

3. At its meeting of 20 November Executive was presented with and broadly endorsed a high level Student and Staff Experience Action Plan with a holistic approach which extends beyond learning and teaching to address all aspects of student experience, including relevant aspects of staff experience. A copy of the plan discussed at that meeting is attached as Appendix 1. It was however noted that the plan did not yet have indicative costs attached, and that it would be valuable to see the plan presented as a project plan complete with key dates, deliverables, accountabilities and so on.

Discussion

4. Since November we have continued to work on the plan, with sections on Student Experience, Staff Experience, Communications and Leadership. Aspects of the Plan have been discussed at the University Leadership Forum, including a presentation on community-building by the Students' Association President Eleri Connick, and at the Senior leadership team.

5. As noted at the November Executive, the plan is being put through a "logic model" process to identify the short/medium and longer term outcomes that we should expect to see from the activities identified in the plan, and to test whether these outcomes are logically linked and plausible, testable and do-able. A first workshop has been held with a mixed group of stakeholders and a further workshop will take place in January. We are being supported in this work by Dr Ruth Jepson and colleagues of the Scottish Collaboration for Public Health Research and Policy, and are very grateful to them for this support.

6. The logic modelling will assist in establishing priorities, including priority areas for expenditure which can be carried forward into the planning round. Informed by the logic modelling, colleagues from Student Systems and Finance are working intensively on the development of a high level project plan and indicative costings.

Resource implications

7. The expectation, as expressed at the University Executive in November, is that new resources will not be generated to support this expenditure, but that budget-holders will work collectively in the planning round to reprioritize and reallocate from existing activities.

Risk Management

8. 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

9. This update paper does not have any equality and diversity implications. The Student and Staff Experience Action Plan will require an Equality Impact Assessment before it is signed off however.

Next steps & Communication

10. We are keen to put forward the revised plan, together with high level project plan and costings, to Court on 18 February. As University Executive next meets on 19 February but Court will meet on the 18th, we would ask that Executive delegates consideration and approval of the revised plan, project plan and costings to the Senior Leadership Team (at its meeting on 6 February) in order that they can be presented to Court in February. Executive would then have the chance to comment on the Court papers, receive an update on the discussion at Court, and give guidance on follow-up actions, at its meeting of 19 February.

Further information

11. Author

Gavin Douglas
Deputy Secretary, Student Experience
8 January 2019

Presenter

Senior Vice-Principal Charlie Jeffery

Freedom of Information

12. Open paper.



UNIVERSITY EXECUTIVE

20 November 2018

Student Experience Action Plan

Description of paper

1. This paper sets out proposals for a refocused student experience action plan previously brought to University Executive (UE) in October 2018.

Action requested/Recommendation

2. University Executive is asked to further consider the intended scope and content of the plan in order to answer three main questions:

- Does the plan now better address the cultural change issues that we believe are necessary?
- A multi-year programme plan of this nature could easily incur significant costs, indeed some possible developments – such as a revised approach to Workload Allocation Models – that could cost several millions of pounds by themselves. The Principal's Direct Reports Group have confirmed that there is no new funding to support this programme, therefore if we wish to proceed with it, or even just some elements of it, what are we prepared to stop doing?
- Is UE content with the proposed next steps?

Background and context

3. At its meeting in October 2018, University Executive (UE) received a draft “student experience action plan” which identified a range of areas for enhancement and development in response to the disappointing 2018 National Student Survey (NSS) results. UE welcomed the draft plan but considered that

- The University needed to address cultural issues with regard to the focus on learning/teaching and student experience alongside its other core missions.
- The actions contained in the plan were good and appropriate but not in themselves sufficient to bring about culture change
- There was a desire to see the actions reworked as a project plan with clear accountabilities and milestones in order that UE could more easily and effectively track progress with the proposed work.

4. Since then there has been further work led by the Senior Vice-Principal and Deputy Secretary (Student Experience) to address these points. There has also been further discussion of the scale and ambition of the plan on two occasions with the Principal's Direct Reports Group; and with a wider group of senior managers and the Students' Association Sabbatical Officers at the strategic away day earlier in November (with a particular focus on that occasion on building a sense of community).

5. The revised plan is therefore now significantly larger than the original and will take some more work to turn it into a project plan. In fact, the potential scope of the work in the plan can now rightly be considered a significant, multi-year programme of work with a number of sub-projects within it, and both the programme planning and the costing of this work will take further work before it is ready.

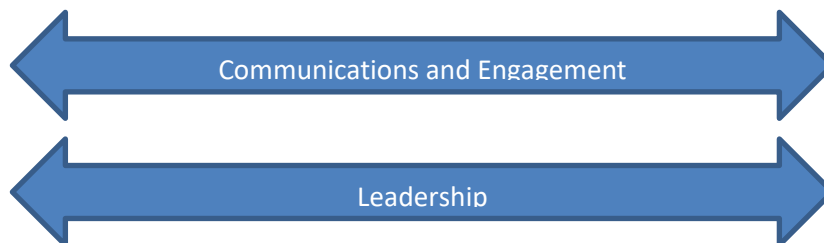
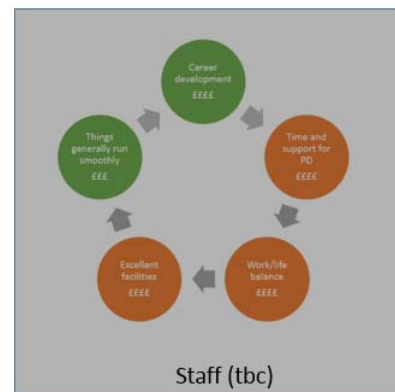
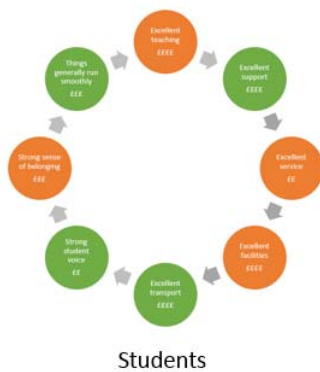
Discussion

6. The plan has been refocused on two main outcomes, recognising that student and staff experience are inextricably linked. Both are derived from the Principal's draft of UoE values namely:

- Outcome 1 (Happy Students): Our students feel cherished
- Outcome 2 (Happy Staff): Our staff want to come to work and are energised by the contributions that they can make.

7. The plan will now have 4 main areas of work:

- Actions to enhance the student experience
- Actions to enhance the staff experience
- An underpinning strand of communications that support culture change
- An underpinning strand that strengthens leadership capacity to deliver culture change.



8. To date there has been much more work on the student experience actions; now that we have staff survey results, work can begin on analysing and identifying the actions that need to be taken. However this area remains unpopulated to date.

9. *The Student Experience Themes*

In terms of student experience actions, these have been grouped into 7 themes as follows. We proposed that if our students are consistently:

- Getting excellent, engaged teaching
- Following a curriculum that is inspiring, challenging and inspirational
- Receiving high quality and timely support
- Experiencing high standards of customer service from each area of the UoE they come into contact with (physical and digital)

- Are taught, study and engage in in excellent facilities, with good quality transport links between sites
 - Have plentiful opportunities to express their views, and know that those views are heard and taken seriously
 - Feel a strong sense of belonging to their School / their programme / to the wider University
 - Finding that things run smoothly (timetables work, changes are communicated in good time and so on)
- then we can be confident that they are enjoying a high quality student experience.

10. While we have not fully costed all the developments in each area, we have indicatively characterised themes as

- £: probably low cost – up to 10k
- ££ probably modest cost – tens of thousands
- £££ probably substantial cost – hundreds of thousands
- ££££ probably very significant costs – million+

11. Not all of this will be new money however – for example the activities included under “Things generally run smoothly” will be taken forward mostly through existing (planned) work within the Service Excellence Programme.



The Student Experience Actions

12. Within each of the 8 themes we have then identified a range of actions that may need to be taken in order to shift practice and enhance student experience in that area:

12.1 Excellent teaching

The intended outcome is that students are consistently taught by expert, engaged teachers

12.1.1 Staff development

In line with the recommendations of the Teaching & Academic Careers Group:

- Put in place sufficient capacity to support academic staff in formal and informal teaching training and development activities, and
- Ensure that academic staff have space within their workload to engage with them

12.1.2 Recognition and reward

Review processes for the recognition, reward and support for teaching careers through the Teaching and Academic Careers project and identify areas where further changes / reinforcement are needed

12.2 Inspiring, challenging and inspirational curriculum

Intended outcome: Our curriculum is inspiring, challenging and inspirational, and will equip students with the knowledge, skills and experiences to flourish and continue to learn in a complex world and become successful graduates who contribute to society.

12.2.1 Curriculum review:

- It is anticipated that a new VP Students (once appointed) will lead an initial phase of work to scope out what an institutional curriculum review project will involve. This scoping work may involve investigating the University's UG curriculum structures (eg issues of timetabling, number of programmes, extent of flexibility) and content (eg extent to which research-led learning and teaching, and employability, are embedded), and benchmarking other institutions, as well as establishing how our current students, prospective students and employers / professional bodies view our current offerings
- Curriculum Conversations (Teaching Bite): based in the Institute for Academic Development (IAD), this strand will generate a programme of activities, events and publications (printed and online) that will document and explore key themes relevant to curriculum reform. This will support ongoing work to enhance teaching and learning locally, and provide a robust institutional evidence base to inform future University level curriculum reform and renewal. Outputs will be designed and produced to support ELIR (and other ongoing or emergent external requirements like TEF), informal and formal staff development activities (including the annual university learning & teaching conference commencing with the 2019 event).
- As an early priority, ahead of the proposed curriculum review, undertake a review of the University's suite of joint programmes, the experience of students on them, and the operational implications (eg for timetabling) of offering the current wide range of joint programmes. (Elements of this are already in train in CAHSS.)
- In line with its Learning and Teaching Strategy, the University will take further steps to enhance the development of employability skills through the curriculum. By end of 2018-19 Careers Service will have negotiated, agreed, evidence based

Employability Development Plans developed and active in every School, with enhanced support for priority Schools. By the end of 2018-19 the Careers Service will also have introduced annual reviews of actions to support employability and improved graduate outcomes at relevant College Committees, informed by School level reports on actions and reflection. To support this development work, the Careers Service will work with Schools to source and share practice via the Learning and Teaching conference, Personal Tutor briefing resources and current PTAS projects, and in 2018 the University will fund and support a PTAS special call for employability.

- Review of use of different groups of staff in undergraduate teaching: As part of curriculum review, gather evidence on the extent and impact of using PG tutors / academic staff / senior staff to deliver teaching and make costed recommendations for change (if any) in this area.
- Digital Education: Respond to the core aims and actions identified through the Near Future Teaching Project, which will be released in January 2019

12.3 Excellent Support

The intended outcome is that students have consistent access to high quality support with academic, personal / pastoral, professional and career issues.

12.3.1 Review of the personal tutor system

A full review of the PT system with no options “off the table” to be led by the Senior VP starting in January 2019 with a view to implementation of any changes by Sep 2020. This will run in parallel with the review of student support roles to be carried out as part of Service Excellence at the same time and the work of the two strands will be co-ordinated through a joint design group.

12.3.2 Review of student support structures

- This is a project strand within the Service Excellence Programme (SAS) and will review the way in which professional services provide student support to students in Schools and in other parts of the University. This will run in parallel with the review of the PT system (above) and the work of the two strands will be co-ordinated through a joint design group. This review will also be able to focus on suggestions made by the Students’ Association that every school should have a Student Experience Officer (or similar) to promote community and foster a sense of belonging. (“At least one a Student Experience Officer in every school with responsibility for building community through events – focus on student voice – support for student societies / clubs (eg disciplinary sports teams) and peer learning schemes – activities (eg yoga) that can be delivered locally and bring students and staff together – induction programme co-ordination.”)

12.4 Excellent Service

Intended outcome: providing welcoming and friendly student facing services from the first point of contact with University.

(Note that this work is expected to be taken forward within the Service Excellence Programme)

- Set and agree standards, train staff, report consistently on performance in this area

- Establish common measures for reporting on customer service performance across all professional service areas
- Develop SLA's across all professional service areas with student / internal / other customer service responsibilities
- Develop reporting tools and dashboards to report on customer services delivery across all professional service areas
- Roll out of customer service excellence training and accreditation across all professional service areas

12.5 Excellent facilities and transport

Intended outcome: Students are taught in high quality, fit for purpose learning spaces and have equitable access to high quality learning resources and other facilities that support their learning and development. Students have access to timely, sustainable transport options when they need to move between campuses.

12.5.1 Teaching spaces

- Development of a learning and teaching spaces strategy through Space Strategy Group, including agreed quality and accessibility benchmarks for future learning and teaching spaces developments
- Secure approval and resourcing for the strategy
- Implement the strategy

12.5.2 Study spaces

Given the number of free text comments on the lack of student study spaces in the NSS 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 with plan already well developed to

- publicise the availability of study spaces both generally and in real time through a variety of innovative means and
- enhance the quality of study spaces (physical environment, facilities, catering etc)

12.5.3 Enhance the student digital experience

Significant areas of work in this area are already set out in the IS Learning Teaching and Student Experience Strategic Plan which will enable the use of information technology to enhance learning and teaching and directly improve student experience, student success and academic experience and are detailed more fully in appendix A.

12.5.4 Review and develop transport options

- Review pros and cons of extending the KB shuttle service
- An Inter-sites Transport for Student Strategy has been commissioned from The Principal Brett Associates and is currently being scoped.
- Respond to the strategy recommendations

12.6 Strong student voice

Intended outcome: Students have regular opportunities to provide feedback on their experiences; their views are taken seriously and they get feedback on how the University is responding to their views.

12.6.1 *Effective mechanisms for gathering student views on courses and other areas of activity*

- Consistent use of mid-course feedback
- Adoption of consistent approaches to closing the feedback loop, (eg “you said we listened” etc)
- Review of the course feedback questionnaire with a view to:
 - ~ increasing completion rates
 - ~ providing faster feedback to course teams

12.6.2 *There is an effective student representative system*

- Continue to support the reform of the student representative system led by EUSA: New programme representative structure in place in all schools (unless they have approval from Senate Quality Assurance Committee for an opt-out)
- SSLC’s are strengthened and able to escalate issues that are beyond a School’s control (eg transport) to University level for further consideration and response
- Assess and where necessary strengthen training provision for student representatives, inc. new face-to-face training

12.6.3 *There is a financially strong, representative students’ union*

- Continue to develop relationship with the Students Association and the Sports Union. Review and where necessary strengthen existing partnership agreement
- Complete review and discussion of service ownership / branding and financial support models for Students’ Association

12.7 Strong sense of belonging and community

Intended outcome: students feel part of a strong academic community of staff and students within their discipline / department / School / the wider University and the city of Edinburgh.

12.7.1 *The role of the estate*

- Evaluate and score estates projects proposals against the contribution they make to “place making” / “sense of community” as well as other, more established evaluation criteria

12.7.2 *Belonging to a cohort*

- Conclude review of joint degree programme arrangements in CAHSS to ensure closer cooperation of programme teams throughout the programme lifecycle, from set up via annual monitoring to closure, and that has clearly defined roles and responsibilities, so that students (and staff) can receive clear guidance on who to turn to with questions about academic issues
- Review of role and responsibilities of Programme Directors and Year co-ordinators to Uni Exec with recommendations for change as needed
- Review of School / subject / programme-level induction activities for 1st year UG and new Masters students (incl online); identify and share best practice
- Report detailing student induction/welcoming engagements at school level due each semester

12.7.3 *“Show we care”:*

- Celebrate student achievements and share their successes with other students and with alumni through hoardings, online / social media, alumni communications, at graduations
- Make more University spaces (incl McEwan Hall) available free of charge to student groups at certain / agreed times
- Provide more affordable accommodation to UG students who need to be in Edinburgh for their studies over the summer (resits, early starts etc)
- Publicise and encourage student groups to apply for support for student-led conferences

12.7.4 *School- / subject -wide community:*

- a student representative on every school's senior management team

12.7.5 *Support for large-scale Uni events that promote cohesion and community:*

- provide buses for students from city centre to Varsity rugby match and support for other high impact events eg the Medic's Reveal; Meadows Marathon; Sleep in the Park

12.7.6 *Timetable*

- Deliver on our commitment to teaching-free Wednesday afternoons by 2020/21 so that all students can participate in sport and other extra-curricular activities scheduled for this time

12.7.7 *Peer support*

- Review of existing peer support provided by EUSA and student societies within school
- Plan for enhancing peer support within schools

12.7.8 *Student induction*

- Review University and school pre-arrival and induction processes to identify best practice, including benchmarking with other leading HEI's
- Review / develop existing best practice guidelines for student induction processes in each area of the University for both new and returning students
- Report annually on student induction/welcoming engagements at school / department level due each semester

12.8 “Things generally run smoothly”

(Note that much of this work is currently scheduled to be taken forward through the Service Excellence Programme)

- Students can easily access comprehensive timetabling information on their chosen device
- Students can easily access exam timetabling information on their chosen device
- The student portal is the definitive source of core information that students need on their courses, programmes and wider University experience
- Students can easily apply for special circumstances and extensions and have their applications considered according to a consistent set of rules
- Students have access to improved course and programme information in order to make better informed course and programme choices

- There is a clear, transparent and easy to follow matriculation process for all students
- Error free exam papers are created, distributed to and retrieved from exam halls in a timely manner
- Students and their supporters can easily and quickly access advice on immigration status and issues from a single Student Immigration Service.
- Students can research, apply for and be supported with opportunities for working and studying away from the University from first point of contact to completion of period away and re-integration into the University.
- All PGR students have clarity over their programme structure, understand the expectations of them and the opportunities open to them, and have consistent, high quality annual reviews and progression discussions

13. In addition there are increasing concerns about the ability of the EUCLID system to support efficient administration in some areas. It will be necessary to revisit those areas of the system delivered many years ago, such as admissions. Investment in better utilising the core system, fine tuning the application and resolving underlying network issues will improve performance for end users and create transactional process efficiency.

The Staff Experience Actions

14. As noted earlier, this part of the plan has yet to be developed. Analysis of the recently released staff survey results will be critical in identifying the actions required.

15. The Communications and Engagement Actions

- a) Communications and Engagement with staff and students on the subject of student experience with broader issues of culture change at its heart, is being addressed by a group led by Communications and Marketing, and comprises representatives from the Colleges and Professional Services.
- b) While the work of the group will contribute to the broader action plan on student experience and culture change, the first priority will be on communications with students. The approach will focus on the importance of our students, and will convey sentiments of students being 'cherished', as well as the communications themselves demonstrating transparency and honesty. Communications will be built around: recognising; celebrating and supporting.
- c) An incremental approach will be taken to improving the communications, and all members of the group will contribute ideas of where and how things could be improved within their local areas.
- d) In keeping with this incremental approach, timetables of existing communications and engagement points, including major milestones, will be reviewed with a view to identifying where useful interventions could be made to deliver improvements. Schools' communications networks will be used as well as corporate channels in order to deliver targeted communications that are more likely to resonate with the audience.
- e) Communications and engagement was identified as a key area for attention following the NSS results, and while the remit of this group is broader, clear

objectives on communications and engagement will be integrated into the student experience action plan.

The Leadership Actions

16. Intended outcome: there is strong and visible collective responsibility from University leaders to support and enable the culture change.

- Managers are held accountable through the line management structures of the University, with reference to consistent data and reporting, for the quality of student and staff experience in their areas (Colleges / Support Groups; Schools / Directorates; Subject areas / departments).
- Consistent data on the quality of student and staff experience in each area is easily available to all line managers and widely shared, covering both teaching quality and student service quality.
- There is a fundamental review of the role of HoS as key change leaders – responsibilities; line management structures competences; support needs; development needs; approaches to identification and recruitment; reward, leading to
 - A new common JD for all HoS
 - A new leadership development programme for current and future HoS
- Reviews are carried out of other core leadership roles with student experience responsibilities, including Director of Learning & Teaching and Programme Directors, in order to ensure greater consistency and focus on student experience outcomes.
- A new role, VP Students, is created, reporting directly to the Principal.

Resource implications

17. As noted earlier, this plan is not yet complete and has not yet been costed in most areas. While some of the work in the plan is already funded because it is part of existing projects (such as the Service Excellence work, or delivery of the Learning and Teaching Strategy) – or is work that can be relatively easily carried out without additional resource - there are also some possible changes that, if recommended, would be very expensive to fund, such as a change to workload allocation models or strengthening frontline student support structures (etc). In the clear absence of any new funding, it would be necessary to cut back or stop doing other things in order to fund new student experience initiatives.

18. The next iteration of this plan will have costings attached but it would be helpful to establish now what UE's appetite is for a multi-year, potentially multi-million pound programme of this nature.

19. In addition it should be noted that a plan of this scale will need professional programme / project management in order to be delivered successfully. The source of this and the resourcing for it are yet to be confirmed. There may be scope to use the Programme Management Office (PMO) in the Service Excellence Programme or to take the opportunity to develop a University-wide "strategic change office" or similar, with responsibility for oversight and co-ordination of all major change activity.

Risk Management

20. 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

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

Next steps & Communication

Governance and oversight

22. If we are committed to taking forward a comprehensive programme of work to address student and staff experience, this work will require a professional programme management structure in order to ensure that work is delivered on time and that risks and issues are managed and escalated as necessary. It will also require programme governance and oversight. Following discussion at The Principal's Direct Reports Group, it is proposed that a Standing Committee of University Executive is established to oversee the delivery of this change programme, to be chaired by the Senior Vice-Principal and comprising:

- The VP People & Culture
- The Director of HR
- The President of the Students' Association
- The Director of CAM
- The Deputy Secretary (Student Experience)
- The Director of Finance
- Professor David Argyle
- Professor Wendy Loretto
- Professor David Gray
- The Director of IS User Services

23. The Committee would meet monthly and report progress with delivery of the plan to University Executive at each of its 10 meetings each year. The SVP would also ensure that the Principal's Direct Reports Group has regular opportunities to review progress.

Next steps

24. Following UE feedback, it is proposed that a version of this plan will be presented to Court at its meeting in December.

A small team led by the Senior VP will:

- Meet to develop a logic model for change and test the draft actions above against the logic model. This may lead to further additions to the plan as well as some areas being removed
- Consult with staff and students on the proposed logic model and planned actions
- Turn the planned actions into a formal, costed project plan with deliverables and a programme schedule. (This is a significant piece of work in its own right and will require resourcing.)

25. Following further discussions with The Principal's Direct Reports Group, it is intended to bring the revised plan and logic model back to to UE at its first meeting in 2019, with a full project plan to follow thereafter.

26. The Deputy Secretary (Student Experience) will liaise with the Director of HR to identify timescales and approaches for developing the staff experience plan. The Senior VP will take proposals for programme management of the plan to The Principal's Direct Reports Group for an initial discussion of options.

Consultation

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

Further information

28. Author

Gavin Douglas
Deputy Secretary, Student
Experience
15 November 2018

Presenter

Senior Vice-Principal Charlie Jeffery

Freedom of Information

29. This paper is open.

APPENDIX A

The IS Learning Teaching and Student Experience Strategic Plan will enable the use of information technology to enhance learning and teaching and directly improve student experience, student success and academic experience. The detailed actions that are in the plan are:

- Create a remote support helpdesk to provide service coordination and technical support for the growing teaching estate portfolio
- Continue to implement the IS Learning, Teaching and Student Experience Strategic Programme
- Critical new demands in such areas as communications, automated assessment, online feedback, eExams, online courses support, open educational resources, online reading and resource lists, student learning analytics and the continuing professional development of learning technology support staff are anticipated as being key to future success.
- Enhance central VLEs with a range of tools for connected, constructive, active learning which are student centred and flexible. Such as blogging, wiki, social learning environment, electronic resources & reading lists, library and resource discovery tools, personal assistants, automated and adaptive support.
- Provide all staff with access to digital skills training and support for new ways of working.
- Provide professional staff who support learning technology with access to a programme of continuing professional development to meet the University's strategic aims.
- Roll out new tools to support staff in Schools to use communicate with prospective students and current students via the web.
- Continue to invest to ensure that the AV teaching technology in centrally managed teaching rooms is world class and our levels of support for colleagues using those rooms will be consistent, easy to access and reliable.
- Implement digital processes for feedback and assessment aligned with University strategy and policy.
- Move 90% of all courses on to a centrally supported VLE with an agreed 'minimum standard of use' for all courses which will include recorded lectures, user created media, online resource lists, online learning materials, feedback & assessment and student engagement activities.
- Make integrated student analytics available from multiple systems and data analytics will be used by staff to improve their teaching.
- Develop a set of VLE standards, with associated templates and academic digital skills, supporting a consistent and accessible online experience for students across all programmes, and ensuring that new services such as lecture recording and resource lists are easy to access and use.
- Encourage greater adoption of electronic resource lists allows educators to benefit from the other work we are delivering under the theme of Library: National and International Leadership. With 32% of courses currently using the service, the goal is to increase this to over 60%.



UNIVERSITY EXECUTIVE

15 January 2019

Business Plan Cycle 2019-22

Description of paper

1. The paper provides an overview of the current financial position and external pressures on the planning round.

Action requested/Recommendation

2. University Executive is asked to note the overview paper.

3. University Executive is also asked to note that unavoidable adjustments to student number planning may be required for years 2 and 3 of the plans as Brexit and student funding review outcomes clarify.

4. University Executive is recommended to agree the expectation that Main Budget Holder plans should collectively deliver 5% surplus over the cycle; allowing reinvestment in key pan-University priorities as well as the capital programme.

Background and context

5. This is an evolving planning round with uncertainty in our policy and financial environment. The University is well positioned to advance during this period provided that we are effective in our planning and decision-making.

Resource implications

6. The planning cycle directly impacts on our management of capital and revenue.

Risk Management

7. The planning round is fundamental to risk management supporting decisions to mitigate some risks and directly address others. Brexit and student experience are explicitly referenced in our risk register.

Equality & Diversity

8. Any changes in recruitment policy will require an Equality Impact Assessment to ensure that there is no impact on protected characteristics – including Access.

Next steps/implications

9. Draft plans are due to be submitted on 22 February 2019. The consolidation of the plans and subsequent prioritisation of expenditure decisions will be progressed through University Executive and Policy & Resources Committee with Court approval in April 2019.

Further information

10. Author and Presenter

Tracey Slaven, Deputy Secretary, Strategic Planning

9 January 2019

Freedom of Information

11. This paper is closed.



UNIVERSITY EXECUTIVE

15 January 2019

Director of Finance's Report

Description of paper

1. The paper reports on the latest University management accounts (excluding subsidiaries) position up to the end of November 2018 (period four)¹ and provides some analysis on how our financial position reported for 2017/18 compares to other Russell Group institutions. The paper also includes an update to the Expenses policy for approval and a special focus update on the University's travel management service, Key Travel.

Action requested/Recommendation

2. The University Executive is asked to note and comment on the Director of Finance's report and to approve the updated Expenses policy.

Background and context

3. The paper provides a regular update on finance related issues for the University Executive. The University's expenses policy is reviewed annually and, following consultation with staff, minor clarifications are proposed for approval by the 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 metrics². A key metric is that our unrestricted surplus should be at least 2% of total income (the current Finance Strategy provides a target surplus range of 3% - 5% to remain sustainable).

22. The 2017/18 Financial Reports demonstrate that we do not expect this indicator to be breached. Quarter One forecast for 2018/19 projects a 0.9% operational surplus (excluding City Deal). This will be monitored very closely and we will continue to report this key financial forecast to committees.

Equality & Diversity

23. Apart from the Expenses Policy Equality Impact Assessment, 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. Once approved by the University Executive, the updated Expenses Policy will be presented to the Combined Joint Consultative Negotiative Committee (CJCNC) for approval.

¹ At time of drafting, December (period five) accounts were not available.

² For reference the University's Risk Appetite statement can be found at the following link:
www.docs.sasg.ed.ac.uk/GaSP/Governance/AuditandRisk/RiskAppetiteStatement2018.pdf

Consultation

25. The paper has been reviewed by Lee Hamill, Director of Finance.

Further information

26. Author

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

Presenter

Lee Hamill
Director of Finance

Julia Miflin
Senior Controls Accountant
Callum Smith
Accountant
8 January 2019

Freedom of Information

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



UNIVERSITY EXECUTIVE

15 January 2019

Proposed change of name of the Moray House School of Education

Description of paper

1. The paper sets out a request supported within the Moray House School of Education and the College of Arts, Humanities and Social Sciences to rename the School to '*The Moray House School of Education and Sport*'.

Action requested/Recommendation

2. Approval is sought from the University Executive to endorse and formally progress the proposed name change with a view to achieving an official renaming of the School for session 2019/20 – (i.e. effective from August 2019).

Background and context

3. The new name is proposed as the result of a long-running and developed discussion within the School that has taken place extensively and openly via a number of School meetings and committees, going back to at least 2016. There is a strong consistent voice of support for this change within the wider School. The proposal went to CAHSS Planning and Resources Committee on 11 December where there was unanimous support.

Discussion

4. This name change allows for a more equitable and collegiate recognition for a key constituency of staff within the School. The reasons for the requested change are manifold and include.

- The new title will reflect the two distinct elements of research confirmed by recent decision to submit to Units 23 and 24 of REF2021.
- The new title will allow a substantial number of staff to feel they 'belong' - to the School. Currently staff who are associated with sports and related areas do not have a clear identity within the School. Being recognised is important.
- The new title would allow over 300 UGs and 150 PGTs and 20 PGRs who do not study Education at all to feel a greater sense of belonging to the School.
- To give a sense of justice and mutual respect for a key area in the school.
- To allow Sport to have a clear academic status within the University.
- To reinforce that Moray House is not all about teacher education but is a wider community of disciplines.
- To increase the School's influence and visibility within an important area.
- To widen the School's potential market in terms of student intake, research, academic development and policy influence.
- To enable prospective students, both UG and PG, to more easily identify and locate academic Sport-related programmes.

Resource implications

5. The proposal is for a relatively simple name change and there are no significant resource implications beyond local signage, marketing materials and changes to the web, much of which is largely updated annually. The School will cover all local costs and is not seeking support in this area.

Risk Management

6. There are no known risks associated with the proposal. The School has consulted widely with key colleagues across the wider University to ensure that risk is minimised. Colleagues that we have consulted include:

- Chris Cox [Philanthropy & Advancement]
- Leigh Chalmers [Legal]
- Theresa Merrick and Niall Bradley [Marketing]

7. None of these checks have noted objections and no substantive issues or concerns have been voiced.

Equality & Diversity

8. There are no equality and diversity issues other than to give recognition to a large number of students and staff in the sport related areas.

Next steps & Communications

9. Approval is sought to progress the proposed change as of 1 August 2019.

Consultation

10. The new name has been discussed in detail within the wider School and Institute of Sport, Physical Education and Health Sciences at various School Staff and Committee meetings. It carries a strong and consistent consensus of support from many colleagues and was agreed in principal by the Management Executive as far back as 2016. In addition, it has now gone before CAHSS PRC for approval. The School works symbiotically with the Centre for Sport and Exercise (CSE) and the academic aspect of Sport is one that CSE value and recognise.

Further information

11. Author

Prof Rowena Arshad
Head of School
Moray House School of Education

Presenter

Dorothy Miell
Head of the College of Arts, Humanities
& Social Sciences

Freedom of Information

12. Open paper.



UNIVERSITY EXECUTIVE

15 January 2019

Space Strategy Group Report

Committee Name

1. Space Strategy Group (SSG).

Date of Meeting

2. 14 November 2018.

Action Required

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

Key points

Working Group to Develop a Learning and Teaching Space Strategy

4. SSG noted an update on progress with the development of a Learning and Teaching Space Strategy. A series of workshops with staff and students were organised during November 2018 where participants would be asked to consider:

- What makes successful learning and teaching spaces at University of Edinburgh?
- Best practice within the Higher Education Sector – what would work for us?
- What should future learning and teaching space look like at University of Edinburgh?
- How can learning and teaching spaces enable the University's Learning and Teaching Strategy?

5. Further to the feedback from these session, a draft of the Learning and Teaching space strategy would then be developed and presented to the SSG in February 2019.

Teaching Accommodation Programme 2019/20

6. The Teaching Accommodation Improvements Programme is currently in its fourth year, with the aim of raising the quality and number of teaching spaces across the Estate. This is in line with the University's strategic enabler to improve the student experience. Over the past three years this programme has delivered improvements to 103 rooms (including full upgrades to 4 lecture theatres) at an overall cost of £4.65m.

Teaching Accommodation Provision –2018-19, 2019-20 & 2020-21

7. SSG noted:

- the revised provision of teaching space for Semester 2 (2018-19) to accommodate the services upgrade works within David Hume Tower (DHT) during this period.
- the options on teaching room provision for Academic year 2019-20, and the further analysis required for 2020-21; and
- the progress of assessing options for a new lecture theatre in the central area.

Teaching Spaces Oversight Group (TSOG) – Update from 06/09/18

8. SSG noted a summary of key TSOG operational and strategic business issues including:

- 2018/19 Semester 2 scheduling was progressing well however further semester 2 rescheduling may be required;
- The annual survey of a selection of teaching rooms had taken place and would be presented to SSG in February 2019.
- An overview of the Bookable Room Support Project (TSOG001).

Equality & Diversity

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

Further information

10. Authors

Hannah King, Policy and Governance
Manager
Angela Lewthwaite, Committee and
Administration Officer Estates
Department

Presenter

Gary Jebb
Director of Estates

6 December 2018

Freedom of Information

11. Open paper.



UNIVERSITY EXECUTIVE

15 January 2019

**Health and Safety Quarterly Report: Quarter 1:
1 September 2018 – 30 November 2018**

Description of paper

1. This paper provides a summary of health and safety related incidents that took place during the period 1 September 2018 to 30 November 2018, as well as relevant health and safety issues and developments, to provide information and assurance to the University Executive (UE) on the management of health and safety matters. It includes the Report from the November 2018 meeting of the University Health and Safety Committee.

Action requested/Recommendation

2. The University Executive is asked to note the contents of the report.

3. It is recommended that University Executive notes the statistics included in the Appendices as illustrative of the University's accident and incident experience, and notes the issues and developments which are also described in the Report from the University Health and Safety Committee.

Paragraphs 4-12 have been removed as exempt from release due to FOI.

Risk management

13. The University has a low risk appetite for both compliance risks and for people risks. Monitoring of health and safety accidents, diseases and incidents ensures that risks to health are being managed and provides an early warning of more serious issues.

Equality & Diversity

14. This report raises no major equality and diversity implications.

Consultation

15. This paper, with minor alterations, will also be presented to the next appropriate meeting of the Audit and Risk Committee.

Further information

16. Author

Suzanne Thompson
Director of Health and Safety
20 December 2018

Presenter

Hugh Edmiston
Director of Corporate Services

Freedom of Information

17. This paper is closed as its disclosure would substantially prejudice the legal interests of any person or organisation.