



UNIVERSITY EXECUTIVE  
Raeburn Room, Old College  
25 June 2019, 10 am

**AGENDA**

- |          |  |               |
|----------|--|---------------|
| <b>1</b> | <b>Minute</b><br>To <u>approve</u> the Minute of the previous meeting held on 14 May 2019. | <b>A1</b>     |
| <b>2</b> | <b>Matters Arising &amp; Action Log</b><br>To <u>raise</u> any matters arising.            | <b>A2</b>     |
| <b>3</b> | <b>Principal's Communications</b><br>To <u>receive</u> an update from the Principal.       | <b>Verbal</b> |

**DISCUSSION ITEMS**

- |          |  |                                     |
|----------|--|-------------------------------------|
| <b>4</b> | <b>Teaching and Academic Careers Group Interim Report</b><br>To <u>consider</u> and <u>approve</u> the update from the Senior Vice-Principal   | <b>B</b>                            |
| <b>5</b> | <b>Enhancing Doctoral Training Provision</b><br>To <u>consider</u> and <u>approve</u> the paper from the Dean of Postgraduate Research, College of Science and Engineering   | <b>C</b>                            |
| <b>6</b> | <b>Course Enhancement Questionnaires – Review and Recommendations</b><br>To <u>consider</u> and <u>approve</u> the paper from the Deputy Secretary Student Experience  | <b>D</b>                            |
| <b>7</b> | <b>People</b><br>To <u>consider</u> and <u>approve</u> the papers from the Vice-Principal Strategic Change & Governance and the Director of Human Resources <ul style="list-style-type: none"><li>• Staff Experience</li><li>• People Report</li></ul>     | <b>E1</b><br><b>E2</b>              |
| <b>8</b> | <b>Global Academies</b><br>To <u>consider</u> the update presented by the Senior Vice-Principal  | <b>F</b>                            |
| <b>9</b> | <b>Finance</b><br>To <u>consider</u> the papers presented by the Deputy Director of Finance <ul style="list-style-type: none"><li>• Director of Finance's Update</li><li>• Project Bearing Update</li><li>• Anti-Bribery &amp; Corruption Policy</li></ul> | <b>G1</b><br><b>G2</b><br><b>G3</b> |

**ITEMS FOR NOTING OR FORMAL APPROVAL**

- |           |  |          |
|-----------|--|----------|
| <b>10</b> | <b>A new University approach to health surveillance for staff</b><br>To <u>approve</u> . | <b>H</b> |
|-----------|--|----------|

- |           |   |                        |
|-----------|---|------------------------|
| <b>11</b> | <b>REF Update</b><br>To <u>note</u> .   | <b>I</b>               |
| <b>12</b> | <b>Closure of Agreed Management Actions from Internal Audit Reviews</b><br>To <u>note</u> .       | <b>J</b>               |
| <b>13</b> | <b>Implementing the Prevent Duty: Annual Update</b><br>To <u>note</u> .                           | <b>K</b>               |
| <b>14</b> | <b>Proposals for Establishment of Chairs</b><br>To <u>approve</u> .                               | <b>L1</b><br><b>L2</b> |
| <b>15</b> | <b>University Executive Communications</b><br>To <u>note</u> the key messages to be communicated. | <b>Verbal</b>          |
| <b>16</b> | <b>Any Other Business</b><br>To <u>consider</u> any other matters by UE members.                  | <b>Verbal</b>          |
| <b>17</b> | <b>Date of Next Meeting</b><br>Tuesday 30 July 2019 at 10am in the Raeburn Room.                  |                        |



UNIVERSITY EXECUTIVE

14 May 2019

[Draft] Minute

**Present:** Peter Mathieson (Convener)  
David Argyle, Leigh Chalmers, Eleri Connick, Chris Cox, Gavin Douglas, Hugh Edmiston, David Gray, Lee Hamill, Gary Jebb, Charlie Jeffery, Richard Kenway, Gavin McLachlan, Dorothy Miell, Dave Robertson, James Saville, Jonathan Seckl, Tracey Slaven, James Smith, Sarah Smith and Moira Whyte.

**In attendance:** Fiona Boyd, Rachael Robertson and Kirstie Graham.

**Apologies:** Wendy Loretto, Andrew Morris and Jane Norman.

**1 Minute**

**Paper A1**

Prior to the start of the meeting the Convener noted this was the final meeting for Eleri Connick, EUSA President, with thanks for all her work for the University, in particular her contribution to student community and engagement.

The Minute of the meeting held on 23 April 2019 was approved as a correct record.

**2 Matters Arising & Review of Action Log**

**Paper A2**

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

**3 Principal's Communications**

**Verbal**

The Principal reported the sudden and tragic death of Professor John Peterson, Professor of International Relations, with profound sympathy to John's family and friends in the academic community and beyond.

He reported on ongoing Senior Leadership Team discussions on increasing the ability to afford our plans by addressing the cost base through efficiency savings, noting that the University Executive away day in 13 June will consider this for half the day, with the second half of the day considering our response to the climate emergency; international applications were well ahead, which was a strong position but colleagues were reminded of size and shape discussions and the need to converge on agreed targets so we can accommodate and support all our students. Individual programmes may seek agreement to utilise Clearing if needed, however the Clearing project for Rest of UK and international students will be cancelled. The SIMD20 Clearing project will continue. He also reported on a recent UUK meeting and the review commissioned by the government for Professor Sir Adrian Smith, Director and Chief Executive of the Alan Turing Institute, to provide independent advice on the design of UK funding schemes for international collaboration on research and innovation, as a contingency in the event of the UK ceasing to be an associate member of European research agencies post Brexit.

## **DISCUSSION ITEMS**

### **4 Strategic Plan**

**Paper B**

The Executive considered the latest update of the Strategic Plan. Members welcomed the values led approach and the articulation of our longer-term ambitions for 2030. In discussion, a number of points were raised, including a greater focus on demonstrating our ambition, especially with regard to transformative international partnerships, student community and our role in the city. Taking into account these comments, the Plan would now progress to Policy and Resources Committee and Court.

### **5 Transport Options Appraisal**

**Paper C**

Following updates in June and December 2018 in relation to transport options, the Executive considered a summary and recommendations (including associated costs) from a University-wide public bus study undertaken by Peter Brett Associates. Members welcomed the report, which reviewed public bus services, campus and residential connectivity, shuttle bus provision, ticketing options and benchmarked these against other institutions.

There was discussion of the issues raised; noting the current level of subsidy provided by the University and the importance of ensuring this was used to support an equitable, cost effective and environmentally friendly offer for commuting and general, non-urgent intercampus travel. The proposed new approach would provide a significantly discounted student rate with the providers of the City-wide bike hire membership scheme and a reduction in price for students for the Lothian Buses Ridacard scheme, with alternative arrangements to be investigated for the very small number of students who currently require urgent King's Building /Central intercampus travel for academic reasons. The Executive supported the proposal, noting the difficulty of engaging with Lothian Buses and that there would be continued effort to negotiate for student friendly ticketing products, fare discounts and improved bus services.

### **6 Director of Finance's Report**

**Paper D**

The Director of Finance reported on the management accounts (excluding subsidiaries) up to the end of March 2019 (period eight) and the Quarter Three forecast position and noted the Special Focus Update on the tax implications surrounding international working in the University and the help available from the Tax team in the Finance department. Congratulations were noted to the Finance team for receiving a highly commended award at the 2019 Public Finance Awards in the category of Achievement in Financial Reporting and Accountability.

### **7 Service Excellence Programme Update**

**Paper E**

The Executive considered an update on the Service Excellence Programme (SEP), particularly two major elements: the Student Administration & Support Programme and the Core Systems Programme. In relation to Student Administration & Support, the SEP Board had approved a compelling vision: 'to place students and

staff at the heart of an excellent student administration and support environment, providing consistent, high quality and digitally enabled service across our university', which would benefit both students and staff and release efficiencies to reinvest in improved services. There had been a number of challenges in the implementation and the Programme Director and Sponsor had requested internal audit undertake a programme healthcheck, which had helped inform an action plan to strengthen the future work programme.

The core systems procurement and due diligence process was complete with contracts negotiated and signed with Oracle Corporation and InoApps Ltd to deliver an integrated system for finance, human resources, payroll and procurement. To support the effective design, planning and delivery of the implementation, the current plan is to roll out new processes and systems in 3 phases.

The Executive noted the amount of work and number of colleagues involved in the ambitious programme and the major milestones reached and the importance of collective responsibility for ensuring buy-in for implementation as a shared priority was emphasised.

## **8 Annual Strategic Risk Report**

**Paper F**

The Executive considered the Annual Strategic Risk Management Report, summarising risks identified across the University noting that this was a new approach to the risk management process and was intended to be more bottom up and strategic in identifying key themes. It was noted that the risks were based largely on issues identified by Colleges and Professional Services as part of the Planning Round beginning November 2018, so there was latency inherent in the reporting system. For example, the current report identified risks posed by the perceived lack of a shared strategic vision, particularly with respect to size and shape, however there has since been a comprehensive review of the University's Strategic Plan. It was agreed it would be helpful to provide some context around this before it progressed to governance committees.

## **9 Undergraduate Access Scholarships**

**Paper G**

The Executive considered proposed changes to the cost, financial value, eligibility criteria and operation of the University's access scholarship programme from 2020 entry, to replace the existing access scholarships with a single, consolidated and simplified access scholarship programme named the Access Edinburgh Scholarships. This was intended to align more effectively with the Widening Participation strategy, reflected the findings of a recent review and evaluation of scholarships and was intended to be fairer, with the same offer across the UK, more impactful by recognising materiality of award levels and being easier to communicate, and consequently a more effective use of resource. Members welcomed the simplified and equitable approach, recognising the need for more effective advertising of scholarships at the pre-application stage and approved the proposal.

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

### **10 Procedures for Consultancy**

**Paper H**

The Executive approved an update to the existing Procedures for Consultancy.

### **11 International Education Agents**

**Paper I**

The Executive approved changes to our International Education Agents to introduce a contractual recruitment cap to be implemented from summer 2019.

### **12 Palm Oil Policy**

**Paper J**

The Executive approved the new Palm Oil Policy.

### **13 University Executive Communications**

**Verbal**

The Executive agreed there would be communication on the Strategic Plan, Transport Options, Service Excellence Programme, Undergraduate Access Scholarships and Tax Implications of Working Internationally.

### **14 Date of Next Meeting**

The next meeting will take place on Tuesday 25 June 2019 at 10 am in the Raeburn Room.



UNIVERSITY EXECUTIVE

25 June 2019

**Teaching and Academic Careers Group Interim Report**

**Description of paper**

1. The paper presents an interim report on the second phase of the Teaching and Academic Careers task group along with a number of recommendations.

**Action requested/Recommendation**

2. To discuss and approve:

- the revised Exemplars of Excellence in Student Education (see para 8 and annex);
- the recommendations on professional development in teaching (para 10);
- a further programme of work of the task group (para 14).

**Background and context**

3. In May 2018 the University Executive established a Teaching and Academic Careers task group to review processes for recognition, reward and support for teaching in academic careers. In its first phase of work the group developed and consulted widely on a set of Principles to guide the University's approach on teaching and academic careers.

4. In November 2018 University Executive approved these Principles (available at <https://www.ed.ac.uk/academic-services/projects/teaching-and-academic-careers/principles>) and the task group began a second phase of work focused on ensuring these principles were reflected and enacted effectively in University policies and practices. Two elements of this work are now presented for decision: a revised version of the [Exemplars of Excellence in Student Education](#) which sets out examples of achievement in teaching which might be used in cases of promotion at different grade levels, including for the first time cases for promotion from Grade 7 to Grade 8; and a number of recommendations on professional development in teaching.

5. The revised Exemplars are intended to make clear that academic staff whose roles focus predominantly on teaching have a career path available to them that can extend from an initial Grade 7 appointment through to Grade 10 and the distinction of Professor. It gives effect to the Principle that we use "our staffing policies and processes to value and reward teaching".

6. Enhancing professional development in teaching – including a commitment to increase the proportion of staff with a teaching qualification or accreditation, and to provide practical training and support linked to specific roles and career stages – is also intended to develop further a culture that values and recognises high quality teaching. It gives effect to the Principle that "a core aspect of the academic role involves engaging in formal and informal teaching training and development activities".

## **Discussion**

### *Revised Exemplars of Excellence in Student Education*

7. The Exemplars of Excellence in Student Education were introduced in 2013 as informal guidance to be used alongside formal promotions documents. They are not intended to be exhaustive or prescriptive, but to offer colleagues examples of achievement which can be used to help make a case for promotion to a particular Grade. Hitherto Exemplars have been produced for promotions to Grade 9 and Grade 10, but not Grade 8. This creates a false impression that a teaching-focused case for promotion from Grade 7 to Grade 8 is not possible. As a result, career progression in teaching-focused roles from Grade 7 to Grade 8 has in practice been limited, especially in the College of Arts, Humanities and Social Sciences.

8. The revised Exemplars in the Annex to this paper for the first time set out examples of achievement that colleagues working at Grade 7 can use to inform their cases for promotion to Grade 8. They have been developed in extensive consultation in particular in the College of Arts, Humanities and Social Sciences, which has the majority of the University's teaching-focused posts at Grade 7. They have been drafted to exemplify a clear and challenging standard of achievement that needs to be met in order to secure promotion to Grade 8; as at other Grades, promotion requires sustained achievement at the level of the higher Grade and is not awarded simply for being at a particular Grade for a long period.

9. Opening up the route for teaching-focused promotion from Grade 7 to 8 will help to combat the perception that teaching is not valued as highly as other aspects of the academic role. It will enable a communications campaign for the 2019-20 promotions process – already under discussion with the Director of Communications and Marketing – that makes clear that we have a career pathway that extends through to professorial status for all academic staff, no matter what the balance of their roles, if they have sustained high achievement that merits promotion from their current Grade.

### *Professional Development in Teaching*

10. While there has been progress in the take up of accredited teaching development, and in the availability and engagement with role specific and informal CPD, there is much that still needs to be done. The following recommendations are designed to take our practice to the next level. We should:

- a) Require all Schools and equivalent organisational units to produce a strategy and plan for professional development in teaching, and for this to be subject to periodic review and update.
- b) Set indicative and aspirational University and School targets for the proportion of academic staff who teach who have a teaching qualification or accreditation.
- c) Continue to develop and evaluate central and local accredited teaching CPD (Continuing Professional Development).
- d) Continue to develop and grow role-specific CPD and support.
- e) Continue to develop and grow informal CPD and other activities designed to strengthen the positive culture of teaching, institutionally and within Schools and equivalent organisational units.



- f) Ensure that the core system is configured to support the implementation and reporting associated with recommendations i-v.

11. Recommendations a) and b) will be significant new formal commitments, with implications for resourcing (particularly in staff time). Both will contribute to a culture of positive engagement and value for teaching, and accelerate the positive progress we have seen in recent years. They will reinforce the direction of travel we see in several Schools, are achievable, and will be responsive to different disciplinary contexts and School priorities. The professional development in teaching strategy and plan should be integrated with other School planning processes and annual Quality Assurance arrangements. These plans and School-specific targets for the proportion of staff with a teaching qualification will be developed during AY19/20. For the initial University level targets we propose 40% within 3 years (double the current University level) and the Russell Group upper quartile within 10 years<sup>1</sup>.

12. Recommendations c)-e) will support recommendations a) and b), providing a mix of accredited, role-specific and informal CPD at University and School levels. This will build on the existing Learning & Teaching Strategy Implementation Plan, and will evolve in response to the new School professional development of teaching strategies.

13. Recommendation vi) will ensure that we maximise the return from investment in the new core system to help staff access appropriate CPD, integrate teaching with other career support (recruitment, annual review, reward & recognition), and provide access to high quality information to support decision making by individuals, Schools and the institution.

#### *Further Work*

14. Although the task group was initially intended to exist for 12 months, there is much still to do. The group has identified a series of linked activities that should be undertaken so that a newly-optimised career path can function effectively. The group therefore recommends a further phase of work – to be led by the new Vice Principal (Students) – to address the following issues

- Developing a university-wide conversation and, in due course, recommendations on academic workload, in line with the commitment in the Student Experience Action Plan
- Reviewing the effectiveness of Annual Appraisal and its relationship with reward and promotion
- Reviewing formal policies and procedures for promotions and appraisal

#### **Resource implications**

15. The revised Exemplars will make clear a route to promotion which, in our current practice, is limited, and it will – to the extent that applications are successful – increase staff costs. However, this will achieve equitable opportunities for academic staff in teaching-focused roles compared to those with other roles.

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<sup>1</sup> In January 2019, 20% of academic teaching staff were recorded on oracle as having a teaching qualification or equivalent (as defined by HESA). This is up from 7% in AY14/15 when the University CPD framework for learning & teaching was launched. The current (end AY17/18) Russell Group average is 48% and base upper quartile is 63% (calculated from data on HESA website).

16. Fulfilling the recommendations on professional development in teaching will require the commitment of staff time to training and mentoring activities and consequent adjustments in workload allocation.

### **Risk Management**

17. The work of the task group is an important part of a set of actions under way to mitigate risks around student experience.

### **Equality & Diversity**

18. The task group will oversee Equality Impact Assessments arising from steps to implement the Principles as it moves to a further phase focused on formal promotions documentation. It is expected that the implementation of the Principles may assist the University to support career opportunities for female staff, who are currently disproportionately represented in teaching-focused academic roles.

### **Next steps & Communications**

19. If the Executive approves the revised Exemplars, Schools will be informed so that the changes can be reflected and highlighted from the early stages of the 2019-20 promotions process. HR Services will offer advice and support as needed. Communications and Marketing will ensure wide awareness of a promotions pathway from Grade 7-10.

20. If the Executive approves the recommendations on professional development in teaching Dr Turner will continue to hold consultation meetings with Colleges and Schools, as well as staff focus groups, those leading core system implementation and key training providers (including the IAD and IS) during summer 2019, developing an implementation action plan on the basis of insights from consultation. School and University targets, and School professional development in teaching strategies & plans will be completed by the end of AY19/20. A report on the initial impact of these and other changes will be made to the University Executive in June 2020.

21. If the Executive approves a third phase of the task group, detailed planning of the third phase will go ahead with the incoming VP Students.

### **Consultation**

22. Directors of Teaching Network, Learning and Teaching Policy Group, Heads of School in CAHSS, Senior Leadership Team.

### **Further information**

23. Authors

Professor Charlie Jeffery  
Professor Alan Murray  
Dr Jon Turner  
James Saville

Presenter

Professor Charlie Jeffery

### **Freedom of Information**

24. Open paper



## Exemplars of Excellence in Student Education

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## 1 Introduction

The University has clear, balanced [grade profiles for academic staff](#) that match individuals’ activities and skills to UoE grades 6-10, with respect to teaching, research, knowledge exchange, management and

leadership. Measures of productive activity and excellent performance in research, management and leadership are seen to be well understood within

their disciplines and cultures<sup>2</sup>. Concrete and unequivocally evidenced exemplars of excellence in teaching have proved to be more elusive. We have made outstanding promotions for teaching-focussed activity. However, we have to date lacked an accepted set of flexible and dynamic exemplars of achievement with respect to student education.

By definition, a set of exemplars should not be exhaustive. It will develop continuously as:

- experience improves clarity and usefulness;
- teaching methods evolve;
- new exemplars are defined and assimilated (see section 5).

This document therefore provides additional guidance for the Teaching sections of the existing grade profiles, [8.2/8.3 9.2/9.3 and 10.2/10.3 for grades 8, 9 and 10 respectively](#).

It also aims to assist colleagues in:

- preparing a case for promotion/reward;
- acting as members of promotion panels.

It provides concrete, illustrative examples of excellent contribution to student education that match what are generally perceived to be robust measures of research excellence.

However - the Exemplars are not a set of boxes to be ticked.

**Most nominations for promotion/reward include at least two, if not all three of:**

- student education;
- research, knowledge transfer, outreach etc;
- leadership and administration.

This document will therefore inform all reward/promotion nominations, raising quality with respect to the student education dimension.

The Exemplars offer an insight into the nature, depth and breadth of impact of the skills and contributions that can give substance to the generic activities in the grade profiles and the nature of the evidence needed to support them. Rewards for excellence in student education must be equal in status, and most importantly in value to the University and our students, to those for excellence in research, innovation and leadership. This document therefore proposes examples of achievements in student education to maximise the evidence that informs the value judgements made by promotions and reward committees.

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<sup>2</sup> These measures are, however, individually imperfect. For example, monographs are key measures of excellence in some subjects,

while substantial research grants are in others. Proper assessment of research quality combines several such measures.

## 1.1 Aims of the Exemplars

- To reward individual achievements in student education that are of measurable benefit to student education, particularly in the University;
- To maximise consistency of quality in the achievements cited across Schools and disciplines;
- To ensure that they are of equivalent value and status, and are as challenging to attain, as those for research-focussed activity;
- To maximise the use of external evidence in assessing performance;
- To present examples of sources of robust internal evidence where external evidence is not feasible;
- To encourage candidates to present multiple, but not necessarily all of, these exemplars of excellence, as do candidates for research-focussed reward/promotion<sup>3</sup>;
- To encourage the presentation of new examples of excellence that are of the same quality as those in this document.

A portfolio of multiple, sustained contributions are sought for research-related promotions and this principle must apply to all reward processes. We have grouped these exemplars for clarity. The groupings are not, however, mutually exclusive. For example, a valuable external activity that brings esteem to the individual will reflect well on the University and is likely to make a substantial contribution to student education. Internal evidence may come from the Head of School, Head of College or Vice Principal, as appropriate to particular exemplar of excellence. The evidence will therefore carry that authority. However, it is accepted that details of the evidence are likely to be sourced from, for example, the School's Director of Teaching, Senior Tutor, a Dean or a member of senior management.

Where documentary evidence can be included in the reward paperwork, it

should be. Panels will, however, work on the assumption that a candidate is telling the truth and will only follow up sources of evidence if necessary. This is consistent with the attitude and procedures for presenting evidence of research excellence.

Promotion is designed to recognise sustained past performance. However, it comes with the clear expectation that promoted staff will continue to develop excellence and perform at, and, it is to be hoped, beyond that level. The ethos of the Exemplars is that they demonstrate a contribution at a particular grade. For example, the [Grade 10 \(Professor\) exemplars](#) indicate what is expected of a Professor and therefore the level of achievement that candidates for promotion to that level should be exhibiting.

It is therefore axiomatic that the exemplars present achievements that are above the individual's current grade and therefore, taken together, may justify promotion and regrading.

## 1.2 Exemplars, reward and annual review

Annual review and reward/promotion are separate processes. However, annual review should:

- Match individuals' skills and efforts to the School's needs (to include the individual's current and future balance of teaching, research, leadership etc);
- Discuss individuals' aspirations in all dimensions of academic work and optimise their likely achievement;
- Reduce or remove barriers to individuals' success if possible;
- Discuss progress toward promotion, including timescales and activities to maximise its success. The Exemplars should inform this with respect to the student education dimension.

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<sup>3</sup> This principle is already embedded in the Grade Profiles as "No job is expected to

include all the activities listed; most will only include a subset."



## 2 GRADE 8 - Exemplars

Promotion applications need high-quality evidence. Within each of these sections we provide examples of evidence that an applicant can use to support an application and that a panel can use to inform its value judgement. Applications are not expected to cite all of these evidence sources and the examples listed are not intended to be exhaustive.

Most pieces of evidence will be more or less biased. For example, student questionnaire data may exhibit unconscious bias with respect to gender, first language, age and course content. It is difficult to attain good feedback in, say *Statistics for Biologists*, or *Electromagnetics for Engineers* but these are vital subjects. All data should therefore be looked at holistically and in context. This is not a “tick-box” exercise and a sensible number of strong exemplars is more persuasive than a long list that includes prosaic exemplars. In particular, simply holding a leadership post or delivering a set of lectures is not useful evidence. Impact and effectiveness must be highlighted.

### 2.1 Direct teaching and support for University of Edinburgh students.

With internal evidence

#### Awards and nominations

##### For Example

- Chancellor’s Award
- multiple nominations for, or receipt of a Students’ Association award
- investigator on a Principal’s Teaching Award grant
- clearly, external awards are also valuable

##### Potential Source of Confirmation

- Students’ Association
- Director of Teaching
- Head of School
- Awarding body

#### Course delivery

Successful and varied portfolio of excellent teaching (including, but not restricted to, lectures) over a sustained period, with excellent student feedback. This activity is particularly welcome in sensitive and challenging classes

##### For Example

- large classes of early-years students
  - these are especially sensitive to the quality of teaching
  - and affect large numbers of students at a crucial stage
- courses that are crucial to the subject and to graduates’ wider attributes, but may be unpopular,
  - For example, *Statistics for Biologists*, *Electromagnetics for Engineers*
- Subject area-related engagement with practice for enhancement of learning and employability

##### Potential Source of Confirmation

- Director of Teaching or Programme Director
- Course Enhancement Questionnaire

### **Course development**

Successful and varied portfolio of excellent teaching (including, but not restricted to, lectures) over a sustained period, with excellent student feedback. This activity is particularly welcome in sensitive and challenging classes

#### **For Example**

- successful and significant contribution to the design and development of a new course
- successful major re-design of an existing course
  - for example syllabus change or the introduction of new teaching methods
  - potentially including significant input to the School and College approval processes
- creating links between courses thereby enhancing students' understanding and confidence

#### **Potential Source of Confirmation**

- Director of Teaching or Programme Director

### **Innovative learning - delivery and development**

Clearly identifiable contribution to a new development in innovative learning

#### **For Example**

- identify innovative teaching strategies that engage students
  - such as inquiry-based teaching, collaborative learning
- enhancements to the use of digital learning technology
- clearly identifiable contribution to a new development in innovative learning
  - e.g. promoting synergies between two programmes
- development of innovative methods of assessment

#### **Potential Source of Confirmation**

- Director of Teaching
- Programme Director

### **Change in teaching practice**

Clearly identifiable contribution to a "step-change" development in learning. This need not be innovative per se as it may simply involve teaching existing content substantially and sustainably more effectively.

#### **For Example**

- identify areas in need of revision or improvement
- contribute to the planning, design and development of objectives and materials
- clearly identifiable contribution to a 'step-change' in the development of learning.

#### **Potential Source of Confirmation**

- Director of Teaching
- Programme Director
- Course Enhancement Questionnaire

### **Personal tutoring**

Successful Personal Tutor with excellent student feedback for multiple years

#### **For Example**

- ensure application of professional principles in the personal tutoring relationship
- support personal tutees' academic progress and development
- help personal tutees navigate University regulations and policies
- introduce innovative approaches to provision of support
- where relevant, evidence of adaptation to meet the needs of students with disabilities or special needs

#### **Potential Source of Confirmation**

- Senior Tutor
- Head of School



### **Improvements to the student experience**

Clear contributions to, for example, teaching, assessment and student support that improves the experience of multiple students

#### **For Example**

- enhancements to student engagement
- enhancements to student transitions between school, university and years of study
- clear improvement in student achievement and retention
- clear improvement in support for WP (widening participation) students
- successful work with Alumni
- where relevant, evidence of contribution to meeting the needs of students with disabilities or special needs
- Active involvement with student extra-curricular activities

#### **Potential Source of Confirmation**

- Director of Teaching
- Course Evaluation Questionnaires

## **2.2 Leadership in student education**

**With internal evidence**

### **Course Organiser**

Substantial, positive contribution to the organisation of a major course, perhaps within a course team for more than one year. This may include identifying and optimising resources for the course

#### **For Example**

- demonstrate academic ownership of courses
- design teaching materials and delivery
- set, mark and assess work
- provide timely and appropriate feedback to students
- contribute to future-proofing courses for potential changes that might arise in their external context  
-and between reviews/reaccreditations
- creating links between courses

#### **Potential Source of Confirmation**

- Director of Teaching
- Programme Director

### **Course/Programme support and organisation**

Development of course support

#### **For Example**

- leading tutor and demonstrator training
- devising new processes for improvements to provide effective and efficient student engagement and feedback
- developed new and successful assessments that have enhanced student learning and student experience

#### **Potential Source of Confirmation**

- Director of Teaching
- Programme Director

<b>Community-Building</b>	
<p><b>For Example</b></p> <ul style="list-style-type: none"> <li>• clear and demonstrable improvement to the formation of student or student/staff learning communities               <ul style="list-style-type: none"> <li>- while it is not necessary to have been the lead on this, proactive involvement is essential</li> </ul> </li> <li>• demonstrable contribution to building wider communities (“outreach”) that enhance the student experience</li> <li>• contribution and leadership in open days and recruitment</li> <li>• organisation of international exchanges, and support of international students</li> </ul>	<p><b>Potential Source of Confirmation</b></p> <ul style="list-style-type: none"> <li>• Director of Teaching</li> <li>• Programme Director</li> </ul>

<b>School, College or University committee work</b>	
Substantial, positive contribution to an influential committee or working party in the area of student education	
<p><b>For Example</b></p> <ul style="list-style-type: none"> <li>• contribution to or drafting of reviews, proposals, procedures, etc.</li> <li>• regular attendance at meetings and involvement in the work of the committee</li> <li>• taking forward university wide initiatives -e.g. SLICCS</li> </ul>	<p><b>Potential Source of Confirmation</b></p> <ul style="list-style-type: none"> <li>• Committee Chair</li> </ul>

## 2.3 Dissemination of excellence in student education

**With internal evidence**

<b>Contributor or presenter - internal education event</b>	
Contributor (for example - presenter, facilitator) in a teaching event	
<p><b>For Example</b></p> <ul style="list-style-type: none"> <li>• A teaching session at a School away day</li> <li>• the University’s Learning and Teaching Conference</li> <li>• Institute for Academic Development teaching event on student education</li> </ul>	<p><b>Potential Source of Confirmation</b></p> <ul style="list-style-type: none"> <li>• Director of Teaching</li> <li>• Programme Director from inviting School</li> <li>• Institute for Academic Development</li> </ul>

**With external evidence**

<b>Publications on pedagogy</b>	
Authorship of publications on subject specific or general pedagogy	
<p><b>For Example</b></p> <ul style="list-style-type: none"> <li>• includes contributions to books</li> <li>• contributions to subject-specific community or blogs</li> <li>• contributions to practitioners’ newsletters, blogs, etc.</li> </ul>	<p><b>Potential Source of Confirmation</b></p> <ul style="list-style-type: none"> <li>• Journal</li> <li>• Conference</li> </ul>

<b>Education conference presentation.</b>	
Conference presentation (talk or poster) to national/international conferences on Education	
<p><b>For Example</b></p> <ul style="list-style-type: none"> <li>• paper presented at research or teaching conference, colloquium, workshop, etc.</li> </ul>	<p><b>Potential Source of Confirmation</b></p> <ul style="list-style-type: none"> <li>• Conference</li> <li>• Host/organiser</li> </ul>

<b>Presentation on student education</b>	
Presentation at external Higher Education institution	
<b>For Example</b> <ul style="list-style-type: none"> <li>• School staff teaching “away day” at another institution</li> <li>• paper presented as part of research series</li> </ul>	<b>Potential Source of Confirmation</b> <ul style="list-style-type: none"> <li>• Invitation from HE institution</li> </ul>

## 2.4 Esteem and recognition

With internal evidence

<b>Commendation by external examiners</b>	
Commendation at least once either by name or course in a Board of Examiners’ report	
	<b>Potential Source of Confirmation</b> <ul style="list-style-type: none"> <li>• Head of School</li> <li>• Director of Teaching</li> <li>• Board Chair.</li> </ul>

<b>Commendation in formal teaching review</b>	
Commendation at least once either by name or course in formal teaching review	
<b>For Example</b> <ul style="list-style-type: none"> <li>• Professional body</li> <li>• Teaching Programme Review</li> <li>• Postgraduate Programme Review</li> </ul>	<b>Potential Source of Confirmation</b> <ul style="list-style-type: none"> <li>• Head of School</li> <li>• School QA Officer</li> </ul>

<b>Contribution to professional accreditation</b>	
Clear and significant contribution as to the process of external accreditation by a professional body	
<b>For Example</b> <ul style="list-style-type: none"> <li>• leading a focus group with the accreditation panel</li> <li>• responsibility for elements of the accreditation documentation or process</li> </ul>	<b>Potential Source of Confirmation</b> <ul style="list-style-type: none"> <li>• Head of School</li> <li>• Director of Teaching</li> </ul>

With external evidence

<b>Advance HE (HEA) recognition</b>	
Appointed Fellow of HEA or substantive steps towards Fellowship completed	
<b>For Example</b> <ul style="list-style-type: none"> <li>• Receipt of positive feedback on submissions to date</li> </ul>	<b>Potential Source of Confirmation</b> <ul style="list-style-type: none"> <li>• Advance HE</li> <li>• Institute for Academic Development</li> </ul>

## 3 GRADE 9 - Senior Lecturer/Reader: Exemplars

Promotion applications need high-quality evidence. Within each of these sections we provide examples of evidence that an applicant can use to support an application and that a panel can use to inform its value judgement. Applications are not expected to cite all of these evidence sources and the examples listed are not intended to be exhaustive.

Most pieces of evidence will be more or less biased. For example, student questionnaire data may exhibit unconscious bias with respect to gender, first language, age and course content. It is difficult to attain good feedback in, say *Statistics for Biologists*, or *Electromagnetics for Engineers* but these are vital subjects. All data should therefore be looked at holistically and in context.

This is not a “tick-box” exercise and a sensible number of strong exemplars is more persuasive than a long list that includes prosaic exemplars. In particular, simply holding a leadership post or delivering a set of lectures is not useful evidence. Impact and effectiveness must be highlighted.

### 3.1 Direct teaching and support for University of Edinburgh Students.

With internal evidence

<b>Awards and nominations</b>	
Award nominations in multiple years	
<b>For Example</b> <ul style="list-style-type: none"> <li>Chancellor’s award</li> <li>Students’ association</li> <li>clearly, external awards are also valuable</li> </ul>	<b>Potential Source of Confirmation</b> <ul style="list-style-type: none"> <li>Students’ Association</li> <li>Head of School</li> </ul>
<b>Excellence in student support</b>	
Effective, sustained contribution as a Personal Tutor or in a more general context.	
<ul style="list-style-type: none"> <li></li> </ul>	<b>Potential Source of Confirmation</b> <ul style="list-style-type: none"> <li>Head of School</li> <li>Senior Tutor</li> </ul>
<b>Favourable student feedback</b>	
Demonstrated, extended, excellence “in class” teaching, recognised by students and peers and evidenced in student feedback	
<ul style="list-style-type: none"> <li></li> </ul>	<b>Potential Source of Confirmation</b> <ul style="list-style-type: none"> <li>Collated student feedback</li> <li>Head of School</li> </ul>
<b>Innovative Learning</b>	
Substantive, sustained contribution to development and delivery of innovative learning. This may include contribution to innovative assessment and feedback	
<ul style="list-style-type: none"> <li></li> </ul>	<b>Potential Source of Confirmation</b> <ul style="list-style-type: none"> <li>Vice Principal Students</li> <li>Course Enhancement Questionnaires</li> </ul>
<b>Leadership of new practice in student support</b>	
Implementation of significant new practice	
<b>For Example</b> <ul style="list-style-type: none"> <li>developing the Personal Tutor system for School, College or across the University</li> <li>Improving the support for WP (Widening Participation) students</li> </ul>	<b>Potential Source of Confirmation</b> <ul style="list-style-type: none"> <li>Head of School</li> <li>Head of College</li> <li>Dean</li> </ul>
<b>“Step-change” development in learning and teaching - substantial contribution</b>	
<b>For Example</b> <ul style="list-style-type: none"> <li>Membership of implementation group at School, College, University level</li> <li>successful secondment to Institute of Academic</li> <li>Development/Principal’s Teaching Award Scheme award holder</li> </ul>	<b>Potential Source of Confirmation</b> <ul style="list-style-type: none"> <li>Vice Principal Students</li> </ul>

### 3.2 Leadership in student education

With internal evidence

#### **Leadership in teaching at School level**

Effective, sustained performance, causing positive, sustainable change

**For Example**

- Course Organiser
- Year Co-Ordinator,
- Senior Tutor

**Potential Source of Confirmation**

- Head of School

#### **Excellence in developing student education at the University**

As with all exemplars, merely holding the post is not useful evidence. Impact and effectiveness must be highlighted.

**For Example**

- Programme Director
- Head of Subject Area
- Depute Director of Teaching
- Exchange Co-Ordinator
- Dean
- Mentor for colleagues in developing teaching

**Potential Source of Confirmation**

- Head of School

#### **Teaching Programme Review (TPR/PPR) and Enhancement-Led Institutional Review (ELIR) - contribution**

Effective membership

**For Example**

- Teaching programme Review panels
- Postgraduate Programme Review panels
- Leadership of a Teaching Programme Review/Postgraduate Programme Review
- Substantial contribution to the University's ELIR process

**Potential Source of Confirmation**

- Assistant Principal QA

With external evidence

#### **Policy development for University education - major contribution**

Effective and sustained service on a major external educational Committee

**For Example**

- Government
- Scottish Funding Council
- Office for Students
- Advance HE
- Quality Assurance Agency
- Learned Society

**Potential Source of Confirmation**

- External Committee Chair

### 3.3 Dissemination of excellence in student education

With internal evidence

#### **Authorship of textbook**

Adoption beyond the author's own teaching

- 

**Potential Source of Confirmation**

- Head of School

**With external evidence**

<b>Publications on subject-specific or general pedagogy</b>	
Multiple publications	
<ul style="list-style-type: none"><li>•</li></ul>	<b>Potential Source of Confirmation</b> <ul style="list-style-type: none"><li>• Journal</li><li>• Conference</li></ul>
<b>Major invitations to speak on pedagogy</b>	
Multiple invitations	
<ul style="list-style-type: none"><li>•</li></ul>	<b>Potential Source of Confirmation</b> <ul style="list-style-type: none"><li>• Conference</li><li>• Inviting institution</li></ul>
<b>Online materials for student education - creation and maintenance</b>	
Peer-reviewable learning materials that are used beyond the University	
<b>For Example</b> <ul style="list-style-type: none"><li>• including Open Educational Resources</li></ul>	<b>Potential Source of Confirmation</b> <ul style="list-style-type: none"><li>• External users of online learning materials.</li></ul>

**3.4 External esteem and recognition**

**With internal evidence**

<b>Commendation from External Examiners</b>	
Commended at least once at an Examination Board (identifiable by name or by course taught)	
<ul style="list-style-type: none"><li>•</li></ul>	<b>Potential Source of Confirmation</b> <ul style="list-style-type: none"><li>• Head of School</li></ul>
<b>Commendation in formal teaching review</b>	
Commended at least once (identifiable by name or by course taught)	
<ul style="list-style-type: none"><li>•</li></ul>	<b>Potential Source of Confirmation</b> <ul style="list-style-type: none"><li>• Vice Principal Students</li></ul>

**With external evidence**

<b>Appointment as External Examiner</b>	
Appointment in another University (Taught degrees) – with evidence of impact	
<ul style="list-style-type: none"><li>•</li></ul>	<b>Potential Source of Confirmation</b> <ul style="list-style-type: none"><li>• External appointer</li></ul>
<b>Review of teaching in another University - contribution</b>	
Member of review panel external to University	
<ul style="list-style-type: none"><li>•</li></ul>	<b>Potential Source of Confirmation</b> <ul style="list-style-type: none"><li>• External appointer</li></ul>
<b>Development of Quality Assurance in another University - contribution</b>	
Participation in Enhancement Led Institutional Review process at another institution	
<ul style="list-style-type: none"><li>•</li></ul>	<b>Potential Source of Confirmation</b> <ul style="list-style-type: none"><li>• Quality Assurance Agency</li></ul>

#### **Substantive lecturing at another University**

Sustained and distinctive commitment – above and beyond a pooling relationship

- 

#### **Potential Source of Confirmation**

- External Appointer

#### **Excellence in internationalisation of teaching**

Sustained contribution to international student education

- 

#### **Potential Source of Confirmation**

- Vice Principal Students

#### **Advance HE (HEA) recognition**

Senior Fellow

- 

#### **Potential Source of Confirmation**

- Advance HE
- Institute for Academic Development

#### **Excellence in knowledge transfer**

Sustained excellence in delivering Continuous Professional Development (CPD) course material

- 

#### **Potential Source of Confirmation**

- Recipient/sponsor of CPD

#### **External award for teaching**

Significant award

#### **For Example**

- Exxon Mobil award in Engineering
- Learned Society Awards
- Times Higher Education Supplement teaching awards

#### **Potential Source of Confirmation**

- External awarding agency

## **4 GRADE 10 – Professor: Exemplars**

Promotion applications need high-quality evidence. Within each of these sections we provide examples of evidence that an applicant can use to support an application and that a panel can use to inform its value judgement. Applications are not expected to cite all of these evidence sources and the examples listed are not intended to be exhaustive.

Most pieces of evidence will be more or less biased. For example, student questionnaire data may exhibit unconscious bias with respect to gender, first language, age and course content. It is difficult to attain good feedback in, say *Statistics for Biologists*, or *Electromagnetics for Engineers* but these are vital subjects. All data should therefore be looked at holistically and in context. This is not a “tick-box” exercise and a sensible number of strong exemplars is more persuasive than a long list that includes prosaic exemplars. In particular, simply holding a leadership post or delivering a set of lectures is not useful evidence. Impact and effectiveness must be highlighted.

## 4.1 Direct teaching and support for University of Edinburgh students.

With internal evidence

### **Awards - and "runner-up"**

Winner or "multiple runner-up" of major awards

#### **For Example**

- Chancellor's award
- Students' association
- clearly, external awards are also valuable

#### **Potential Source of Confirmation**

- Students' Association
- Head of School

With external evidence

### **Named commendation from Teaching Programme Review or professional accreditation**

Specific commendation, identifiable to the individual, for strategic contributions, leading to sustainable improvements in student education

- 

#### **Potential Source of Confirmation**

- Vice Principal Students
- Head of School

### **Leadership of professional accreditation process**

- 

#### **Potential Source of Confirmation**

- Head of School

### **External awards for teaching**

Multiple awards

#### **For Example**

- Exxon Mobil award in Engineering
- Learned Society Awards
- Times Higher Education Supplement teaching awards

#### **Potential Source of Confirmation**

- External awarding agency

## 4.2 Leadership in student education

With internal evidence

### **Excellence in developing student education and/or support**

Influential activity as Dean, Vice/Assistant Principal (in a student education context)

- 

#### **Potential Source of Confirmation**

- Head of College
- Vice Principal Students

### **Strategic leadership of Teaching Programme Review (TPR)**

Convener of panels that lead to a significant improvement to the Teaching Programme Review process and/or to the programmes reviewed

- 

#### **Potential Source of Confirmation**

- Assistant Principal QA

### **'Step-change' development in learning and teaching - leadership**

Leadership of implementation group at University and/or College level. Successful and significant innovation in learning and teaching adopted widely across the University

- 

#### **Potential Source of Confirmation**

- Vice Principal Students



### ***Innovative learning***

Leader and instigator of a high-impact innovative course

- 

#### **Potential Source of Confirmation**

- Vice Principal Students

**With external evidence**

### ***Policy development for University education - major contribution***

Sustained and effective leadership of a major external educational committee or substantive working group

#### **For Example**

- Government
- Scottish Funding Council
- Office for Students
- Advance HE
- Quality Assurance Agency
- Learned Society

#### **Potential Source of Confirmation**

- External committee organiser or organisation

### ***Excellence in internationalisation of teaching***

Sustained leadership of new and significant international educational links and/or improvements to international student education

- 

#### **Potential Source of Confirmation**

- Vice Principal Students

### ***Excellence in knowledge transfer***

Leadership in development and sustained delivery of Continuous Professional Development (CPD) course

- 

#### **Potential Source of Confirmation**

- Recipient/sponsor of CPD

## **4.3 Dissemination of excellence in student education**

**With external evidence**

### ***Authorship of influential textbook***

Adoption in a course external to the University

- 

#### **Potential Source of Confirmation**

- External adopter(s) of textbook
- Publisher
- sales figure

### ***Author of publications on pedagogy***

Multiple publications with demonstrable impact in the field (high citation count with respect to the journal's average)

- 

#### **Potential Source of Confirmation**

- Journal
-

#### **Major invitations to speak on pedagogy**

Multiple invitations at international conferences and/or internationally leading institutions

- 

##### **Potential Source of Confirmation**

- Conference
- inviting institution

#### **Creation and maintenance of online materials for student education.**

Influential peer-reviewable learning materials that are used widely beyond the University

- 

##### **Potential Source of Confirmation**

- External users of online learning materials

### **4.4 External esteem and recognition**

**With external evidence**

#### **Leading contribution to review of teaching in another University**

Major influence in a review panel external to University

- 

##### **Potential Source of Confirmation**

- External appointer

#### **Contribution to development of Quality Assurance in another University**

Leader of Enhancement Led Institutional Review panel or equivalent at another institution

- 

##### **Potential Source of Confirmation**

- Quality Assurance Agency

#### **Advance HE (HEA) recognition**

Principal Fellow

- 

##### **Potential Source of Confirmation**

- Advance HE

## **5 Ongoing review of the Exemplars**

This document was first published in 2013 and revised by the Teaching and Academic Careers task group in 2019. It is intended that the document will evolve and grow in light of experience and further examples.

It is likely that distinctively different areas of the University (e.g. Edinburgh College of Art, Medicine) will define new and different exemplars of teaching and leadership excellence that are not in the mainstream University mind-set. We encourage this form of creative thought. This is therefore neither a fully formed, complete document nor a one-off experiment. It is a step in a process that will stimulate the development of a more diverse and inclusive set of exemplars of educational excellence. Future promotion/reward cases that have been inspired and informed by this initial list will prove especially valuable.

Feedback is welcome to: [uhrs@ed.ac.uk](mailto:uhrs@ed.ac.uk)



UNIVERSITY EXECUTIVE

25 June 2019

**Enhancing Doctoral Training Provision**

**Description of paper**

1. This paper sets out a case to support the creation of a central middle level structure in the University to coordinate the training of research students ranging from training grants, scholarships and recruitment through to course delivery, programme coordination and examination.

**Action requested / recommendation**

2. The Executive is asked to support the process to set up a Doctoral College (or equivalent). As design principles we would aim to make it horizontal, incur no direct costs and involve minimal change to local practice.

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

**Equality & Diversity**

20. There are no direct Equality & Diversity issues other than through recruitment of staff. A central administering unit for doctoral education should be well placed to monitor and disseminate good practice in E&D.

**Communication, implementation and evaluation of the impact of any action agreed**

21. The working group will formulate a consultation plan. Initial tentative discussion has taken place in several committees including College PG Committees and Senatus Researcher Experience Committee with very strong support for the broad vision.

**Further information**

22. Authors

Antony Maciocia

Paddy Hadoke

Stephen Bowd

4 June 2019

Presenter

Antony Maciocia

**Freedom of Information**

23. Closed paper.



UNIVERSITY EXECUTIVE

25 June 2019

**Course Enhancement Questionnaires – Review and Recommendations**

**Description of paper**

1. This paper details the discussions and recommendations made following a review of the Course Enhancement Questionnaire (CEQ) Review process. The Review report accompanies this paper.

**Action requested/Recommendation**

2. University Executive is asked to approve the recommended changes to the CEQ policy.

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

**Risk Management**

8. No risks have been identified.

**Equality & Diversity**

9. An Equality Impact Assessment will be required subject to changes to the CEQ policy being approved.

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

**Consultation**

11. The review report has been developed following meetings of the Review Group which comprised Academic and Professional Service colleagues in Schools and Colleges. Early drafts have been circulated at both School and College level.

**Further information**

12. Author

Paula Webster  
Head of Student Data and Surveys  
10 June 2019

Presenter

Gavin Douglas  
Deputy Secretary Student Experience

**Freedom of Information**

13. Closed paper.



UNIVERSITY EXECUTIVE

25 June 2019

Staff Experience

**Description of paper**

1. This paper sets out an approach for addressing staff experience at the University. Building on work already underway, it describes a framework to follow through on the outcome of the staff survey and prioritise resource and establish focus on staff experience outcomes for current and future activity over the next 3 – 5 years.

**Action requested/Recommendation**

2. University Executive is asked to:

- i) **discuss** the approach;
- ii) **note** the work already underway;
- iii) **approve** the establishment and delegation of authority to new standing committees on Staff Experience and Equality, Diversity & Inclusion (EDI), and
- iv) **agree** the focus of future prioritisation and associated resources.

*Paragraphs 3-22 have been removed as exempt from release due to FOI.*

**Risk Management**

23. There is a risk that expertise and funding available will not be sufficient to deliver the plan year on year.

24. Staff and managers may not have the capacity to engage with this work.

25. Staff may object to changes, e.g. organisation structure changes to create shorter spans of control, a shift towards a more robust and overt performance management approach etc.

26. Current reward structures and policies do not support a performance-managed environment and performance-related reward and career development.

**Equality & Diversity**

27. There are no specific EDI issues arising from these proposals. The objective is to improve EDI across the University by investing senior energy and oversight. Any specific proposals arising from the operation and work of the committees will be subject to standard impact assessments and University Executive endorsed people policies.

**Next Steps & Communications**

28. If University Executive are content with the proposed approach, this will go to Policy and Resources Committee to agree that People Committee should be replaced by the activity led by the new Staff Experience and Equality, Diversity and Inclusion Committees. In parallel we will finalise proposed membership; firm up the project plan; and agree communications.

### **Consultation**

29. The proposed changes to governance have been shared with Nominations Committee and People Committee. Further discussion will be held with interested parties as part of the launch process.

### **Further Information**

30. Authors

James Saville  
Director of Human Resources  
Denise Nesbitt  
Deputy Director of HR

Presenter

Sarah Smith  
Vice-Principal Strategic Change &  
Governance

### **Freedom of Information**

31. This paper is closed.



UNIVERSITY EXECUTIVE

25 June 2019

**People Report  
(Incorporating work of People Committee and Human Resources)**

**Description of paper**

1. This paper provides an update on people related matters being taken forward by Human Resources and other University departments.

**Action requested/Recommendation**

2. The Executive is requested to note the content of this paper.

**Background and context**

3. This paper provides a summary of the matters considered at the last meeting of People Committee on 14 May 2019. It is a slight update on the paper presented to Policy and Resources Committee on 3 June 2019.

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

**Resource implications**

13. Resources will be met from within existing budgets unless outlined in the paper.

**Risk Management**

14. The University has a low risk appetite for both compliance risks and people risks.

**Equality & Diversity**

15. Equality issues will be considered on a case by case basis for each individual project/piece of work.

**Next steps/implications**

16. Future reports will be presented to each meeting of University Executive.

**Further information**

17. Author and Presenter

James Saville

Director of Human Resources

11 June 2019

**Freedom of Information**

18. This paper is closed.



UNIVERSITY EXECUTIVE

25 June 2019

Global Academies Review

**Description of paper**

1. The paper presents the conclusion from the review of the Global Academies that was completed early this year, and proposes the formation of one, restructured Global Academy.

**Action requested/Recommendation**

2. University Executive is asked to note the findings of the review, and comment on the proposed new Global Academy structure and governance arrangements. University Executive is asked to approve the establishment, launch and funding arrangements as outlined.

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

**Equality & Diversity**

15. The Global Academies have played a role in highlighting diversity on campus and much of the activities they deliver engage with various agendas around equality. There is little reason to expect that a re-configured global academy with more consistent institutional support and a more focused remit would not continue to make important contributions regarding equality and diversity.

**Next steps & Communications**

16. The most important next step is to agree an optimal governance structure. A directorate that includes representation from all three colleges and ensures both continuity with existing academy directors as well as bringing in fresh perspectives would be optimal. We will consult with other cross-college entities in order to inform an appropriate model. Allied to this the Global Academy needs to be more systematic in engaging with the academic community and working closely with the Research Support Office, Edinburgh Global and Communications and Marketing is important to ensure that the Academy reaches the entire community and engages with them effectively. If the University Executive is agreeable the new Global Academy should be launched in concert with the new university strategy.

**Consultation**

17. Consultation so far has included:

- Discussion at a Senior Leadership Team meeting
- The review itself involved interviews with 28 key stakeholders across the university, as well as inputs from the Academy Directors themselves.

**Further information**

18. Author

Professor James Smith  
Vice Principal International

Presenter

Professor Charlie Jeffery  
Senior Vice Principal



**Freedom of Information**

19. Closed – confidential, release would be prejudicial to business interests.



UNIVERSITY EXECUTIVE

25 June 2019

Director of Finance's Report

**Description of paper**

1. The paper reports on the latest<sup>1</sup> University management accounts (excluding subsidiaries) position up to the end of April 2019 (period nine) and provides a forecast Group comprehensive income position for 2018/19. Also included are various updates from the Finance department along with a Special Focus Update on catering and accommodation spend in quarters one and two from 2016/7 to 2018/19.

**Action requested/Recommendation**

2. The University Executive is asked to review and comment on the latest update.

**Background and context**

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

*Paragraphs 4-14 have been removed as exempt from release due to FOI.*

**Resource Implications**

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

*Paragraphs 16-17 have been removed as exempt from release due to FOI.*

**Equality & Diversity**

18. 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**

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

**Consultation**

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

**Further information**

21. Author

Rachael Robertson  
Deputy Director of Finance

Presenter

Rachael Robertson  
Deputy Director of Finance

Stuart Graham  
Head of FIRST (Financial Information,  
Reporting & Strategy Team)  
7 June 2019

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<sup>1</sup> At time of writing, full May (period ten) accounts were not available.

**Freedom of Information**

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



UNIVERSITY EXECUTIVE

25 June 2019

Project Bearing Update

**Description of paper**

1. This paper provides an update of progress against the Project Bearing plan following the Steering Group meeting on 14 May 2019 and presents the terms of reference for this project in 2019. Project Bearing is the University financial controls and assurance project for 2019, succeeding Project Book in 2016, Project Eagle in 2017 and Project Acorn in 2018.

**Action requested/Recommendation**

2. The University Executive is asked to consider and comment on the Project Bearing update in this paper.

*Paragraphs 3-18 have been removed as exempt from release due to FOI.*

**Resource implications**

19. There are no specific requests for additional resource. The core project team is supported by additional internal resource and external specialist resource as required.

**Risk Management**

20. Through the implementation of this plan we will provide the Risk Management Committee, Audit and Risk Committee and ultimately Court with the assurances they require to be confident that the risks of financial fraud and the effectiveness of financial controls and internal audit have been re-evaluated, reviewed and tested.

21. Key project risks and mitigations are detailed in the monthly Project Bearing Steering Group pack.

**Equality & Diversity**

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

**Next steps & communication**

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

24. This paper was also be presented to Audit and Risk Committee on 23 May and to the Policy and Resources Committee on 3 June.

**Consultation**

25. This paper has been reviewed by the Deputy Director of Finance.

**Further information**

26. Author

Julia Miflin  
Senior Financial Controls  
Accountant  
Finance

Presenter

Rachael Robertson  
Deputy Director of Finance

27 May 2019

**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 June 2019

**Anti-Bribery and Corruption Policy**

**Description of paper**

1. This paper provides the rationale for the review of the University's Anti-Bribery and Corruption Policy (ABC Policy) and the Code of Practice for Staff on Gifts, Hospitality and Other Benefits (GH Code).

**Action requested/Recommendation**

2. The University Executive is asked to approve the updated ABC Policy. Appendix 1 highlights the changes in this tracked document along with explanations of the key changes detailed in sections 8 to 14 of this paper.

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

**Risk Management**

17. Through the implementation of this plan we will provide the Risk Management Committee, Audit and Risk Committee and ultimately Court with the assurances they require to be confident that the risks of financial fraud and the effectiveness of financial controls and internal audit have been re-evaluated, reviewed and tested

**Equality & Diversity**

18. The Equality Impact Assessment (EqIA) has been completed as part of our specific statutory duty to assess the equality impact of the revised policy against the needs of the general Equality duty. We considered specific issues of equality and diversity in the ABC Policy review and there are no equality and diversity impacts identified in the EqIA

**Next steps & Communication**

19. The ABC Policy will be presented to Court in the Finance Director Update paper on 30 September 2019. Once approved by the University Executive, the updated ABC Policy will be presented to the Combined Joint Consultative Negotiative Committee (CJCNC) for approval.

20. The updated Policy will be published on the Finance and HR websites and communicated to staff by the Finance and HR Executives.

**Consultation**

21. This paper has been reviewed by the Deputy Director of Finance.

**Further information**

22. Author

Julia Miflin  
Senior Financial Controls Accountant  
29 May 2019

Presenter

Rachael Robertson  
Deputy Director of Finance

**Freedom of Information**

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



UNIVERSITY EXECUTIVE

25 June 2019

**A new University approach to health surveillance for staff**

**Description of paper**

1. This paper brings forward a request from the University's Health and Safety Committee to introduce a new University approach to health surveillance for all staff for approval by University Executive.

**Action requested/Recommendation**

2. University Executive is asked to approve the introduction of a consistent University approach to statutory health surveillance for all staff which will result in changes to the staff recruitment processes. This work will be undertaken by Human Resources and Health and Safety (Occupational Health Service).

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

**Equality and Diversity**

10. An Equality Impact Assessment (EIA) will be required when the process is produced. It is envisaged that, as this is a statutory requirement, there should be no adverse impact of introducing the standardised assessment. It is also where staff identify, as part of health surveillance, that reasonable adjustments are required that this is now undertaken at an appropriate stage, which will be described in the EIA.

**Consultation**

11. The University Health and Safety Committee, which has attendance of all Health and Safety representatives from the three Trade Unions has agreed with the proposal.

**Next steps and communication**

12. Human Resources have undertaken an initial review of how the process will be changed and, with this support, will instruct relevant work to commence in planning the work design for the University process, and agree the timeframe for delivery, with Health and Safety (OHS) being key stakeholders.

13. Author

Suzanne Thompson  
Director of Health and Safety

Presenter

Hugh Edmiston  
Vice Principal of Business Development  
and Director of Corporate Services

**Freedom of Information**

14. This paper is closed.





UNIVERSITY EXECUTIVE

25 June 2019

REF update

**Description of paper**

1. This paper outlines current REF activities and near future milestones.

**Action requested/Recommendation**

2. This paper is for information only.

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

**Resource implications**

10. There are no additional resource implications.

**Risk Management**

11. Much of the Review builds on the 2018 mock REF and College mock REFs planned for this summer, but gives chance for the REF Board to have oversight and suggest feedback. This is designed to mitigate some risks in submission in 2020.

**Equality & Diversity**

12. There are no additional equality and diversity requirements.

**Next steps & Communications**

13. Members of the REF board will receive a more detailed presentation of the Review at the 1 July meeting.

**Consultation**

14. The REF network covers all schools, units of assessment, the Library and Governance and Strategic Planning, with governance from the REF Board.

**Further information**

15. Author

Dr Charlotte Brady  
REF Project Manager

Presenter

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

June 2019

**Freedom of Information**

16. This paper is closed as it covers current sensitive business operations.



UNIVERSITY EXECUTIVE

25 June 2019

**Closure of Agreed Management Actions from Internal Audit Reviews**

**Description of paper**

1. This paper provides an update on the status and process for ongoing management and reporting of closure of agreed management actions arising from Internal Audit reviews.

**Action requested/Recommendation**

2. The Executive Team are requested to note the paper and support closure of open management actions included in the paper within their own areas of responsibility.

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

**Risk Management**

10. Follow up and closure of agreed management actions arising from Internal Audit reviews is an important element of the University's overall governance and control framework and contributes to the University's overall management of risk.

**Equality & Diversity**

11. No specific considerations.

**Next steps & Communications**

12. The University Executive Team members are requested to note the paper and support and facilitate closure of open management actions included in the paper within their own areas of responsibility.

13. Internal Audit will present a further status update to the next meeting of the University Executive and to the forthcoming Audit & Risk Committee meeting in late August 2019.

**Consultation**

14. All agreed action owners will be contacted for status updates.

**Further information**

15. Author

Paul McGinty  
Head of Internal Audit

Presenter

Leigh Chalmers  
Director of Legal Services

**Freedom of Information**

16. This paper is closed.



UNIVERSITY EXECUTIVE

25 June 2019

**Implementing the Prevent Duty: June 2019 Update**

**Description of paper**

1. This short annual report updates the Executive on the implementation of the Prevent duty at the University from July 2018 to June 2019.

**Action requested/Recommendation**

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

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

**Resource implications**

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

**Risk Management**

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

**Equality & Diversity**

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

**Next steps/implications**

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

**Consultation**

10. The report has also been submitted to Court for review.

**Further information**

11. Author & Presenter

Gavin Douglas

Deputy Secretary, Student Experience

June 2019

**Freedom of Information**

12. Closed paper.



UNIVERSITY EXECUTIVE

25 June 2019

**Chair in Chemical Engineering Technology**

**Description of paper**

1. The School of Engineering wishes to recruit a new Chair who will also assume responsibility as the Director of Discipline of Chemical Engineering Technology.

**Action requested/Recommendation**

2. The University Executive is invited to approve the establishment of this Chair of Chemical Engineering Technology.

**Background and context**

3. The School wishes to establish a Chair in Chemical Engineering Technology.

4. The process to create, re-name or remove substantive Chairs requires University Executive approval. In taking any new Chair request forward, Schools must seek the approval of their Head of College outlining in full the reasons for the investment and the financial implications of such a request. This process has been completed.

**Discussion**

5. The Chair will provide strategic leadership and management of teaching activity in the Chemical Engineering Discipline and will maintain and develop the international excellence of the School's teaching in the Discipline. The Chair will provide intellectual vision and strategic direction for research, working within the Research Institute for Materials and Processes. On an equal footing with the research abilities, the leadership and management attributes of the successful candidate are critical to success in this role and the associated responsibilities include:

- Develop Discipline teaching objectives aligned with the School, College and University strategies and externally with the relevant professional Institution requirements for accreditation.
- Liaise with Director of Learning and Teaching, Degree Programme Manager (DPM) and the other Directors of Discipline to identify necessary development of teaching classroom and laboratory space and equipment.
- Engage with the Director of Learning and Teaching on activities relating to strategic issues affecting all Disciplines, particularly to achieve improved efficiency in degree programme delivery.
- Line manage academic staff in the Chemical Engineering Discipline, supporting recruitment, career development and retention activities among staff in the Discipline to build and maintain capacity in the School. Allocate teaching duties to academic staff in the discipline, being mindful of and supporting staff wellbeing when allocating duties.
- Oversee the implementation of the University's HR policies and manage and authorise staff absence: Annual leave, sick leave, special leave and work-related absence.
- Manage communication of new School, College and University regulations and guidance as pertains to teaching in the Discipline.

- Create and maintain a positive and collegiate environment, with an emphasis on communication and mutual respect, in which individual members of staff are engaged and their contributions are encouraged and recognised.
- Where change is needed, contribute to its implementation through effective communication, ensuring that Teaching Discipline staff and students understand the need for any and all changes.
- Implement targeted activity to improve the student experience in the School and the School's performance in national and international league tables / assessments, including the National Student Survey.
- Ensure that Personal Tutors take a proactive interest in the wellbeing of their personal tutees.
- Convene regular meetings of academic staff teaching in the Discipline.

6. The School has considered the current organisational financial context, and has prioritised the recruitment to this post from among its proposed investment posts in 2019/2020.

7. Given the issues identified by the external review panel, there is no feasible alternative to an external appointment.

#### **Resource implications**

8. Funding for the Chair will be met by the Engineering core budget and this recruitment has been approved by the Head of the College of Science and Engineering.

#### **Risk Management**

9. There are no significant risks with the establishment of this Chair, but not proceeding will have a detrimental effect on the members of the Chemical Engineering Discipline and there are some risks of further deterioration of the student experience.

#### **Equality & Diversity**

10. The culture of the School of Engineering is open and diverse and we are committed to reflecting that in our appointment process.

#### **Next steps & Communications**

11. If this proposal is approved by the University Executive, a Resolution will be drafted to formally establish the Chair.

#### **Consultation**

12. As Head of College, Vice-Principal Professor Dave Robertson is content with the paper.

**Further information**13. Author

Professor Conchúr Ó Brádaigh  
Head of School  
4 June 2019

Presenter

Vice-Principal Professor Dave Robertson  
Head of College of Science & Engineering

**Freedom of Information**

## 14. Open.



25 June 2019

**Proposal to establish a new Chair in the Edinburgh Medical School: Molecular, Genetic and Population Health Sciences**

**Description of paper**

1. The Edinburgh Medical School: Molecular Genetic and Population Health Sciences within the College of Medicine and Veterinary Medicine wishes to establish a Chair of Infectious Diseases and HIV.

**Action requested/Recommendation**

2. University Executive is asked to approve the establishment of the Chair of Infectious Diseases and HIV.

**Background and context**

3. The Edinburgh Medical School: Molecular, Genetic and Population Health Sciences seeks approval to establish a Chair of Infectious Diseases and HIV. The Chair will be located in the Centre for Global Health Research within the Usher Institute of Population Health Sciences and Informatics, with close links to the Centres of Medical Informatics, Global Health Research, and Biomedicine, Self and Society and to Professor David Dockrell, Chair of Infection Medicine, and his group in the Centre for Inflammation Research. The Chair will contribute to the University's strategic goals of excellence in Research and Learning and Teaching.

**Discussion**

4. Infectious Diseases and HIV remain important causes of global burden of disease. The development of a research programme in this field will complement existing research within the Centre for Global Health Research and will help form collaborative links across the University within Edinburgh Infectious Diseases. This will also make an important contribution to the expertise available to deliver teaching on communicable disease control within the Master of Public Health on campus and online courses in the Usher Institute. Such research requires multiple interdisciplinary skills, including expertise in epidemiological, clinical, public health and health services research. There is a need to enhance the teaching and training of under and post graduate students and clinicians in these key areas of clinical and translational research.

5. Through undertaking programmes of collaborative research at an international standard, the proposed Chair will develop a programme of research in Infectious Diseases and HIV, both in the UK and internationally. The University has identified a candidate with exceptional skills, who has particular expertise in these fields. Her work has been published in the world's foremost medical journals and has influenced clinical guidelines and practice both in the UK and internationally.

6. The post will be based at the Centre for Global Health Research within the Usher Institute of Population Health Sciences and Informatics, with strong links across the College of Medicine and Veterinary Medicine and across the University more generally.

A candidate with a very high international reputation and an excellent track-record of both original research and training and grant awards of the highest level has been identified.

### **Resource implications**

7. Funding for the salary of the Chair will be met by the Edinburgh Medical School: Molecular, Genetic and Population Health Sciences' core budget, and is included in the current budget.

### **Risk Management**

8. There are no significant risks associated with the establishment of this Chair.

### **Equality & Diversity**

9. Good practice in respect of equality and diversity issues will be followed in taking forward an appointment to this Chair.

### **Next steps/implications**

10. If this proposal is approved a Resolution will be drafted to formally establish the Chair.

### **Consultation**

11. Professor Moira Whyte, Vice-Principal and Head of College of Medicine and Veterinary Medicine is content with this paper.

### **Further information**

12. Further information can be supplied by Professor Harry Campbell, Dean of Molecular, Genetic and Population Health Sciences.

13. Author

Vivien M Smith  
Head of Deanery Administration

24 May 2019

Presenter

Professor Moira Whyte  
Vice-Principal and Head of College of  
Medicine and Veterinary Medicine

### **Freedom of Information**

14. This paper can be included in open business.