THE UNIVERSITY *of* EDINBURGH

UNIVERSITY EXECUTIVE
Raeburn Room, Old College
23 September 2019, 10 am

AGENDA

1 Minute A1
To *approve* the Minute of the previous meeting held on 29 August 2019.

2 Matters Arising & Action Log A2
To *raise* any matters arising.

3 Principal's Communications Verbal
To *receive* an update from the Principal.

DISCUSSION ITEMS

4 Student and Staff Experience
To *consider*, *comment* and *approve* the papers from Gavin Douglas,
Deputy Secretary, Student Experience.
- **Student Support and Personal Tutor Project – Update** B1
- **Students' Emergency Contact Information** B2
- **Suggestion Box Update** B3

5 Research
To *consider*, *comment* and *approve* the papers from Professor Jonathan
Seckl, Vice-Principal Planning, Resources and Research Policy.
- **2018/19 End of Year Research Performance Summary** C1
- **Improving Research Performance at the University** C2

6 Approach to the 2020-23 Planning Round Cycle D
To *consider* and *approve* the paper from Tracey Slaven, Deputy
Secretary, Strategic Planning.

7 Finance
To *consider* and *approve* the papers from Lee Hamill, Director of
Finance.
- **Director of Finance's Report** E1
- **Gifts & Hospitality Policy** E2

8 Information Security Essentials & Data Protection User Awareness F
Training Course – Completion Rates
To *consider* and *approve* the paper from Gavin McLachlan, Vice-
Principal and Chief Information Officer.

ITEMS FOR NOTING OR FORMAL APPROVAL

9 People Report G
To *note*.

10 **Joint PhD Programme with the University of Glasgow - Recruiting**   **H**
       the Second Cohort of Students
       To _approve_.

11 **University Executive Communications**   **Verbal**
       To _note_ the key messages to be communicated.

12 **Any Other Business**   **Verbal**
       To _consider_ any other matters by UE members.

13 **Date of Next Meeting**
       Tuesday 22 October 2019 at 10am in the Raeburn Room.

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29 August 2019

[Draft] Minute

Present:	Peter Mathieson (Convener) David Argyle, Leigh Chalmers, Chris Cox, Gavin Douglas, Hugh Edmiston, David Gray, Lee Hamill, Gary Jebb, Wendy Loretto, Gavin McLachlan, Theresa Merrick, Dorothy Miell, James Saville, James Smith, Sarah Smith, Andrew Wilson and Moira Whyte.
In attendance:	Dave Gorman (for item 4), Steven Poliri (for item 5), Fiona Boyd and Kirstie Graham.
Apologies:	Sarah Cunningham-Burley, Richard Kenway, Andrew Morris, Dave Robertson, Jonathan Seckl, Tracey Slaven and Sandy Tudhope.

1   Minute   Paper A1

Prior to the start of the meeting, the University Executive was informed of two new members: Sarah Cunningham-Burley, University Lead on Equality, Diversity and Inclusion and Sandy Tudhope, University Lead on Climate Responsibility and Sustainability.

The Minute of the meeting held on 30 July 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 that he would shortly be circulating a 'welcome' message to new and returning staff and students; there would be a climate day of action on 20 September which the University was supporting, there had been discussion with student representatives and staff and students would be encouraged to take 30mins to engage in a range of events; the strategic plan was approaching its launch date and there was discussion on how committees and groups could engage with the new plan; work was ongoing on staff experience, with one of the strands emerging from the staff survey around bullying and harassment, where the University already had rigorous processes but was looking to continuously improve; finally Brexit, where the risk of 'no deal' had increased and staff were encouraged to revisit the earlier contingency planning for this, with the Business Continuity Officer and team available to provide advice and support.

DISCUSSION ITEMS

4   Responding to the Climate Emergency – Next Steps   Paper B

Dave Gorman, Director of Social Responsibility and Sustainability, spoke to his paper, which moved forward the discussions and actions agreed at the Strategic Away Day in the areas of: climate conscious travel; carbon offsetting; developing a planetary resilience/post carbon institute; working with the City of Edinburgh Council; and reducing carbon use through behavioural change. The Executive had previously agreed these as areas to develop actions and in discussion the following points emerged:

- Any proposed levy on aviation would need to be carefully planned and communicated, in order that it was seen as a constructive contribution to work on addressing the climate emergency. It was important not to underestimate potential resistance to this, as evidenced by responses to the proposed sustainable IT policy.
- It had been agreed that we should look for ways to offset carbon through tree planting, but this did not necessarily require land purchase, there could be work with landowners in this area, being clear this is part of a climate strategy and was not instead of, but was alongside, behavioural change and carbon reduction.
- Although it was important to work constructively with the City of Edinburgh Council, this was separate to the ongoing City Deal work and it would be important to manage expectations in the light of current Council resource pressures.
- We need to think strategically, considering alignment with other priority areas, ensuring we understand and are content with the balance of cost and sustainability on all our projects. There would be a challenge in marrying our desire to move the climate agenda forward with the need to ensure a joined up approach across all our activities so that a compelling vision was communicated and understood.

The overall direction of travel was approved, with a further update to return to a future meeting.

**5   Student Residential Accommodation Strategy 2018-2028   Paper C
       Annual Update**

The Executive was informed of the context for the Strategy update, which was based on a detailed analysis of future demand and bed requirements aligned with ongoing discussions around size and shape. There was a walk through of the growth projections and anticipated stock movement which showed the scale of additional bed requirements based on the current accommodation guarantee.   There was agreement that the University should seek to own and manage student accommodation as far as is possible, this was the preferred model for students and provided greater resilience, so opportunities to further increase stock should be pursued. The importance of labour intensive community engagement and effective communication was noted. The Executive was content to approve the Student Residential Accommodation Strategy 2018-2028 Annual Update, noting this would

progress to Policy and Resources Committee and Court. It was further noted that the size and shape discussions had not concluded, so whilst it had been necessary to use the current data in shaping the strategy, the document itself should be communicated carefully as the numbers on which projections were based were not final.

6   Global Open Finance Centre of Excellence Corporate Structure   Paper D

The Executive considered a planned bid to the Strength in Excellence Fund, a competitive funding stream led by UK Research and Innovation, in respect of establishment of a Global Open Finance Centre of Excellence. Members were informed that this was a cornerstone project for Data Driven Innovation. If the bid is successful, it will require the incorporation of a company limited by guarantee and it was noted there were a number of areas that it was not possible to firm up until the outcome of the bid was known. There was discussion about the role of other parties in creating and agreeing the structure and the ownership of any research.

The Executive was content to support the submission of the bid, noting that if it was successful a firm proposal would return for consideration and progression through Policy and Resources Committee to Court.

7   Edinburgh BioQuarter Update   Paper E

The Executive considered a progress update on the present informal collaborative partnership with Scottish Enterprise, the City of Edinburgh Council and NHS Lothian towards the creation of a joint venture arrangement and the plans for securing a major commercial partner. Members noted the challenges in reaching this stage and the opportunities presented. The Executive was supportive of this progressing to the next stage of creating a separate legal entity and seeking a major financial investor, noting that if a commercial partner cannot be secured then this will require to be revisited. The proposal will now progress through Policy and Resources Committee to Court.

8   Director of Finance's Report   Paper F

The Director of Finance reported on the updated draft unaudited Group Statement of Comprehensive Income as at July 2019, noting the underlying operating surplus was favourable to budget, however the USS pension movement would lead to an on-paper deficit for the year, in common with the rest of the sector. He provided a brief update on the latest position in relation to the USS pension scheme and it was noted that the Unions planned to ballot for industrial action on both pensions and pay.   The University had been holding a series of pension seminars for staff that had been well attended and received. The update on procurement savings and special focus update on surplus and cash were noted.

ITEMS FOR NOTING OR FORMAL APPROVAL

9   Service Excellence Programme Update   **Paper G**

The Executive noted the update on the Service Excellence Programme following the most recent SEP Board in June 2019 and the completion of an independent external assurance gateway review.

10   People Report   **Paper H**

The Executive noted the People Report and the first meeting of the Staff Experience Committee.

11   Space Strategy Group Report   **Paper I**

The Executive noted the report, including the request to approve the hire of Edinburgh International Conference Centre (EICC) for exams in December 2019. In discussion, members raised concerns about using non-University buildings; agreed core University business should be prioritised over commercial activity; and noted the issue of the volume of examinations would be addressed longer term through curriculum review. With those caveats noted, the request was approved. The Executive noted the issue of teaching on Wednesday afternoons was a subject that would merit further consideration.

12   Closure of Agreed Management Actions from Internal Audit   **Paper J**

The Executive noted the current status of closure of agreed management actions arising from Internal Audit reviews. Although this was progressing the right direction, members were encouraged to engage with the internal audit service on outstanding management actions to ensure these were still appropriate and to agree the process for closing these.

13   China Merchants Group Partnership Opportunity – July 2019   **Paper K**

The Executive noted the update on the proposed development of a strategic partnership between the University and the China Merchants Group.

14   Confirmation of Committee Chairs   **Paper L**

The Executive noted the leadership of various University wide Committees and Groups at the start of Academic Year 2019/2020 following changes to the Vice-Principals of the University.

15   Proposal for the Establishment of a Chair   **Paper M**

The Executive approved the creation of a Chair of Behavioural Sciences in the College of Medicine and Veterinary Medicine.

16   University Executive Communications   **Verbal**

The Executive agreed there would be communication on the strategic plan and sustainability initiatives; Brexit; Service Excellence Programme; the Staff Experience Committee and the new Chair.

17   Date of Next Meeting

The next meeting will take place on Tuesday 23 September 2019 at 10 am in the Raeburn Room.

THE UNIVERSITY *of* EDINBURGH

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23 September 2019

Student Support and Personal Tutor Project - Update

Description of paper
1.   This paper provides the University Executive with an update on the review of Student Support and Personal Tutoring.

2.   This paper summarises the key themes which have emerged to date, the three models of future ways of working which are currently under consultation with students and staff, an overview of the opportunities for students and staff to take part in the consultation process, and project timelines.

Action required/ recommendation
3.   The University Executive is asked to **comment on and note** this paper.

Background and Context
4.   The University introduced the Personal Tutor (PT) system in September 2012 (UG) and 2013 (PGT) along with the creation of Student Support Teams (SST) in each school to provide administrative support for Personal Tutors.

5.   In 2017 and 2018, a number of reviews/surveys identified that, while PT/SST provision is clearly effective in some areas, satisfaction with the PT system overall is declining year on year, dropping in the National Student Survey (NSS), for example, from 68% in 2017 to 61% in 2019 . A forthcoming analysis for Senate Education Committee of free text comments on this topic in the NSS states that:

> There are very disparate views around Personal Tutors in the University, as the experience naturally differs from one student to another. Whilst multiple students found their experience with their tutor to be fantastic, many other students were dissatisfied. Comments cite lack of contact with the Personal Tutor, leading to a very impersonal relationship wherein the student is not comfortable going to their tutor for support. Some students also feel that their Personal Tutor does not know how to perform their duties, and the students tend to blame the system for this, requesting it be reassessed.

6.   A UoE Internal Audit on SST in August 2017, and a CAHSS review of Personal Tutoring from September 2018 identified further areas to focus on in a review project. University Executive agreed to a "nothing off the table" review of student support to be carried out in 2019 with a commitment for proposals for change to be brought to the Executive by December 2019.

7.   *Project governance*
- The Student Administration & Support (SA&S) Board is responsible to the Service Excellence Programme Board for approval of the overall design of professional service student support report;
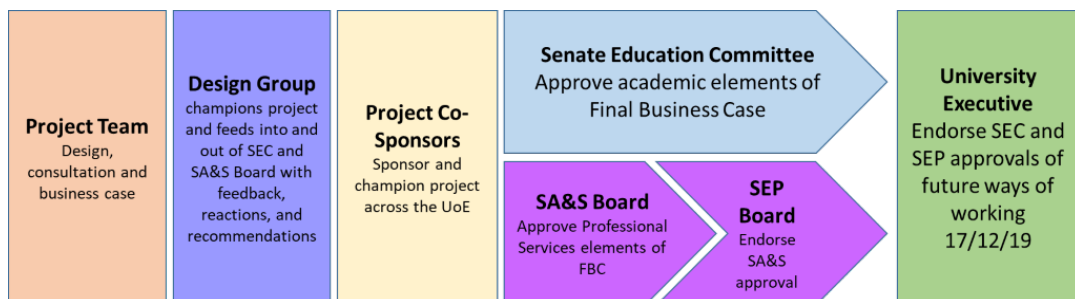- Senate Education Committee (SEC) is responsible for approval of

Academic support and advice element reports;
- The Executive will be asked to endorse the entire set of proposals and approve the final business case.

8. The project is co-sponsored by incoming Vice-Principal Students Colm Harmon (replacing Senior Vice-Principal Charlie Jeffery) and Deputy Secretary Student Experience Gavin Douglas.

9. *Project delivery*
- the project is delivered within the structure of the Student Administration & Support Programme which provides project management, implementation planning and implementation in due course, subject to resources, and line management.
- A Design Group is established to have oversight of the project, with the following remit:

    i. Responsible to the SA&S/SEP Board for the overall design of student support and to the Senate Education Committee for academic aspects of this overall design;
    ii. Provides oversight of work in line with agreed design principles, evaluation criteria and project plan;
    iii. Signs off completed deliverables, provides recommendations to the SA&S/SEP Board and Senate Education Committee for approval and that key milestones and deliverables can be closed;
    iv. Signs off scope and high level plans for each stage of the project;
    v. Responsible for supporting the team to deliver the project objectives;
    vi. Responsible for communicating with key stakeholders across the University;
    vii. Provides operational support for the project, taking ownership of risk and supporting the mitigation of risk and the resolution of issues.

10. The group was chaired by SVP Charlie Jeffery, with VPS Colm Harmon taking over from October. The group includes Heads of Schools, Senior Tutors, Students' Association VPs, and senior Professional Services leaders from across all Colleges and central functions.

11. *Scope and objectives*

- The primary objective of the project is to obtain approval, from both the Senate Education Committee (SEC), and the Service Excellence Student Administration and Support (SA&S) Programme Board, for a recommended

model for student support. Depending on the outcomes of the consultation, that model may or may not be "a one size fits all" approach, ie there may be different approaches in schools where specific different needs are to be met.

- This will ensure progress towards the Student Experience Action Plan (StEAP) objective [s8.3.1] that "…that students have consistent access to high quality support with academic, personal / pastoral, professional and career issues."

- The project team has been tasked with reviewing the following for all taught students (PGR students are out of scope):
  o Personal Tutor provision;
  o Student Support teams;
  o how the latter relate to other services (such as careers and counselling), but not these services themselves;
  o the physical spaces and environments in which support is delivered;
  o the systems used and;
  o the potential for using learner / data analytics.

- The project team work to an agreed set of design principles, which are set out in Appendix 1.

Discussion
12. *Review of current state/position*
- Between April and July, the team had conversations with colleagues from across every school and deanery, College offices and Deans, central specialist services, as well as speaking with counterparts across 16 different universities in the UK and North America, and attending a number of conferences covering student support, tutoring and broader student experiences. Using this information, the team has been able to build a comprehensive picture of how we currently support our students, and develop ideas for potential different ways of working in the future.

- Across the University, there is much evidence of the enormous commitment shown by personal tutors and student support staff across the University to their roles, the very positive impact which personal tutors and student support teams can have on students' experience of University and of how very rewarding personal tutoring and student support roles can be to those performing them. In crisis situations, there were powerful examples of different parts of the University support structure working together effectively to support students.

- However, it is also clear that personal tutors and student support teams are facing growing challenges and that the system is under pressure, in part due to the expansion of the University in recent years, across all levels and modes of study; in part due to wider societal changes / expectations; and in part due to inherent weaknesses in the system itself (eg that some staff are required to be PT's who are not well suited to this role.)

- The key themes which challenge and expose the University to potential risk are listed below:

    o Lack of clarity of roles and responsibilities;
    o How we reward, recognise and develop our colleagues;
    o Mixed, ambiguous and sometimes mismanaged communications, expectations and understanding of how we deliver student support and what it is;
    o The need to differentiate between time spent on transactional vs developmental discussions;
    o The important role of induction, orientation and peer networks in the student support eco-system;
    o The potential to use our Data and Systems better in order to inform conversations and identify possible challenges;
    o The importance of visible, accessible and inclusive support – both the people involved and the spaces in which this happens;
    o Vocational / Regulated Degrees not always fully supported by current system.

13. *Overview of potential models being presented for consultation and evaluation*
    - Three differentiated models of support will be presented for review, evaluation, debate and discussion as part of the consultation period. The intention is not for students and staff to 'pick' one model, but to evaluate the elements of each, in order to understand what may work best in particular contexts, and where there may be particular barriers or challenges. The models are presented in summary form below. They differ mainly in the following areas:
        o The nature and volume of work undertaken by academic staff;
        o The numbers and type of academic staff that provide support;
        o The balance between support from academic staff and support from professional services staff;
        o The location of support for mental health and wellbeing, personal/professional and academic development.

    Model 1:
    - Each student has a named academic who is responsible for:
        o welcoming a group of students to their programme;
        o having discussions relating to course choice, progression and their academic discipline with these students (in groups and individually); and
        o being an initial point of contact for those students in the group who may need extra support
    - Academics who take this role take on a larger caseload than is currently the norm for PT's so there are fewer academics taking on this role than currently act as PT's. However academics are appointed because they are well-suited to their role. They are also trained and appropriately recognised and rewarded.
    - (This part of the model is very similar to that currently operated by the School of Chemistry.)

- Restructured Student Administration and Support teams in each school (or, where necessary, across clusters of schools), deliver a range of locally delivered and enhanced support for academic, wellbeing and personal skills development, as well as teaching administration and organisation.

Model 2:
- Each student has a named academic who is responsible for group welcome, orientation and reflection activities but *not* for matters such as course choice, progression or being an initial point of contact for those students in the group who may need extra support. (These matters are dealt with by professional services colleagues in the Student Administration and Support team).
- Academics who take this role take on a larger caseload than is currently the norm for PT's so there are fewer academics taking on this role than currently act as PT's. However academics are appointed because they are well-suited to their role. They are also trained and appropriately recognised and rewarded.
- Students are encouraged to take personal accountability for their own learning and development; they are encouraged to connect with staff related to their area of academic interest.
- Students have a named advisor (a professional services colleague) for discussions about course choice, progression, development etc
- Students will also be able to access more specialised and locally delivered wellbeing support from their Student Administration and Support team.

Model 3:
- Each student has a named academic Programme Director (which may be a role shared across a small team of academics, depending on the size of programme)
- The Programme Director(s) will lead on welcome, community building and orientation activities for their programme
- Students will be encouraged to connect directly with teaching staff related to their area of academic interest (in office hours etc)
- Students have a named advisor (a professional services colleague) for discussions about course choice, progression etc
- Students will also be able to access more specialised and locally delivered wellbeing support from their Student Administration and Support team.

The more detailed versions of these models incorporate further areas for consideration such as:
- The potential / need for learning advisors – "para-academics" who can provide subject-specific support to students in their chosen discipline;
- The structure of wider, cross-University support for academic, professional and personal development;
- The role of peer support and peer-assisted learning.

Consultation process

14. The consultation on future ways of supporting our students was launched in an All Staff Email by Project Sponsor, Gavin Douglas, on Tuesday 27 August. A student launch will be sent w/c 16 September to All Taught Students by Gavin Douglas and the Students' Association.

15. Over the first half of Semester One, the project team will be sharing with staff and students the findings from the review and discussing the potential new models for supporting our students. We are planning and promoting across the campuses a series of:

- Town hall presentations
- Facilitated workshop activities
- Roadshows
- Pop-up events
- Online feedback via our SharePoint info hub
- Briefings at key College and University-wide committees.

16. The project team has created a consultation page on the project team's SharePoint Info Hub which has at time of writing had 8,611 visits (2,019 unique viewers). This site will be kept up to date with information about consultation events, emerging feedback from the discussions with staff and students, and all materials relevant to the project.

https://uoe.sharepoint.com/sites/StudentSupportandPersonalTutorReview

Project and Decision Timelines

17. The governing groups will be meeting as follows:

10 September	SA&S Board	Update on project
23 September	University Executive	Update on project
9 October	Senate Education Committee	Update on project
21 October	SA&S Board	Skeleton of Outline Business Case (please note, consultation not yet closed)
22 October	University Executive	Skeleton of Outline Business Case (OBC)
13 November	Senate Education Committee	OBC
19 November	University Executive	OBC
3 December	SA&S Board	Draft Final Business Case (FBC)
17 December	University Executive	FBC for approval

Resource implications
18. The final recommendations will be accompanied by a business case that sets out the resource implications of any proposed changes.

Risk Management
19.

Risks	Planned Mitigation
No December meeting of SEC	Papers to be circulated digitally
OBC drafting overlaps with end of consultation period	Transparent in consultation communications about this overlap; may need to reflect changes to OBC at short notice after October governance meetings
Risk of OBC not being approved in order to progress to FBC	Working with governance groups in advance to understand points of possible resistance and concern
Limited time between OBC and FBC	To be determined
Availability of other resources (including HR and Finance) to feed into this work	Planning now for resource allocation and will escalate in late September if insufficient resource available.

20. **Equality & Diversity**
Final recommendations will be subject to a full EQiA before being brought to Executive

Next steps
21. The team will continue with the widespread University communications and consultation. A further update including skeleton business case will be brought to Executive in October 2019.

Further information
22. *Author*   *Presenter*
    Rosalyn Claase   Gavin Douglas
    Senior Design Lead   Deputy Secretary, Student Experience
    Service Excellence Programme

Appendix 1 – Design Principles

The Design Group agreed upon the following Design Principles to inform how any future models should be built:

- We will have a shared understanding and clear communication of the terminology and meanings related to student support and development
- Our colleagues have diverse skillsets and expertise (academic, professional services and technical) and these should be trained, supported and developed appropriately
- We will release academics' time
- All students will have equal opportunity to access support, through a variety of mechanisms, both online and in-person, recognising that there will be a baseline level for all, and some may require more frequent and specialised support
- Data analytics will be used sensibly, transparently and consistently using standard and integrated systems
- The development of academic and personal skills, and the colleagues supporting this, needs to be integrated to a greater extent into our curricula
- Activities which build social and peer networks in a participatory fashion, enabling students to transition into this phase of their academic life and identify with their peers and subject, should be built into our support
- Every student will have the opportunity to build a relationship with a member of their school staff who is concerned with helping them get the most from their studies, providing support and encouragement to do so
- Location, campus, nature of school (single / multi discipline, size), and estate play a role in the way support is provided
- Degree programmes which are traditionally vocational or professional may need different support.

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23 September 2019

Students' Emergency Contact Information

Description of paper
1.   This paper brings together 3 linked issues on the topic of when and how we should contact a student's emergency contacts: (a) it updates the University Executive on the position regarding University staff contacting a student's nominated "emergency contact"; (b) it makes recommendations on whether new and returning students should be required at the start of the academic year to provide information on their term-time address; and their nominated emergency contact; and (c) it sets out the implications, benefits and risks of adopting the University of Bristol "opt-in" scheme.

Action requested/Recommendation
2.   University Executive is asked to note and approve the paper.

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

Risk Management
19. This work is designed to reduce risks to students' health and wellbeing and to ensure appropriate action is taken as early as possible to facilitate student's safety.

Equality & Diversity
20. There are no equality and diversity issues associated with the specific elements of this work.

Next steps & Communications
21. Subject to the University Executive's views, collaborative work across Wellbeing Services, Student Systems and Administration, Colleges and Schools will continue to progress this work.

Consultation
22. Further consultation with staff and students will be required in order to move forward with this work.

Further information
23. *Author*   *Presenter*
     Andy Shanks   Gavin Douglas
     Director of Student Wellbeing   Deputy Secretary
     2 September 2019   Student Experience

Freedom of Information
24. This paper is closed.

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23 September 2019

Suggestion Box Update

Description of paper

1. This paper provides an update on the 'Have Your Say' suggestion box, summarising the suggestions received, the responses provided by University departments and asks the University Executive to discuss the future of the suggestion box.

Action requested / Recommendation

2. The University Executive is asked to: (i) note the update; and (ii) consider the options for the future of the suggestion box scheme.

Background and context

3. In November 2018, an anonymous suggestion box was created for staff and students. Suggestion box provides an opportunity to let us know about good practice, as well as ideas to enhance student and/or staff experience. Suggestions are submitted through an external web site to ensure anonymity.

4. Suggestion box has been in operation for 6 months. It was publicised in several emails from the Principal and in the fortnightly student newsletter. In the period to 1 May 2019, 176 suggestions have been submitted, 83 from students and 93 from staff.

5. Suggestion box was developed as a pilot scheme and now needs to be reviewed to decide on next steps for the scheme.

Discussion

Suggestion key themes

6. The top three topics for student suggestions were:
   1. Wellbeing and health suggestions, focussing on wait times for access to the student counselling service and the number of counsellors available.
   2. Academic suggestions primarily commenting on the lack of use of lecture recording facilities. Since the publication of the new policy on lecture recording in January, no further suggestions were received on this topic.
   3. Catering facility suggestions requesting additional options for cheaper meals, including external vendors, and access to microwaves near study spaces 24 hours per day.

7. The top three topics for staff suggestions:
   1. Working culture suggestions covering topics ranging from bullying, workload and management skills.
   2. Pay and reward suggestions relating to pay not matching inflation, pay discrepancies between internal and externally recruited grade 10 academic staff and tutor pay.
   3. Facilities and estates suggestions on a variety of topics from parking to broken doors to toilet facility cleanliness.

Responses to suggestions

8. The department or area that a suggestion was most relevant to was asked to consider how the suggestion could be taken forward and to provide a response. Whilst there was dialogue with services, this was not always engaging or responsive which led to challenges in gathering meaningful and publishable responses. To improve the student and staff experience voice, there perhaps needs to be more openness to generate innovation from student and staff suggestions.

Evaluation

9. 50% of both student and staff suggestions received required a signposting response to existing policy or practice, indicating a need to improve communication and access to information.

10. Student suggestions generally focussed on University wide services, and not on Schools, indicating that a route to provide School level suggestions already exists. From the suggestions received, the same opportunities for students to provide feedback to University wide services are not clear and need to be better communicated.

11. Suggestions received to date have been reviewed by the most relevant service. Many of the suggestions were interconnected and our approach has perhaps led to the scheme being less successful e.g. several requests were received requesting more affordable meal options on campus, including external vendors, and for microwaves to be available in the library. These suggestions were sent to Accommodation, Catering and Events and Information Services, respectively, for responses. As they are related to the need for affordable and accessible eating options while studying on campus the response could have been more positive had they been reviewed holistically rather than within organisational silos.

12. Gathering responses for the suggestions has been challenging, with engagement and the quality of responses varying significantly. Pockets of good practice have been identified e.g. the Estates team have engaged fully with the process via their service improvement team and are incorporating the suggestions received into their existing service review process. If suggestion box continues, consideration should be given as to how this fits with an ethos of continuous service improvement within department plans.

13. Suggestions are currently received via an anonymous form. While anonymity is useful, this reduces the ability to reply directly when additional information would be useful when responding. Should the suggestion box continue, an option to provide an email address should be added to enable a direct response.

Next steps

14. Options for University Executive to consider are:

  1. Continue with the suggestion box, with a renewed focus on continuous improvement and a commitment from Services and accountable people to engage. This will require:
     - A resource to manage suggestion box who is able to work across services to support, implement and report on changes delivered.

- A person/team in each Service area who is accountable for responding to suggestions in a timely manner and driving forward change in their area.
- A working group with a University wide continuous improvement remit to review the suggestions in a holistic manner to identify common themes and changes needed across multiple areas.

2. Close suggestion box and increase scope within existing initiatives underway to enhance both the student and staff experience e.g. Service Excellence Programme Student Hub, Student Support team review or the Student Communication plan being developed as part of the Student Experience Action Plan. The appropriate initiative would take responsibility of the suggestion box scheme and address:
- the need to improve the communication channels
- the methods for providing feedback on University wide services and for publicising responses
- Initiating a continuous improvement culture across the University

Resource implications
15. To date suggestion box has been managed by existing resources within Student Systems and Administration, which is not feasible longer term if the scheme is to support, implement and report on change. If option1 was preferred, resources are estimated at 0.5FTE at grade 7.

16. Services across the University will need to commit resources to ensure the success of this scheme if continuation was the preferred option.

Risk Management
17. If the suggestion box scheme is closed and the initiatives noted in 14.2 are not able to support the issues raised in this paper, there is a risk that appropriate feedback channels may not exist for staff and students, leading to a reduction in the student or staff experience.

Equality & Diversity
18. This paper raises no equality and diversity implications.

Next steps/implications
19. A decision to be made by the University Executive as noted in section 14.

20. Feedback from Services to a number of suggestions indicated reviews were underway. These suggestions will continue to be monitored and progress published on the Have Your Say suggestion box website.

Further information
21. <u>Author</u>   <u>Presenter</u>
Brandi Headon   Gavin Douglas
Head of Student Record Operations   Deputy Secretary, Student Experience
26 June 2019

Freedom of Information
22. Open paper

THE UNIVERSITY *of* EDINBURGH

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23 September 2019

2018/19 End of Year Research Performance Summary

Description of paper
1.   A summary of research applications and awards performance for 2018/19 and notes on support available from Research Support Office.

Action requested/Recommendation
2.   The University Executive is asked to note the performance statistics and comment on any areas of opportunity or concern.

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

Risk Management
18. Reduction in research funding is a key risk on the University's Strategic Risk Register.

Equality & Diversity
19. No direct impacts.

Next steps & Communications
20. This paper is for noting and discussion.

Further information
21. *Author*

   Lorna Thomson
   Director Research Support Office

Presenter

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

Freedom of Information
22. This paper is closed.

UNIVERSITY EXECUTIVE

23 September 2019

Improving Research Performance at the University of Edinburgh

Description of paper
1. To present background to the UK's 'reproducibility crisis' in scientific research and outline a network opportunity for the University to play a significant role in the open science agenda.

Action requested/Recommendation
2. The University Executive is invited to approve the proposal to join the UK Reproducibility Network which will require 0.2FTE commitment.

Paragraphs 3-15 have been removed as exempt from release due to FOI.

Risk Management
16. This work can call on the expertise of senior colleagues including the Director of Research Support Office (LT) and to ensure reputational risks, such as they are, are addressed a member of the Public Relations Team within Communications & Marketing.

Equality & Diversity
17. No direct equality and diversity implications.

Paragraph 18 has been removed as exempt from release due to FOI.

Consultation
19. This proposal has been discussed and strongly supported at the Research Ethics and Integrity Review Group.

Further information
20. *Author*
    Malcolm Macleod
    CCBS, CMVM
    Lorna Thomson
    Director of Research Support Office

Presenter
Jonathan Seckl
Vice Principal Planning, Resources and Research Policy

Freedom of Information
21. This paper is closed.

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY EXECUTIVE

23 September 2019

Approach to the 2020-23 Planning Round Cycle

Description of Paper:
1.   The purpose of the paper is to propose the timetable for the 2020-23 planning round.

Action/Recommendation:
2.   University Executive is asked to approve the 2020-23 planning cycle timetable, which will then be reported to Policy and Resources Committee.

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

Risk Management
7.   Risk management is supported by effective planning.

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

Next steps/implications
9.   Planning cycle timetable to be released following agreement of University Executive.   Q0 meetings scheduled for 13-19 September and a joint budget holders' meeting on 2 October.

Further Information
10. *Authors*   *Presenter*
      Tracey Slaven   Tracey Slaven
      Deputy Secretary Strategic Planning   Deputy Secretary Strategic Planning
      Lee Hamill
      Director of Finance
      Jonathan Seckl
      Vice-Principal Planning, Resources
      and Research Policy
      17 September 2019

Freedom of Information
11. This paper is closed.

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY EXECUTIVE

23 September 2019

Director of Finance's Report

Description of paper
1. The paper provides an update on the draft University Group financial results for 2018-19, an update on the annual insurance renewal exercise for 2019-20 and a brief note on our 2017-18 Institutional Efficiency Return to Scottish Funding Council.

Action requested/Recommendation
2. The University Executive is asked to review and comment on the latest update.

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

Risk Management
19. The University manages its financial risk by not breaching the Group risk appetite as described in its financial metrics. The current Finance Strategy provides a target surplus range of 3% - 5% to remain sustainable. The draft (unaudited) 2018-19 Financial Statements demonstrate that our operating surplus is 6.7% (including City Deal, excluding USS charges and excluding exceptional loan break costs).

Equality & Diversity
20. 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
21. We would welcome feedback as outlined in the discussion above.

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

Further information
23. *Author*   *Presenter*
     Rachael Robertson   Lee Hamill
     Deputy Director of Finance   Director of Finance

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

     11 September 2019

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

UNIVERSITY EXECUTIVE

23 September 2019

Receipt and Provision of Gifts, Hospitality and Other Benefits Policy

Description of paper
1. This paper provides the rationale for the review of the University's 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 Receipt and Provision of Gift, Hospitality and Other Benefits Policy (GH Policy).

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 GH Policy review and there are no equality and diversity impacts identified in the EqIA

Next steps & communication
19. Once approved by the University Executive, the GH Policy will be ratified by the Combined Joint Consultative Negotiative Committee (CJCNC). The GH Policy will be presented to Court in the Finance Director Update paper on 30 September 2019.

20. The updated Policy will be published on the Finance and HR websites and communicated to staff in staff bulletins and via the Finance Executive and Heads of HR

Consultation
21. The draft GH policy was developed by Legal Services and Finance. We consulted the Heads of HR, Finance Executive, Internal Audit, Director of Legal Services and Deputy Director of Finance in the development of this updated Policy. This paper has been reviewed by the Deputy Director of Finance.

Further information
22. *Author*
    Financial Information, Reporting &
    Strategy Team (FIRST)
    11 September 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.

THE UNIVERSITY of EDINBURGH

UNIVERSITY EXECUTIVE

Information Security Essentials & Data Protection User Awareness Training Course – Completion Rates

23 September 2019

Description of paper
1. This paper provides an update on completion rates for the Information Security Essentials user awareness training courses, together with confirmation of MI relating to Data Protection training as at the end of July 2019. The focus of the paper is Information Security.

Action requested
2*.* University Executive is asked to note the details of the report and agree to the recommended actions.

Paragraphs 3-15 have been removed as exempt from release due to FOI.

Risk Management
16. Increased compliance with our own agreed minimum requirements will help mitigate some of the information security risks facing the University.

Equality & Diversity
17. There are no equality or diversity impacts associated with the recommendation detailed in this paper. An EQIA were completed during the development of the Information Security training course and the training is compliant with required standards.

Next steps/implications
18. Monthly completion rates for the training courses will continue to be shared with colleagues to track compliance.

Consultation
19. This paper has been reviewed by the CIO.

Further information

20. *Author*
     Alistair Fenemore
     CISO
     Information Security Directorate
     September 2019

Presenter
     Gavin McLachlan
     Vice-Principal and Chief Information
     Officer, and Librarian to the University

Freedom of Information
21. This paper is closed as it contains details of core information security controls.

THE UNIVERSITY of EDINBURGH

UNIVERSITY EXECUTIVE

23 September 2019

People Report

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 Committee is requested to note the content of this paper.

Paragraphs 3-10 have been removed as exempt from release due to FOI.

Risk Management
11. The University has a low risk appetite for both compliance risks and people risks.

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

Next steps/implications
13. Future reports will be presented to each meeting of University Executive.

Further information
14. _Author and Presenter_
    James Saville
    Director of Human Resources
    17 September 2019

Freedom of Information
15. This paper is closed.

THE UNIVERSITY of EDINBURGH

UNIVERSITY EXECUTIVE

23 September 2019

**Joint PhD Programme with the University of Glasgow
Recruiting the Second Cohort of Students**

Description of paper
1. A summary of the recruitment of 12 PhD students to the Joint UoE/UoG Studentships and proposal for Round 2.

Action requested/Recommendation
2. The University Executive is invited to note the observations from Round 1 of recruitment to the UoE/UoG PGR studentship programme, and to review and approve the proposed format and focus for Round 2.

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

Risk Management
18. The scheme will be reviewed against agreed criteria before any continuation.

Equality & Diversity
19. Of the 12 students recruited in Round 1, 10 were female and 2 were male (83% F; 17% M).

Paragraphs 20-21 have been removed as exempt from release due to FOI.

Consultation
22. Jonathan Seckl garnered feedback from Deans of Research, Director of Research Support Office and Theme Leads involved with the process.

Further information
23. *Author*   *Presenter*
      Lorna Thomson   Jonathan Seckl, Vice Principal,
      Director Research Support Office   Planning, Resources & Research Policy

Freedom of Information
24. The paper is closed.