



UNIVERSITY EXECUTIVE
Raeburn Room, Old College
19 November 2019, 10 am

AGENDA

- | | | |
|----------|--|---------------|
| 1 | Minute
To <u>approve</u> the Minute of the previous meeting held on 22 October 2019. | A1 |
| 2 | Matters Arising & Action Log
To <u>raise</u> any matters arising. | A2 |
| 3 | Principal's Communications
To <u>receive</u> an update from the Principal. | Verbal |

DISCUSSION ITEMS

- | | | |
|----------|---|----------|
| 4 | Student Support and Personal Tutor Project - Update
To <u>consider</u> a paper from Gavin Douglas, Deputy Secretary, Student Experience. | B |
| 5 | Sustainable IT: Personal Computing Devices Policy
To <u>approve</u> the policy from Gavin McLachlan, Vice-Principal and Chief Information Officer/Librarian. | C |
| 6 | Director of Finance's Report
To <u>consider</u> the papers from Lee Hamill, Director of Finance. | D |
| 7 | Original Edinburgh – Old Town Business Improvement District
To <u>approve</u> the paper from Theresa Merrick, Director of Communications and Marketing. | E |
| 8 | Delegated Authority Schedule
To <u>approve</u> the paper from Tracey Slaven, Deputy Secretary, Strategic Planning. | F |
| 9 | University Internal and External Spend on Hotels
To <u>approve</u> the paper from Hugh Edmiston, Vice Principal of Business Development/Director of Corporate Services. | G |

ITEMS FOR FORMAL APPROVAL

- | | | |
|-----------|--|----------|
| 10 | Global Access Edinburgh Scholarships
To <u>approve</u> . | H |
| 11 | Fee Strategy Group
To <u>approve</u> . | I |
| 12 | Modern Slavery Statement
To <u>approve</u> . | J |

13 **Annual Procurement Report** K
To approve.

14 **Annual Strategic Risk Report Update** L
To note.

ITEMS FOR NOTING

15 **Strategic Plan Performance Measurement Framework** M
To note.

16 **Learning Analytics: Pilot of OnTask Data-Driven Feedback Tool** N
To note.

17 **Student Experience Committee Report** O
To note.

18 **Major International Collaborations Update** P
To note.

19 **Outcome Agreement** Q
To note.

20 **University Executive Communications** Verbal
To note the key messages to be communicated.

21 **Any Other Business** Verbal
To consider any other matters by UE members.

22 **Date of Next Meeting**
Tuesday 17 December 2019 at 10am in the Raeburn Room.



UNIVERSITY EXECUTIVE

22 October 2019

[Draft] Minute

Present: Sarah Smith (Convener), Peter Mathieson (to item 3)
David Argyle, Leigh Chalmers, Chris Cox, Sarah Cunningham-Burley,
Lee Hamill, Colm Harmon (to item 5), Gary Jebb, Richard Kenway (to item 6),
Theresa Merrick, James Saville, Tracey Slaven, Sandy Tudhope, Andrew
Wilson and Moira Whyte.

In attendance: Dave Gorman (for items 7 & 8), Fiona Boyd and Kirstie Graham.

Apologies: Gavin Douglas, Hugh Edmiston, David Gray, Wendy Loretto,
Gavin McLachlan, Dorothy Miell, Andrew Morris, Dave Robertson,
Jonathan Seckl and James Smith.

1 Minute

Paper A1

Colm Harmon Vice Principal Students and Sandy Tudhope, University Lead on Climate Responsibility and Sustainability were welcomed to their first meeting.

The Minute of the meeting held on 23 September 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:

- With the ongoing Brexit uncertainty, as part of mitigation the University had joined, and was the only UK member of, UNA Europa, which has a mission to create a European inter-university environment;
- Recent visits to Hong Kong and Hainan and the ongoing work with the China Merchants Group, with a paper anticipated for the next Executive meeting;
- Thanks to all the staff who worked tirelessly to manage and mitigate the recent EUCLID system error;
- The visit by the University Chancellor today reflecting her ongoing interest in the work of the University.

DISCUSSION ITEMS

4 UK/EU Undergraduate Student Recruitment Trends & targets 2020/21

Paper B

The Executive noted the update on the latest recruitment cycle and the environmental drivers on recruitment as an indicator of the need to refine our

recruitment focus. The Executive approved the planning assumptions and targets outlined in the paper for the non-controlled undergraduate intake and the expectation of SIMD20 entrants as part of our commitment to our Widening Participation strategy. The Executive also approved the initiation of a project to prepare for full engagement in Clearing during the 2020/21 undergraduate UCAS cycle, whilst noting the scale of Clearing activity required would depend, programme by programme, on application patterns and conversion from offer to acceptance in the different fee status groups.

5 Finance

- **Director of Finance's Report**

Paper E1

The Executive noted the new format for presentation of the Management Accounts and members welcomed the clear executive summary and consistent format for budget areas. There was discussion on the new format, with members encouraged to feedback any specific comments to the finance team.

The summary of the September Audit Scotland titled "Finances of Scottish universities" was considered and the level of differentiation across the sector was noted as an important policy message.

- **Value for Money Report**

Paper E2

The Executive approved the Value for Money report for 2018/19, to be forwarded to Audit and Risk Committee as part of the mandatory requirements from SFC.

6 People

- **Reward and (Individual) Employee Relations Policies**

Paper F1

The Executive noted the current work to update and improve the University's policies on: job grading, job regrading and academic promotions; and the management of absence, probation, discipline, grievance and employment related appeals procedures. The work is intended to standardise and simplify the policies and procedures to ensure greater transparency and fairness for all staff. In order to inform the work, the Executive was asked to provide a steer.

There was wide ranging discussion in which the proposed approach was supported and the following issues raised for consideration:

- Bullying and harassment is an area where the University could do further work and effective employee relations policies could support this work.
- There was endorsement for the need to review the grievance and discipline policies and that indicative timescales, early intervention and a triage system for grievances could be helpful in addressing issues at an earlier stage. This highlighted the importance of effective communication of policies and also of all the options available, such as mediation.

- It was important that processes do not assume guilt and support all sides involved fairly and equally. The issue of management capacity was raised with the need for appropriate support and training.
- There was debate about whether it was appropriate to have different probation periods for academic and professional serves staff and broad support for upholding a ‘one University’ ethos and for keeping probationary periods as short as practical.

- **Technicians Commitment Update**

Paper F2

The Executive noted the first career development programme for technicians was launched on 30 September 2019, providing a framework of guidance, development and support for staff in technical roles to help them build and maintain professional skills and manage their own career development. The work of all involved was commended as an exemplar of staff taking ownership of their career development with support provided by University.

7 Investing for Good – A Social Enterprise and Social Investment Strategy for the University

Paper C

The Executive considered a draft Social Enterprise and Social Investment Strategy, noting that following Court approval in summer 2017 of the principle of investing in social investments, work had been ongoing to progress the overall approach, including the formation of an Environmental, Social and Governance Advisory Group, chaired by the Director of Corporate Services.

In discussion, members raised the following areas:

- The definition of ‘young people’ to align with the Children and Young People (Scotland) Act 2014 (up to 26th birthday) and to include consideration of safeguarding.
- Consideration of aligning the strategy with the UN Sustainable Development Goals as their adoption by the University evolves.
- Listing the membership of the Environmental, Social and Governance Advisory Group and reviewing this to consider whether it is appropriately representative and diverse, and has sufficient knowledge of social enterprise.
- Giving greater consideration of, and reference to, the risk of unintended consequences and associated reputational management, given the often complex and unpredictable nature of this area.

Subject to the above suggestions, the Executive welcomed the proposed Strategy and approved it progressing through Policy and Resources Committee to Court.

8 Towards a Circular Economy – Equipment assets reuse and resale process

Paper D

The Executive supported the process set out in the paper and suggested user guidance (split between University funded and research grant funded assets) and perhaps worked examples to simplify what is a complex process for users.

ITEMS FOR NOTING OR FORMAL APPROVAL

9 Equality, Diversity & Inclusion Committee – Terms of Reference **Paper K**

The Executive considered the terms of reference for the new Equality, Diversity & Inclusion Committee, requested that an alumni function representative was included in the membership and there was a minor re-wording to reflect considering whether to seek charter status, and subject to these minor amendments the terms of reference were welcomed and approved.

10 Closure of Agreed Management Actions from Internal Audit **Paper G**

The Executive noted the increase in open management actions and members were encourage to engage with internal audit to facilitate closure of open actions within their areas of responsibility.

11 Annual Ethical Fundraising Advisory Group Report 2018/19 **Paper H**

The Executive noted the annual report on the activity of the Group in academic year 2018/19.

12 Health and Safety Report Quarter 4: 1 June 2019 – 31 August 2019 **Paper I**

The Executive noted the summary of health and safety related incidents that took place during the period 1 June 2019 to 31 August 2019 and relevant health and safety issues and developments.

13 Staff Experience Committee Report **Paper J**

The Executive noted the report from the first meeting of the Staff Experience Committee on 27 August 2019.

14 Date of Next Meeting

The next meeting will take place on Tuesday 19 November 2019 at 10 am in the Raeburn Room.



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19 November 2019

Student Support and Personal Tutor Project - Update

Description of Paper

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

- Outcomes and recommendation of consultation with students and staff
- Direction of travel for new “evolved” support model, and
- High-level business case for implementation, project cost and timelines.

Action Required/Recommendation

2. The University Executive is asked to comment on and note this paper.

Paragraphs 3-20 have been removed as exempt from release due to FOI.

Equality & Diversity

21. Implementation of the evolved model will be subject to a full Equality Impact Assessment. As the evolved model will amend roles and responsibilities, it creates a risk that some roles become unequally represented, there is a critical dependency on the reward and recognition workstream of the Staff Experience Action Plan to mitigate that risk.

Next steps

22. The team will continue to develop the details of the evolved model and high-level business case, for approval at the Executive in December 2019.

Further information

23. Author

Rosalyn Claase
Senior Design Lead
Service Excellence Programme

Presenter

Gavin Douglas
Deputy Secretary, Student Experience

Freedom of Information

24. Closed paper.



UNIVERSITY EXECUTIVE

19 November 2019

Sustainable IT: Personal Computing Devices Policy

Description of paper

1. This paper outlines the proposed Sustainable IT: Personal Computing Devices Policy, which aims to ensure staff have the computing devices needed to do their roles while reducing the carbon and environmental damage of the University's personal computing devices and the overall cost to the University of these devices; and the associated software, maintenance and power costs. The proposed Policy and guidance document is attached at Appendix 1. An infographic poster is attached at Appendix 2.

Action requested/Recommendation

2. University Executive is invited to approve the Policy.

Paragraphs 3-29 have been removed as exempt from release due to FOI.

Equality & Diversity

30. An Equality Impact Assessment has been undertaken and has informed the development of the policy. Input from individual staff and the Staff Disability Group has been valuable in identifying areas where the policy will have a positive impact as well as areas where we needed to provide additional clarity. The EqIA is attached at Appendix 5 and will be published once the Policy has been approved.

Paragraphs 31-33 have been removed as exempt from release due to FOI.

Consultation

34. A University wide consultation was held during July and August with all University managers, A small working group comprising representatives from across the Colleges, including all Heads of College IT and ISG, has been involved in the creation of the draft policy and subsequent changes to the policy resulting from the large number of comments during consultation. Consultations were arranged with the following groups:

- a. Consultation was held July and August across the University with the policy available for comment on a wiki resulting in 160 very useful comments, online discussions, ideas and proposed changes;
- b. A small number of focus group meetings were held with those who responded to the wiki consultation;
- c. Representatives from Staff Disability Committee;
- d. IT Committee;
- e. The unions;
- f. College of Science & Engineering Computing Professional Advisory Group
- g. College of Science & Engineering IT Committee;
- h. College of Arts, Humanities and Social Sciences Computing Professional Advisory Group

- i. College of Arts, Humanities and Social Sciences Library & IT Strategy Committee;
- j. College of Medicine and Veterinary Medicine Computing Professional Advisory Group
- k. College of Medicine and Veterinary Medicine College Operations group;
- l. A second University wide message to all managers with the updated draft policy was distributed in October 2019;
- m. University IT Committee September 2019;
- n. Knowledge Strategy Committee was made aware of the Policy in October 2019.

Further information

35. Author

Jo Craiglee
 Head of Knowledge Management &
 IS Planning

Presenter

Gavin McLachlan
 VP CIO and Librarian to the University

Gavin McLachlan
 VP CIO and Librarian to the
 University

Libby McCue
 Head of ISG Finance

4 November 2019

Freedom of Information

36. This paper is closed.



UNIVERSITY EXECUTIVE

19 November 2019

Director of Finance's Report

Description of paper

1. This paper reports the draft audited University Group Annual Report and Accounts for 2018-19. Also included are the latest¹ University management accounts (excluding Subsidiaries) position up to the end of September.

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.

Resource Implications

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

Paragraph 20 has been removed as exempt from release due to FOI.

Equality & Diversity

21. 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

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

Consultation

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

Further information

24. <u>Author</u>	<u>Presenter</u>
Rachael Robertson	Lee Hamill
Deputy Director of Finance	Director of Finance

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

7 November 2019

Freedom of Information

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

¹ At the time of writing full October (period three) management accounts were not available.



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19 November 2019

Original Edinburgh – Old Town Business Improvement District

Description of paper

1. This paper analyses the impact of the proposed Business Improvement District for the Old Town (Original Edinburgh) on the University, and seeks approval for formal engagement with the BID proposal.

Action requested/Recommendation

2. The University Executive is asked to approve the recommendation that the University votes 'yes' in the ballot before 28 November 2019, and also approve further engagement with Original Edinburgh should the ballot be successful.

Paragraphs 3-30 have been removed as exempt from release due to FOI.

Equality & Diversity

31. The BID proposal defines a specific area of the Old Town of Edinburgh for enhanced services that would not be available to others outside the area. However, there are no particular equality and diversity issues in this area, and other areas are able to put forward their own BID proposals. Therefore, there are no equality and diversity considerations arising from this proposal.

Paragraphs 32-34 have been removed as exempt from release due to FOI.

Consultation

35. This paper has been reviewed by the Director of Estates and the Deputy Secretary for Strategic Planning.

36. This paper has been approved by the Director of Communications of Marketing, the Director of SRS and the Assistant Principal for Community Relations.

Further information

37. Authors

Stuart Tooley
Community Relations Manager
Communications and Marketing

Gavin Donoghue
Deputy Director
Communications and Marketing
8 November 2019

Presenter

Theresa Merrick
Director
Communications and Marketing

Freedom of Information

38. Closed paper. Under the Freedom of Information exclusion that disclosure of the paper's contents would substantially prejudice the effective conduct of public affairs.



UNIVERSITY EXECUTIVE

19 November 2019

Delegated Authority Schedule – Review and Update

Description of paper

1. The paper contains proposed updates to the Delegated Authority Schedule (DAS) to reflect the current structures and needs of the University. The current DAS was approved by Court in December 2018.

Action requested/Recommendation

2. The University Executive is invited to review and comment on the proposed DAS and, subject to any review points, to recommend the document is reviewed and approved through the University Court Committee cycle.

Paragraphs 3-8 have been removed as exempt from release due to FOI.

Risk Management

9. The DAS is a key financial, contractual and reputational control mechanism.

Equality & Diversity

10. There are no equality or diversity issues associated with this paper.

Next steps/implications

11. Subject to University Executive review, the updated version of the DAS will be reported through the University committee cycle to Policy and Resources Committee and then Court.

Consultation

12. Updates to the DAS reflect feedback to Service Excellence, Court Services, Internal Audit and Legal Services over the course of the last year.

Further information

13. Author

Tracey Slaven
Deputy Secretary, Strategic Planning
November 2019

Presenter

Tracey Slaven

Freedom of Information

14. This paper is closed as it is a draft document which has not been approved by Court.



UNIVERSITY EXECUTIVE

19 November 2019

University Internal and External Spend on Hotels

Description of paper

1. The purpose of this paper is to highlight the potential opportunity to reduce internal staff spend on external hotels and to increase bookings to Accommodation, Catering and Event's (ACE) hotels.

Action requested/Recommendation

2. The University Executive is invited to consider issuing a message to all staff to encourage them to use internal hotel services when booking accommodation in Edinburgh.

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

Risk Management

20. Having reviewed the University's Statement of Risk Policy and Risk Appetite, I believe that this proposal has limited risk, with the only potential impact being on People and Culture, with the possibility that staff may be reluctant to change existing practices.

Equality & Diversity

21. An EIA is not required as equality and diversity is a consistent consideration in our hotel products to ensure that we comply with all appropriate legislation. This includes making sure that our websites and booking processes are accessible and that our hotels are DDA compliant.

Paragraph 22 has been removed as exempt from release due to FOI.

Consultation

23. This paper has been reviewed by the UoE Accommodation Limited Board of Directors, chaired by Hugh Edmiston, who were in support of the proposals made.

Further information

24. Author

Lyndsay Wilkie
Director, Business Development,
ACE

Presenter

Vice-Principal Hugh Edmiston

Freedom of Information

25. Closed paper for reasons of commercial confidentiality, to ensure that sensitive internal spend information and details of benchmarking activity are not released and to avoid prejudicing the commercial interests of the University and ACE.



UNIVERSITY EXECUTIVE

19 November 2019

Global Access Edinburgh Scholarships – fundraising and fulfilment

Description of paper

1. This paper outlines potential premises for fundraising and fulfilling a widening participation scholarship scheme for international undergraduate students, provisionally called the 'Global Access Edinburgh Scholarships' in line with the new 'Access Edinburgh Scholarships' for UK students. (Note the name of the global scheme is still under consideration.) This paper updates University Executive on the latest thinking around delivery and fundraising plans. Note the Fee Strategy Group (FSG) strongly supports this scheme but the FSG Convenor has reservations about the extent of the proposed fee remission. Below we have shown the original model proposed to FSG for donor and university contributions towards the scheme, as well as an alternative model that reduces the fee remission while increasing the secondary donor contributions.

Action requested/Recommendation

2. University Executive is asked to consider and approve a pilot for the viability of providing a fee remission for the proposed new scholarship pilot to benefit up to 15 students (perhaps over several cohorts) and to determine the appropriate level of fee remission. Once a model is agreed, FSG and University Executive will be consulted before the student numbers are increased beyond fifteen, to ensure the financial model remains viable or is adapted as needed.

Paragraphs 3-23 have been removed as exempt from release due to FOI.

Equality & Diversity

24. We perceive universally positive impact on Equality & Diversity, by bringing people from overseas from diverse and disadvantaged backgrounds to join our student community.

Paragraphs 25-30 have been removed as exempt from release due to FOI.

Consultation

29. This concept, albeit not this paper, has been developed in consultation with Professor Jonathan Seckl, Professor James Smith, Chris Cox, Tracey Slaven, Rebecca Gaukroger, Professor Frank Cogliano, Scott McQuarrie, Johanna Holtan, and colleagues from the Scholarships and Student Funding Service.

Further information

30. Authors
David Haines and Liz Reilly
Development & Alumni
6 November 2019

Presenter
Chris Cox
VP Philanthropy & Advancement



UNIVERSITY EXECUTIVE

19 November 2019

Report from 28 October 2019 Fee Strategy Group

Description of paper

1. This paper sets out the recommendations from the 28 October 2019 Fee Strategy Group.

Action requested/Recommendation

2. UE is recommended to:
- approve the proposed student accommodation rents for 2020/21 and note the indicative rent increase for 2021/22 and 2022/23;
 - Note the routine fees approved by Chair's Action.

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

Risk Management

10. The proposals for student rents and tuition fee rates included in the paper takes into account the University's appetite for financial risk as well as student experience and reputation

Equality & Diversity

11. Equality and diversity issues are considered as part of the on-going monitoring of fee levels by the Fee Strategy Group and its Secretary. We do not consider that an EIA is required.

Paragraph 12 has been removed as exempt from release due to FOI.

Further information

- | | |
|--|---|
| 13. <u>Author</u>
Tracey Slaven
Deputy Secretary, Strategic
Planning
6 November 2019 | <u>Presenter</u>
Jonathan Seckl
Vice Principal Planning, Resources and
Research Policy |
|--|---|

Freedom of Information

14. This paper should be closed and disclosure would substantially prejudice the commercial interests of the University until the fee rates and rents are published.



UNIVERSITY EXECUTIVE

19 November 2019

Modern Slavery Statement 2018/19

Description of paper

1. This paper provides a draft of this year's Modern Slavery Statement, which is the University's fourth statement since the Modern Slavery Act came into force.

Action requested

2. University Executive is asked to approve the paper.

Paragraphs 3-8 have been removed as exempt from release due to FOI.

Next steps

9. After University Executive approval the statement will go on to Audit and Risk Committee and then on to Court. Following Court approval, it will be signed by the Principal and published on the University website.

Paragraphs 10-11 have been removed as exempt from release due to FOI.

Equality & Diversity

12. Due consideration has been given to equality and diversity as part of this review. An Equality Impact Assessment is not required.

Consultation

13. The statement has been shared with members of the Modern Slavery Working Group as mentioned above. Comments were received from the School of Law, Court Services, HR, Legal Services, Edinburgh Research Office, the Procurement Office and Edinburgh Global. The statement was approved by SRS Committee on 24 October 2019.

Further information

14. Author
Alexis Heeren
SRS in Supply Chains Programme Manager

Freedom of Information

15. This is a closed paper until after the statement has been finalised and approval by Court.



UNIVERSITY EXECUTIVE

19 November 2019

Statutory Annual Procurement Report (APR) 2019

Description of paper

1. This paper presents the draft Annual Procurement Report 2019 covering Financial Year 2018-19

Action requested/Recommendation

2. The Executive is requested to consider and approve the draft Report and to delegate final edit to Joint Directors of Procurement for publication by 30 November 2019.

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

Equality & Diversity

18. There are no equality and diversity implications, the University procurement strategy and our contracting methods apply the relevant policy in this area.

Paragraph 19 has been removed as exempt from release due to FOI.

Consultation

20. The paper is drafted by the University Joint Directors of Procurement and in consultation with colleagues and Procurement Risk Management Executives representing budget-holders and subsidiary companies to mitigate legal risk.

Further information

21. Author

Karen Bowman & George Sked
Joint Directors of Procurement

Presenter

Lee Hamill, Director of Finance

4 November 2019

Freedom of Information

22. The paper is draft /closed, the final Annual Procurement Report will be OPEN.



19 November 2019

Annual Strategic Risk Report Update

Description of paper

1. The purpose of this paper is to present University Executive with the first update to the Annual Strategic Risk Management Report, summarizing risks identified across the University during the annual planning round 2019 and the progress of mitigations to date. The report consists of a narrative report and summary register presenting select risks from a strategic, University perspective.

Action requested/Recommendation

2. The Executive is asked to review and comment on the attached summary report.

Background and context

3. On 17 June 2019 Court accepted and approved the previous Strategic Risk Report. Court considered the accompanying Risk Register itself to be too operational and detailed so decided to treat it as background information only. The detailed risk register is available on the [Wiki](#).

Discussion

4. The report, dated 8 October 2019, elaborates on the risks identified in the original report and provides, where appropriate, an update on the progress of additional mitigations identified, and a reassessment of the corresponding risk ratings.

Resource implications

5. There are no immediate resource implications associated with this paper, although several risks speak to financial implications and the need for additional resources.

Risk Management

6. This update is integral to the new risk management framework approved by Court on 2 October 2018. Feedback on its effectiveness and recommendations for improvement are welcome, as there may be changes to the methodology or frequency of reporting.

Equality & Diversity

7. No EIA is required and there are no major equality impacts.

Next steps/implications

8. The Strategic Risk Report will be also be submitted to. Audit and Risk Committee on 22 November 2019.

Consultation

9. Preparation of this report required the input of all Colleges' and Support Groups' risk registers, and review and approval by the Risk Management Committee on 21 October 2019.

Further information

10. Author

Chris MacLean
Risk Manager
11 November 2018

Presenter

Hugh Edmiston
Director Corporate Services Group and
Vice-Principal Business Development

Freedom of Information

11. This paper's appendices are closed, as disclosure would be likely to inhibit substantially the free and frank provision of advice, the free and frank exchange of views for the purposes of deliberation, and be likely to prejudice substantially the effective conduct of public affairs.



UNIVERSITY EXECUTIVE

19 November 2019

Strategic Plan 2016 Performance Measurement Framework

Description of paper

1. A performance measurement framework has been developed to assess the University's performance against the Strategic Plan 2016. This is an overview of progress on the performance measures for 2018-19.

Action requested

2. UE is asked to discuss and provide comments on progress against the measures for 2018-19 which can inform the presentation to Court in December 2019. UE is also asked to note that work is being scoped to develop the performance framework for Strategy 2030.

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

Risk Management

10. Performance measurement is essential in allowing the university to monitor its exposure to various risks. Measures reported to Court focus on those that are highest impact and therefore a risk for the University.

Equality & Diversity

11. The strategic performance framework dashboards and other online or printed material comply with accessibility requirements.

12. The measures relating to 'Diversity of Staff Population' and 'Diversity of Student Population' are partially intended to monitor the impact that delivering the strategic plan has on different groups.

Paragraphs 13-15 have been removed as exempt from release due to FOI.

Consultation

16. Colleagues from across the University contribute the underpinning data for the performance measures.

Further information

17. Author

Jennifer McGregor
Governance and Strategic Planning
11 November 2019

Presenter

Tracey Slaven
Deputy Secretary, Strategic Planning

Freedom of Information

18. This paper is closed as the final version of the performance measures will be published after review by Court in December.



UNIVERSITY EXECUTIVE

19 November 2019

Pilot of OnTask Data-Driven Feedback Tool

Description of paper

1. To provide information on a small pilot of a data driven feedback tool (OnTask) within distance learning (online) and campus (blended and online) courses.

Action requested/Recommendation

2. The Executive is asked to note the proposal has been reviewed and accepted by the Learning Analytics Review Group convened as per the University Learning Analytics Policy and subsequently approved by the Knowledge Strategy Committee and by the Vice-Principal Students as Convener of the Senate Education Committee. This briefing note has been submitted to the University Executive for information as it is the first use in the University of a learning analytics feedback tool.

Background and context

3. As part of our wider engagement with innovative learning technologies, Information Services Group are proposing to pilot a learning analytics tool (OnTask) in conjunction with a very small number of courses in the School of Mathematics (2 courses) and the School of Business (6 MicroMasters courses). The School of Mathematics requested to pilot this service over 12 months ago to address a particular challenge in a first year Maths course that is now so large it is triple-lectured. Due to resourcing constraints within Information Services Group this is the earliest we have been able to move forwards on a pilot.

4. OnTask is designed to be used by teachers to generate personalised feedback to students on their learning activities and progress. Through pilots in other institutions (notably the University of Sydney, the University of South Australia, and University of British Columbia), the use of OnTask has proven to be effective when teaching large cohorts of students, and particularly where cohorts are made up of students from a range of educational backgrounds.

5. OnTask is **not** a predictive analytics system, and is not designed to target students who are “at risk”. Rather, OnTask supports teachers to write and deliver feedback to the whole cohort of students and address the full variety of relevant student behaviours and scenarios. Critically, the use of OnTask is designed to be tightly aligned to the learning design of the course it is being used on, and feedback messages to students are written by teachers on the course. This ensures that this is not a “faceless” system based on generic data or messages, and that feedback is appropriate and well aligned with wider messages and sources of support for the course. This aligns with research which suggests that learning analytics approaches tailored to specific learning designs and contexts are more effective (Gašević, Dawson, Rogers, & Gasevic, 2016).

6. Use of OnTask begins with academic colleagues and Information Services Group instructional designers and learning technologists working as a team. The first step is to identify the optimum points in a course at which feedback would be most

relevant. The optimum points for feedback will be different for each course, but are typically after sufficient student activity has taken place that feedback is possible and useful, but early enough before summative assessment activities that students have time to take corrective action.

7. For each learning task in the course relevant data measures are identified, and short snippets of feedback on different levels of student progress against the task are written by teachers. Teachers then write the rules that define the conditions upon which students should receive the specific pieces of feedback. Data from learning technology platforms are imported into OnTask by Information Services Group colleagues, and the snippets of feedback and conditional rules are used to compile individually personalised feedback emails for each student. Emails to students can be previewed before they are sent out as a quality assurance check.

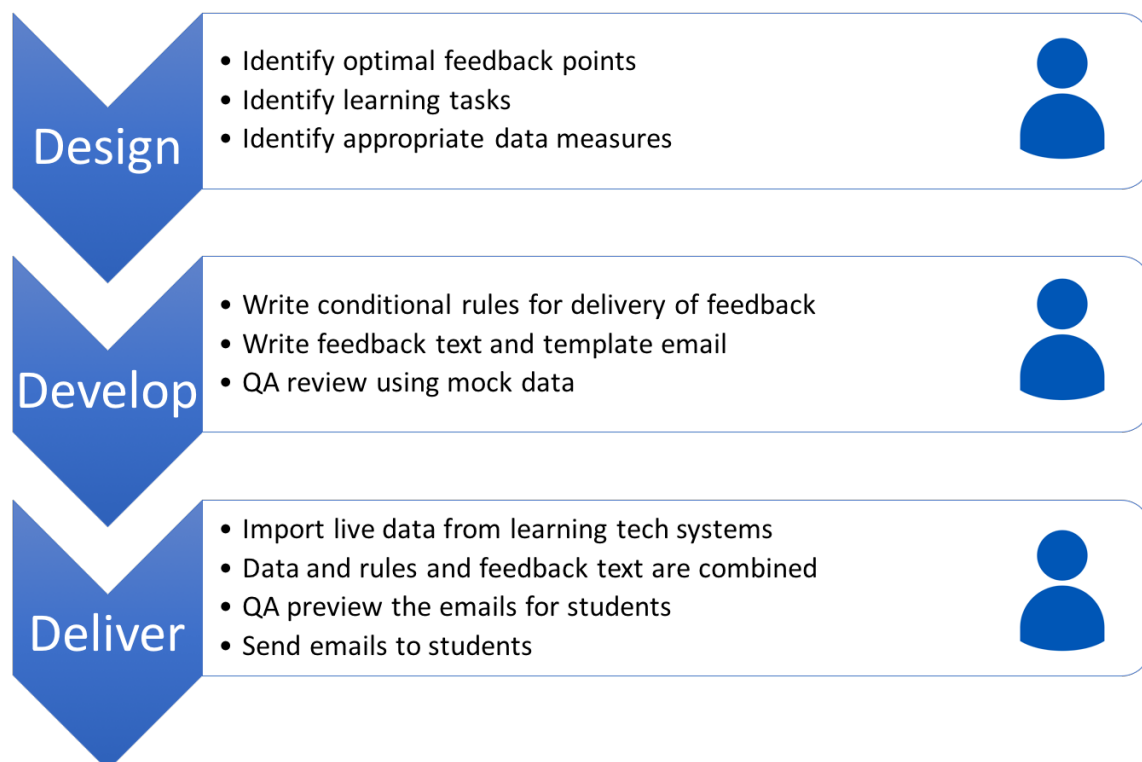


Figure 1: Overview of Typical OnTask Workflow

8. The kind of feedback that OnTask might provide includes directing students to additional examples, suggesting additional reading or resources, linking out to support information on a task in the course, directing them to University support services, or simply reinforcing why completing a particular task is important by relating it to future study.

9. Because teachers identify the relevant points for feedback in the course, the learning activities that are important, and write the rules that determine which students receive which pieces of feedback, OnTask can be described as both preserving teacher agency and achieving full algorithmic transparency.

10. For this pilot, data from the Learn Virtual Learning Environment and the Stack online assessment system will be the sources of student data for Maths courses, and data from the EdX Virtual Learning Environment platform will be the source of

learner/student data for Business School courses. The specific data points to be used from these systems will be determined within the pilot by the feedback design process carried out with the course teams. Undertaking this design process is a substantial part of the work of the pilot project, but a preliminary example of this in practice from the first of the Business School courses is included in Appendix 1 to illustrate a real use case.

11. Use of OnTask aligns well to institutional objectives around improved feedback, pastoral care, sense of student belonging, and sense of being cared for. Using technologies like OnTask augments the role of the teacher, allows them to be more visible at scale, which is arguably where the challenges around supporting students are greatest. Experience at other institutions suggests that using OnTask with large cohorts does not significantly increase student requests for further 1-1 assistance, and does increase satisfaction and overall feelings of being supported (Pardo et al., 2018) (Lim et al., 2019) (Moosvi, 2019) (*OnTask Pilot Study at University of South Australia*, 2017).

12. OnTask is an open source application developed at the University of Sydney. A copy of the software application is being installed and hosted on servers at the University of Edinburgh. A Data Privacy Impact Assessment has been carried out for the service and reviewed by the Learning Analytics Review Group.

13. Students will be advised that the service is being used. This will be communicated through standard text in the relevant Virtual Learning Environment describing OnTask and how it is used in their context. Students will be explicitly directed towards this information via a course level communication. It will be clear in the standard text where any questions or concerns can be directed. In the first instance this would be to the local member of the project team teaching on the course. Any queries or concerns that the course contact is not able to address would be escalated to the pilot project team (who can engage specialist advice where required e.g. data protection, technical experts etc). We are using legitimate interests as the legal basis for data processing under the General Data Protection Regulation and this does enable us to consider an opt-out request via a legitimate interests balancing test. We have taken advice from our Data Protection Officer on this and discussions within the Learning Analytics Governance process have included the Vice-President Education from the Students Association. Again experience in other institutions (particularly the University of Sydney) is that where there is transparency about the approach being used and the ability to ask questions, students are comfortable about this use of technology and data. This is further borne out by research into more general uses of learning analytics, where students are more comfortable with uses of their data where there is a clear benefit to them (Tsai et al., 2018).

14. The pilot of OnTask will include evaluation to identify whether it has been a success or not. Evaluation will focus on 3 key areas: Reliability, Usability, Scalability of the Tool / Process; Impact of Feedback to Students; Student and Academic Attitudes to Data and Automation. Evaluation will be carried out with academic colleagues working on each of the courses and include student feedback. Specific evaluation methodologies will be defined by each course team within the pilot project as the courses are a mix of blended on-campus; fully-online for on-campus; fully

online for distance. The output of evaluation will be used by the Learning Analytics Governance Group to determine any request to use OnTask more widely than this pilot.

15. References

Gašević, D., Dawson, S., Rogers, T., & Gasevic, D. (2016). Learning analytics should not promote one size fits all: The effects of instructional conditions in predicting academic success. *The Internet and Higher Education*, 28, 68–84. <https://doi.org/10.1016/j.iheduc.2015.10.002>

Lim, L.-A., Gentili, S., Pardo, A., Kovanović, V., Whitelock-Wainwright, A., Gašević, D., & Dawson, S. (2019). What changes, and for whom? A study of the impact of learning analytics-based process feedback in a large course. *Learning and Instruction*. <https://doi.org/10.1016/j.learninstruc.2019.04.003>

Moosvi, F. (2019). OnTask: A Case Study. Retrieved 1 October 2019, from University of British Columbia website: <https://learninganalytics.ubc.ca/ontask-a-case-study/>

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Pardo, A., Bartimote-Aufflick, K., Buckingham Shum, S., Dawson, S., Gao, J., Gašević, D., ... Vigentini, L. (2018). OnTask: Delivering Data-Informed, Personalized Learning Support Actions. *Journal of Learning Analytics*, 5(3), 235–249. <https://doi.org/10.18608/jla.2018.53.15>

Tsai, Y.-S., Gašević, D., Moreno-Marcos, P. M., Fernández, A. R., Kloos, C. D., Scheffel, M., ... Kollom, K. (2018). *Sheila Project—Final Research Report* (p. 44).

Resource implications

16. There are no additional resource implication not considered within the project remits of the projects listed in this paper.

Risk Management

17. There are no additional risks not considered within the project remits of the projects listed in this paper. Further delays to this project brings with it associated risks to supporting this pedagogical and student support innovation, and fails to enhance on campus learning where there is increasing pressure on academic colleagues and from course cohort sizes.

Equality & Diversity

18. There are no additional equality and diversity impacts not considered within the project remits of the projects listed in this paper. An Equality Impact Assessment for OnTask and an Accessibility Statement will be published as part of the pilot project.

Next steps/implications

19. An evaluation of the pilots will be submitted to Knowledge Strategy Committee before considering any extension to other courses or Schools.

Consultation

20. Discussion about the use of OnTask has taken place with the course teams in Maths and the Business School. Wider discussion has taken place within the Learning Analytics Review Group as part of scrutinising the proposal. Professor Sian Bayne has approved this paper in her capacity as Convener of the Learning

Analytics Review Group and it was subsequently approved by Knowledge Strategy Committee on 11 October (subject to an evaluation of the pilots to be submitted before wider use) and by the Vice-Principal Students as Convener of the Senate Education Committee on 24 October.

Further information

21. Author

Anne-Marie Scott
Deputy Director
Learning Teaching and Web
Information Services Group

Presenter

Gavin McLachlan
Chief Information Officer

Freedom of Information

22. This paper is open.



Appendix 1: Preliminary Example of OnTask use for Predictive Analytics Module 1

The following is an example of the design process, rules and feedback emails that will be generated with each course team, based on the first course in the Business School Predictive Analytics MicroMasters.































Feedback Timing and Data

The following table is the output of the feedback design process, carried out by the course teacher, instructional designer and learning technologist working together. It identifies the optimum point for feedback (Week 3), the learning tasks that are relevant (MCQ test and discussion forum) and the underlying data that can be used to determine student engagement with these tasks. This forms the basis of the rules and feedback to be written, and the data extract from the learning technology platform (EdX).

Week	Event Type	Event Name	Event Detail	Data Points to use	Source of data
Week 3 (mid point)	Summative MCQ (edx component type: Problem)	Access your knowledge	Equates to 15% of total grade Contains 5 questions	1, Total MCQ score 2. Score breakdown (what questions were answered in\correctly)	Maria db weekly dload (table: courseware_studentmodule)
Week 3	Discussion Form (edx component type: Discussion)	KDD Cycle and predictive analytics process)	Topic Discussion board	1. Total number of posts\comments\responses	Mongo daily clickstream filtering the content.path to contain the discussion id and event type to include actions only (not browsing). Script created to run on defined MCQ block ids

Feedback Rules

Based on the learning tasks and data identified above, the course teacher writes a series of rules (based on simple Boolean logic) to determine the conditions upon which students should receive particular pieces of feedback. For example if their MCQ score is 2 or below; or whether they have posted in a discussion board.

MCQ 1 incorrect	MCQ 2 incorrect	MCQ 3 incorrect	MCQ 4 incorrect	MCQ 5 incorrect
(7 learners)	(5 learners)	(4 learners)	(2 learners)	(5 learners)
Formula MQ1 score = 0 and not empty	Formula MQ2 score = 0 and not empty	Formula MQ3 score = 0 and not empty	Formula MQ4 score = 0 and not empty	Formula MQ5 score = 0 and not empty
  	  	  	  	  
MCQ Total Score 2 or below	MCQ Total Score 3	MCQ Total Score 4 or above	Not Posted in discussion board	Posted in discussion board
(4 learners)	(3 learners)	(4 learners)	(1 learner)	(10 learners)
Formula MCQ Total score \leq 2 and not empty	Formula MCQ Total score = 3 and not empty	Formula MCQ Total score \geq 4 and not empty	Formula Total dicussion comment and post is null	Formula Total dicussion comment and post is not null
  	  	  	  	  

Proposed Email Text

Finally, using the rules defined above as conditions, a template email is written by the teacher which contains the various elements of feedback that students should receive, wrapped in conditional statements. In this email students are given a general feedback statement based on their overall MCQ score, and then specific details of what materials to revise for each question they did not answer correctly. They are also given feedback on their participation in the discussion forum and the benefits of using this as a source of support are stressed. The discussion board as the main route to support is also emphasised gently in the closing sentences which are generic to all students.

Hello {{ username }},

This is Dr Johannes de Smedt, your instructor on the MicroMasters course for Predictive Analytics at the University of Edinburgh.

I wanted to take a brief moment to provide some extra feedback for you based on your performance and participation so far on the course. It is early enough for you to reflect, review, and continue to progress through the learning so an email seemed timely. I hope this email finds you feeling encouraged about your work so far and leaves you feeling invigorated about next steps.

To begin, congratulations on getting this far. This is challenging material and others in your class are being challenged. This is a positive thing, reflective of the new learning spaces and new knowledge domains you are now occupying. I am here to help you through this process.

Perhaps it would be useful to recap your progress to date.

You scored {{ MCQ Total Score }} on the quiz earlier this week. {% if MCQ Total Score 2 or below %}You seemed to have answered a few multiple choice questions incorrectly. It might be helpful to try to revise the material before answering the questions first. That way you can try to pin down the relevant concepts to make sure you can improve your scores. You should see improvement that way. {% endif %}{% if MCQ Total Score 3 %}You scored well on the multiple choice questions, but there is still room for improvement! Try to revise the material before answering the questions first and try to pin down the relevant concepts to make sure you can obtain even higher scores in the coming weeks. Good luck! {% endif %}{% if MCQ Total Score 4 or above %}You scored very well on the multiple choice questions, great job! Keep up the good work.{% endif %}

{% if MCQ 1 incorrect %}Paper 1: 'Gotcha! Network-based fraud detection for social security fraud' - Which of the following predictive approaches was featured in this paper?

If you struggled with this question, you are advised to revisit the material on 'Predictive modelling', 'Classification, regression and time series analysis', and 'Identifying appropriate techniques'. {% endif %}

{% if MCQ 2 incorrect %}Paper 1: 'Gotcha! Network-based fraud detection for social security fraud' - Which phases of the KDD cycle contributed to novel approaches in this paper?

If you struggled with this question, you are advised to revisit the material on 'Knowledge Discovery in Databases', and 'The KDD cycle'.{% endif %}

{% if MCQ 3 incorrect %} Paper 2: 'Twitter mood predicts the stock market.' - Which of the following predictive approaches was featured in this paper?

If you struggled with this question, you are advised to revisit the material on 'Predictive modelling', 'Classification, regression and time series analysis', and 'Identifying appropriate techniques'.{% endif %}

{% if MCQ 4 incorrect %} Paper 2: 'Twitter mood predicts the stock market.' - Which 3 phases of the KDD cycle were used in the main contribution of this paper?

If you struggled with this question, you are advised to revisit the material on 'Knowledge Discovery in Databases', and 'The KDD cycle'.{% endif %}

{% if MCQ 5 incorrect %}Paper 3: 'Support vector regression for loss given default modelling' - What phase of the KDD cycle is the main focus in this paper?

If you struggled with this question, you are advised to revisit the material on 'Knowledge Discovery in Databases', and 'The KDD cycle'.

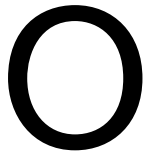
{% endif %}

{% Not Posted in discussion board %}

It has been our experience that there is generally a correlation between participation and learning outcomes, so we encourage you to interact as often as possible with your fellow classmates. The community being created there will serve you well in later weeks and modules of the course. Ask questions if are unsure and see what your fellow classmates can do to help; I am there as well to help as needed.

{% endif %}

The next few weeks sees us moving into new critical concepts in Predictive Analytics. I will be here to walk you through these concepts and your fellow classmates will help as well. See you on the discussion boards!



UNIVERSITY EXECUTIVE

19 November 2019

Update on the work of the Executive Standing Committee on Student Experience

Description of paper

1. This paper provides an update on the work of the Executive Standing Committee on Student Experience in the current academic year.

Action requested / Recommendation

2. University Executive is asked to note the update.

Background and context

3. In 2018/19, the University Executive approved in principle a major programme of investment in a range of student experience initiatives – the Student Experience Action Plan (StEAP) - and established a Standing Committee on Student Experience to have oversight of this programme of work.

4. The Standing Committee on Student Experience has met three times in the current academic year and has begun to scrutinise and approve bids for funding under the StEAP.

Discussion

5. Although a prioritised list of bids/projects was approved as part of the development of the StEAP in 18/19, the Committee has taken the opportunity to re-examine all bids as they are received. In particular the Committee has paid close attention to bids that have not demonstrated clear links with student experience and/or which look likely to require recurrent funding beyond the three-year lifetime of the StEAP. In some cases this has led to bids that were previously prioritised failing to secure final approval.

6. The following bids have however been approved by the Committee in the current academic year:

- Interdisciplinary Shared Courses – building on the work of the Near Futures Teaching Project, the budget will cover the cost of a post to lead and deliver two new cross-University courses, including an ‘Engaging with Edinburgh’ course.
- Tackling Sexual Violence & Gender Based Violence – funding for additional support for survivors of sexual violence on campus as well as a range of further measures to raise awareness and monitor the impact of interventions.
- Investment in a pilot project to embed a strong service culture in a number of teams across the University.
- Investment in the creation of Student Hubs, ie “one stop shops” (ultimately one on each campus) that will deliver IT, finance and student administration support to students.
- Funding to cover implementation of the findings of the Student Support and Personal Tutor review (the design phase having been supported through the Service Excellence Programme.)

- A two-year pilot project to recruit and roll out Teaching Spaces Student Helpers who will ensure that kit in teaching rooms is maintained and serviceable in advance of any teaching activities throughout the day, enhancing both the staff and the student experience
- A project to use remote AV and IT technologies to enable helpdesk staff to remotely solve a range of technical issues in teaching spaces without the need to despatch a technician onsite
- Student Mental Health & Wellbeing: a major programme of investment in counselling and disability services – coinciding with the opening of the new Health and Wellbeing Centre in early 2020 - including more counsellors; new “drop in” services for students; more online support; and more training for staff.
- An increase in funding for peer support schemes across the University, with a view to increasing the total number of such schemes and ensuring that all first years have access; that support is developed for key transition points in the student journey; and that current pilot provision for both student wellbeing and PGT students is expanded. This will be delivered through the People Development & Student Opportunities team within the Students’ Association
- A small project to analyse travel-time constraints for students and staff with a view to proposing timetabling solutions that will reduce or minimise the impact of any such constraints
- Development of a way-finding app to help students locate available student spaces across the campus

7. The Committee has also approved in principle a major investment in AV equipment in specialist teaching spaces, subject to an initial three month review between Estates and ISG of the longer-term strategy for maintenance of these spaces.

Next steps

8. The Committee will continue to receive and consider applications for funding throughout the year.

Resource implications

9. The University agreed to fund the Student Experience Action plan as part of planning round discussions in spring 2018/19. A draft 3-year budget for the programme of work was approved by the Standing Committee in September 2019; there remains a degree of flexibility in the budget to respond to future developments, in particular curriculum review.

Risk Management

10. All project bids submitted to the Standing Committee are required to provide a risk analysis and to identify risk mitigations.

Equality & Diversity

11. This paper raises no equality and diversity implications.

Further information12. Author and Presenter

Gavin Douglas

Deputy Secretary (Student Experience)

Freedom of Information

13. Open Paper.



UNIVERSITY EXECUTIVE

19 November 2019

University of Edinburgh – Major international collaborations update

Description of paper

1. The paper provides an update on the University's current portfolio of major international collaborations. This follows a request for biannual updates from the Executive meeting on 30 July 2019 in relation to the paper on helping us to make good decisions around major international collaborations.

Action requested

2. To note and discuss.

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

Risk Management

13. The University has low appetite for risk in the conduct of any of its activities that puts its reputation in jeopardy and regular review of the portfolio of major international collaborations is part of mitigating that risk. The University's International Ventures Group, chaired by the Vice-Principal International and approval process for major international collaborations ensures that risk is appropriately managed. Edinburgh Global is progressing work to further strengthen networked professional service support across this area and mitigate risks.

Equality & Diversity

14. Considered as part of the approval process.

Next steps & Communications

15. The next biannual update on major international collaborations will be submitted for discussion at the University Executive in spring 2020.

Consultation

16. Vice-Principal International
Director, Edinburgh Global
Global Partnerships Unit, Edinburgh Global

Further information

17. <u>Author</u>	<u>Presenter</u>
Professor James Smith	Professor James Smith
Vice-Principal International	Vice-Principal International

Alan Mackay
Director, Edinburgh Global

Freedom of Information

18. Closed as commercial in confidence.



UNIVERSITY EXECUTIVE

19 November 2019

Outcome Agreement 2020-21

Description of paper

1. The paper outlines the process to be followed and issues for consideration in the production of the University's Outcome Agreement for 2020-21 which will be submitted to the Scottish Funding Council in April 2020.
2. 2020-23 is the third Outcome Agreement cycle period for the Higher Education sector in Scotland. However, in line with recent years, we intend to offer only a single year Outcome Agreement for 2020-21. This reflects the absence of multi-year funding information, and ongoing political and economic uncertainty.

Action Requested/Recommendation

3. University Executive is asked to note the [Outcome Agreement guidance](#) issued by the Scottish Funding Council in October 2019, and to note that our approach to producing our Outcome Agreement for 2020-21 will be broadly similar to our approach taken in 2019-20. We will bring the final version of the 2020-21 Outcome Agreement to University Executive, Policy and Resources Committee and Court in Spring 2020 for sign-off in advance of submitting it to the Scottish Funding Council by 30 April 2020.
4. University Executive is recommended to agree to the broad approach to the Outcome Agreement process for 2020-21 and to delegate authority to the Deputy Secretary, Strategic Planning to refine the detail of the document in advance of University Executive, PRC and Court in April 2020 where the final document will be presented for approval.

Background and Context

5. SFC published guidance for the development of University Outcome Agreements 2020-21 to 2022-23 in October 2019. The Outcome Agreement process is repeated each year and in line with previous years we have articulated to SFC that we will provide a one-year only Outcome Agreement and update this for subsequent years. This is intended to mitigate the effects of volatility in funding allocations from SFC in the absence of indicative budget allocations from SFC to individual institutions or from Scottish Government to the sector. The content of the guidance published is broadly similar to previous guidance issued by SFC.

Discussion

6. In his letter of guidance to SFC of 2 July 2019, the Minister for Further Education, Higher Education and Science outlined the Scottish Government's high-level strategic objectives which he seeks universities to address:
 - Continued and rapid progress towards COWA
 - Mental health strategy
 - Student safety
 - Gender inequality
 - Student voice

- Skills alignment
- Early learning childcare
- Public health
- STEM education and training
- Digital
- Climate change emergency
- Creative arts

7. To achieve these, SFC have asked universities to focus on three key Scottish Government strategic priority areas:

- The Learner: to provide the best student experience, seamlessly connected for learners of all backgrounds
- The System: to provide high quality learning in a system where institutions work in partnership and demonstrate the highest standards of governance and financial accountability
- Research and Innovation: to support Scotland's global reputation as a Science and Research Nation synonymous with high quality teaching, research, knowledge exchange and innovation

8. We will submit an early draft of our Outcome Agreement to SFC mid-December with the expectation that feedback will be received from SFC by the end of January 2020. We are expected to submit our final Outcome Agreement to the Scottish Funding Council by the end of April 2020. We anticipate receiving indicative funding allocations from SFC during February, with final funding allocations being announced during April.

9. We do not anticipate changing our approach to our Outcome Agreement as SFC have indicated that this format works well. The narrative approach allows us to better demonstrate the breadth and scale of our activities and progress which we are making towards achieving our own goals and objectives and where these align with the Scottish Government and SFC objectives. We have been asked to provide a series of targets/ambitions for 2020-21 and beyond attached to the narrative. In line with our approach last year our data for our ambitions and forward projections will be cautious to take account of uncertainty in future funding allocations and ongoing uncertainty in the sector. The 2019-20 Outcome Agreement can be accessed [here](#).

10. HE Outcome Agreements for Scottish HEIs are due to be published by SFC in June 2020 to coincide with the announcement of final funding allocations.

Resource Implications

11. The Outcome Agreement does not in itself have any resource implications but rather articulates our ambitions within the context of our revised funding environment. The Outcome Agreement process is part of the “something for something” arrangements put in place following the increase in funding to Higher Education designed to mitigate the “funding gap” between the sectors generated by the introduction of £9k tuition fees in England.

Risk Management

12. The Outcome Agreement document is a public statement and a condition of SFC funding, and thus failure to provide SFC with an OA could potentially impact on our reputation with Government, stakeholders and staff.

Equality & Diversity

13. Equality & diversity objectives are positively targeted during the Outcome Agreement process which includes the statutory requirement for a widening access agreement. We are required to produce an Equality Impact Assessment along with our Outcome Agreement.

Next steps/implications

14. If University Executive is content with the broad approach outlined above, we will submit our first draft to SFC in December 2019, and will bring the final version to University Executive, PRC and Court in Spring 2020.

Consultation

15. Prior to final sign-off in April, the Outcome Agreement will go through a full internal process involving EUSA, recognised trade unions and issue leads across the University, as well as appropriate engagement with Co-opted Members of Court.

Further Information

16. Author
Jennifer McGregor
Senior Strategic Planner
31 October 2019

Freedom of Information

17. This paper is open.