THE UNIVERSITY of EDINBURGH

UNIVERSITY EXECUTIVE
Microsoft Teams
Tuesday 16 June 2020, 2.30pm

AGENDA

1   Minute   **A1**
To *approve* the Minute of the previous meeting held on 19 May 2020.

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   Director of Finance's Report   **B**
To *comment* on the updates from Lee Hamill, Director of Finance.

5   Adaptation & Renewal   **C**
To *comment* on the paper from Barry Neilson, Programme Coordinator.

6   People Report   **D**
To *comment* on the update from James Saville, Director of Human
Resources.

7   Climate Emergency
To *consider* and *approve* the following papers from Sandy Tudhope,
Lead on Climate Responsibility and Sustainability and Dave Gorman,
Director of Social Responsibility and Sustainability
  • **Report of the Transport and Aviation Working Group**   **E1**
  • **Forests and Peatlands Proposals**   **E2**

8   People and Money System and Finance/HR Transformation Update   **F**
To *comment* on the paper from Barry Neilson, Programme Coordinator.

9   Student Experience
To *consider* and *approve* the following papers from Gavin Douglas,
Deputy Secretary Student Experience:
  • **Student Experience Action Plan**   **G1**
  • **Students Emergency Contact Procedure**   **G2**
  • **Course Evaluation Questionnaires Review update**   **G3**

10   EDMARC Ethnicity Report – Preliminary Findings   **H**
To *consider* the paper from Sarah Cunningham-Burley, University Lead
on Equality, Diversity and Inclusion.

ITEMS FOR NOTING OR FORMAL APPROVAL

11   **Foreign Interference in UK Higher Education**   **I**
         To *note*.

12   **Major International Collaborations Update**   **J**
         To *note*.

13   **Prevent Duty**   **K**
         To *note*.

14   **Education Act 1994 Compliance**   **L**
         To *note*.

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

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

17   **Date of Next Meeting**
         Tuesday 21 July 2020 at 10.00am.

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY EXECUTIVE

19 May 2020

[Draft] Minute

Present: Peter Mathieson (Convener)
David Argyle, Leigh Chalmers, Chris Cox, Sarah Cunningham-Burley, Gavin Douglas, Hugh Edmiston, David Gray, Lee Hamill, Colm Harmon, Gary Jebb, Richard Kenway, Wendy Loretto, Gavin McLachlan, Dorothy Miell, Theresa Merrick, Andrew Morris, Dave Robertson, James Saville, Jonathan Seckl, Tracey Slaven, James Smith, Sarah Smith, Sandy Tudhope, Andrew Wilson and Moira Whyte.

Apologies: Aziz Sheikh.

In attendance: Barry Neilson, Fiona Boyd and Kirstie Graham.

1   Minute   Paper A1

The Minute of the meeting held on 23 April 2020 and the electronic meeting concluded on 11 May 2020 were approved.

2   Matters Arising & Review of Action Log   Paper A2

Prior to the start of the meeting, the Principal welcomed Catherine Martin, Vice-Principal (Interim) Corporate Services to her first meeting of the University Executive and noted that this would be the final meeting for Andrew Wilson, EUSA President. The Executive noted thanks to Andrew for all his work during his year in office.

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

3   Principal's Communications   Verbal

The Principal reported on the next stage of the University's response to the Covid-19 pandemic, with the creation of an Adaptation and Renewal Team to report regularly to the University Executive. He reported that the University had been ranked fourth in the recently published Higher Education - Business and Community Interaction (HE-BCI) Survey, from the previous position of fifteenth, making the University the strongest in Scotland by a wide margin in its engagement with industry and the community.

DISCUSSION ITEMS

4   Update on Partnership with Shanghai Jiao Tong University in Hainan   Paper F

The Principal reminded members he had previously circulated an email providing an update on signing Memoranda of Understanding with Shanghai Jiao Tong University (SJTU). Following discussion at the University Executive Away Day on 31 January

2020, the direction had been to proceed 'cautiously' and this paper provided an update on a recalibrated and de-risked proposal to develop a single consultancy agreement between SJTU and the University which will be funded by Hainan Government and the China Merchant Group. This will scope the delivery of Medical Education, a Data Research Institute, an International Diabetes Centre and a One Health International Centre, the strand of work on Deep Ocean Technology would not be progressed. This consultancy contract would include a number of 'early deliverables', including a pilot of online postgraduate medical education professional development courses. There was discussion on the importance of ethics and governance and using cross University expertise to inform this and alignment with the University's values and Strategy 2030.

The Executive agreed to recommend to Policy & Resources Committee that the University engage in a 9-12 month consultancy framework agreement with the Hainan Government with authority delegated to the Principal to sign off on individual projects within that framework, in consultation with the Senior Vice-Principal, Vice-Principal Data Science, the Director of Finance and the Director of Legal Services.

5   Finance

- **Director of Finance's Report**   **Paper B1**

The Executive noted the management accounts (excluding subsidiaries) position up to the end of March (period eight) and a Special Focus Update on the half-year performance of the University's subsidiary companies for 2019-20.

- **Planning Round 2020/21**   **Paper B2**

The Executive noted the uncertainty created by the Covid-19 pandemic and the need to substantially replan the delivery of core business of teaching and research.   To allow the University to move forward, it was proposed to set the initial one year expenditure budget equivalent to that of Year 2 of the 2019-20 year Court approved plan for each budget area, post attribution of agreed adjustments.

The Executive agreed the proposed approach to the planning round and noted that the initial budgets proposed will be actively managed, with the expectation that net costs will require to reduced by around £50m in 2020-21.

6   Adaptation and Renewal Team Update   **Paper C**

The Principal convened the Adaptation and Renewal Team to co-ordinate the next phase of activity to ensure the University emerged from the Covid-19 pandemic as a strong, renewed organisation. The Team has University-wide representation, meeting weekly and reporting regularly into the Executive.

The four work-streams are Research and Innovation, Students (including Transition to the University of Edinburgh; Delivering Curriculum Resilience; Rethinking Student Administration and Support), Estates and Digital Infrastructure and Re-shaping and the Executive received an update from the Programme Co-ordinator on work across these areas. There was discussion on the challenges of re-opening the campus

when permitted, maintaining social distancing, generating sustainable savings and a building a collective view of what the future state should look like, with a future away day potentially to be used to allow space to discuss these issues.

7   People and Money Systems and HR/Finance Transformation   Paper D

At its last meeting, the Executive noted the Service Excellence Programme Board would be meeting that afternoon to consider the programme priorities in the light of Covid-19 and alignment with the Covid-19 adaptation and renewal work. That meeting agreed that implementation of the People and Money system is a key foundational investment by the University and, along with the HR/Finance process and service changes, underpins our renewal plans and activities. These programmes will now report directly to the University Executive on a monthly basis. The priorities from the Student Recruitment and Admissions and the Student Administration and Support programmes now feed directly into, and integrate with, the student strand of the Adaptation and Renewal programme of work.

The Executive considered an update on the People and Money system, noting the programme status remains red. The impact of Covid-19 had reduced capacity across the team and the implementation of Phase 1 'HR and finance structures' had been moved from June 2020 to September 2020. The most recent assessment on progress against plan highlighted that it is likely there will be a delay with the payroll/phase 2 part of the programme, which in turn may impact phase 3.

There was discussion of the challenge of implementing phase 1 at the start of semester 1 and the tension this would create for staff in managing competing priorities. The financial implications of delay were noted with any further delay beyond September having cost implications. On that basis, it was important it was communicated clearly to staff that this remained a top University priority to support continued engagement with the programme.

8   Edinburgh Earth Initiative   Paper E

The Executive considered a proposed framework for the University to advance its work on finding solutions to the challenges of climate change through global partnerships. A recent review of the University's Global Academies (excluding the Agriculture and Food Security Academy as it is functionally different from the rest) concluded that consolidation and reimagining were warranted. The proposal provides this consolidation and brings into focus and delivers on some of the discussions that have been ongoing about a possible 'planetary resilience' or 'post carbon' initiative. It builds around four 'challenge-led' themes: the future of energy; sustainable lands and seas; health in a changing climate; and inequality and socially just transitions. There were modest resource implications that could be met through redeploying existing resources through the planning round.

There was discussion on ensuring alignment with the Edinburgh Centre for Carbon Innovation and Edinburgh Futures Institute and clarifying what success would look like with a set of key performance indicators. Subject to this, the Executive approved the next steps towards a formal launch in September 2020.

9   People Report   **Paper G**

The Executive noted the update on people related matters and discussed the importance of effective communication in implementing and managing the furlough scheme.

- **2020 Contribution Award – Proposed Revised Approach**   **Paper G1**

The Executive considered a simplified approach to contribution awards for 2020 and approved a standard lump sum across all grades.

ITEMS FOR FORMAL APPROVAL/NOTING

10   Strategy 2030 Strategic Performance Framework update   **Paper H**

The Strategy 2030 Strategic Performance Framework update was noted.

11   Research Relating to Covid-19   **Paper I**

The Executive welcomed a summary of some Covid-19 research across our three Colleges, noting it was illustrative rather than exhaustive.

12   Internal Audit Follow Up Actions   **Paper J**

The Executive noted the status of ongoing management actions and it was noted that some open actions may longer be relevant and members were encouraged to engage with internal audit to address these.

13   Zoom Video Communications   **Paper K**

The Executive noted the purchase of an institutional Zoom licence as a third alternative for video conferencing and collaboration for non-teaching use (after Microsoft Teams and Skype for Business) but that that Microsoft Teams should be continue to be used as the preferred platform for all non-teaching video meetings and collaborations.

14   University Executive Communications   **Verbal**

The Executive agreed there would be communication on adaptation and renewal; research relating to Covid-19 and the Edinburgh Earth Initiative.

15   Date of Next Meeting

The next meeting will take place on Tuesday 16 June 2020 at 2.30 pm.

THE UNIVERSITY of EDINBURGH

UNIVERSITY EXECUTIVE

16 June 2020

Director of Finance's Report

Description of paper
1. This paper provides an update on the Quarter Three forecast recently completed for 2019-20 and reports the latest[1] University management accounts (excluding Subsidiaries) position up to the end of April (period nine). Also included is a forecast Statement of Comprehensive Income & Expenditure (COSI) for the year and an update on USS pensions.

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

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

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

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

Paragraph 16 has been removed as exempt from release due to FOI.

Equality & Diversity
17. 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
18. We would welcome feedback as outlined in the discussion above.

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

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

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

4 June 2020

Freedom of Information

---

[1] At the time of writing full May (period ten) management accounts were not available.

21. 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

16 June 2020

Adaptation and Renewal Team – Report

Description of paper
1. This paper provides the University Executive with an update on the work of the Adaptation and Renewal Team. The paper is made up of two parts:
    a. one the monthly report; and
    b. two a detailed paper from the Adaptation and Renewal Team containing a range of recommendations on cost savings for the 2020/21 financial year, developed by the Re-shaping workstream.

Action requested/Recommendation
2. The University Executive is invited to:
    a. **Comment** on the monthly report and the key items discussed under the delegated authority of the Adaptation and Renewal Team.
    b. **Approve** the recommended approach.

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

Risk Management
23. For the purposes of the Adaptation and Renewal co-ordination activity a focussed risk register will be maintained.

Equality & Diversity
24. Academic Strategy Group was consulted on the approach to developing an Equality Impact Assessment of Covid-19 adaptation and renewal on 14 May 2020.

25. Equality, Diversity & Inclusion will be considered by members of all groups but there will be formal representation via a named individual on each work-stream and at the Adaptation and Renewal Team by Sarah Cunningham-Burley.

26. The University needs to ensure each work-stream engaged in COVID-19 mitigation/renewal is equipped to do Equality Impact Assessments.

Freedom of Information
27. Closed. Our approach to adaptation and renewal planning is commercially sensitive.

28. *Author*
    Barry Neilson
    Director

    16 June 2020

    Presenter
    Sarah Smith
    Vice Principal Strategic Change and
    Governance, and University Secretary

UNIVERSITY EXECUTIVE

16 June 2020

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.

Background and context
3.   This paper is an update on the paper presented to University Executive on 21 May 2020.

Paragraphs 4-10 have been removed as exempt from release due to FOI.

Resource implications
11. Resources will be met from within existing budgets unless outlined in the paper.

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

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

Next steps & Communications
14. Future reports will be presented to each meeting of University Executive.

Consultation
15. The paper builds on discussion at previous meetings of University Executive and has been reviewed by the Director of HR.

Further information
16. *Authors*   *Presenter*
    Linda Criggie   James Saville
    Deputy Director HR – Employee   Director of Human Resources
    Relations, Reward, Employment   5 June 2020
    Policy, Equality & Diversity

    Denise Nesbitt
    Deputy Director HR – Resourcing
    and Learning & Organisation
    Development

Freedom of Information
17. This paper is **closed.**

THE UNIVERSITY of EDINBURGH

UNIVERSITY EXECUTIVE

16 June 2020

Responding to the Climate Emergency – Report of the Travel and Aviation Working Group

Description of paper
1.   This paper seeks approval for the recommendations of the Travel and Aviation Working Group.

Action requested/Recommendation
2.   The committee is asked to _approve_ the proposed key recommendations.

Paragraphs 3-28 have been removed as exempt from release due to FOI.

Equality and Diversity
29. Climate change impacts disproportionately on the world's poorest and most vulnerable including women and children in the developing world. Tackling climate change makes a major contribution to global justice, gender, education and protection of natural resources. Key University groups affected by our proposals are those with caring responsibilities, early stage researchers and those with disabilities. Interventions will be designed to mitigate the impact on those key groups.

Further information
30. _Author and Presenters_
      Dave Gorman, Director of Social Responsibility and Sustainability,
      Professor Sandy Tudhope, University Lead , Climate Responsibility and Sustainability,
      5 June 2020

Freedom of Information
31. This paper is closed.

UNIVERSITY EXECUTIVE

16 June 2020

Responding to the Climate Emergency – Forests and Peatlands Proposals

Description of paper
1. This paper seeks approval for the proposed direction of travel for investment in forests and peatlands projects as a key element of our climate emergency response.

Action requested/Recommendation
2. The committee is asked to _approve_ the proposed 3 projects as the right direction of travel and associated development costs for 2020-21 as set out.

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

Equality and Diversity
30. Climate change impacts disproportionately on the world's poorest and most vulnerable including women and children in the developing world. Tackling climate change makes a major contribution to global justice, gender, education and protection of natural resources. Opportunities exist to explore new types of land ownership and partnership that could benefit local communities.

Further information
31. _Author and Presenters_
    Dave Gorman, Director of Social Responsibility and Sustainability
    Professor Sandy Tudhope, University Lead, Climate Responsibility and Sustainability
    Professor Dave Reay, Director of ECCI
    Professor Pete Higgins, Personal Chair in Outdoor Environmental and Sustainability Education
    5 June 2020

Freedom of Information
32. This paper is closed.

UNIVERSITY EXECUTIVE

16 June 2020

**People and Money Systems and HR/Finance Transformation
Programme Update**

Description of paper
1.   This paper provides the University Executive with an update on the People and Money System, Finance Transformation and HR Transformation Programmes

2.   The paper is split into two sections: the key outcomes from the Finance Transformation Board on 9 June 2020; and from the People and Money Systems Board on Friday 5 June 2020.

Action Requested/Recommendation
3. The Executive is asked to note the decisions as set out.

Further Information
18. *Author*   *Presenters*
     Barry Neilson   Lee Hamill
     Director   Director of Finance
     Service Excellence Programme   Gavin McLachlan
     Rachael Robertson   Vice-Principal and Chief Operating
     Deputy Director Finance   Officer, and Librarian to the University
     Jen Milne
     Deputy CIO
     16 June 2020

Freedom of Information
19. This paper is closed.

THE UNIVERSITY of EDINBURGH

UNIVERSITY EXECUTIVE

16 June 2020

Student Experience Action Plan

Description of paper
1.   In 2018/19 the University agreed funding for a 3-year, £15 million investment in a multi-strand programme of work to enhance the student experience at the University of Edinburgh. The financial shocks caused by Covid19 have required us to re-evaluate the scope of this programme of work; this paper updates on those changes.

Action requested/Recommendation
2.   In summary, the Standing Committee recommends that the University commit to continued investment in a small number of high priority student experience projects.

3.   Details of each of the projects considered, together with the Committee's recommendations, are attached.

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

Equality & Diversity
13. The proposed continued investments include continued further support for students with disabilities and mental health issues, as well as taking forward the implementation of the University's BSL plan.

Paragraph 14 has been removed as exempt from release due to FOI.

Consultation
15. The paper is built on the discussions and recommendations that took place at the Executive Standing Committee on Student Experience, held on 14 May 2020,

Further information
16. *Author& Presenter*
     Gavin Douglas
     Deputy Secretary, Student Experience

Freedom of Information
17. This paper is closed.

UNIVERSITY EXECUTIVE

16 June 2020

Student Emergency Contact Procedure

Description of paper
1. This paper follows up a report submitted to the University Executive in September 2019 and provides further information on the implications, benefits and risks of the University of Edinburgh adopting an 'opt in' Student Emergency Contact Procedure similar to that which the University of Bristol introduced in September 2018.

Action requested/Recommendation
2. University Executive is asked to:

   a) consider the University's current position with regard to contacting a student's emergency contacts
   b) note the feedback gathered on the introduction of a "Bristol" model opt-in scheme
   c) approve the recommendation to maintain the current approach rather than introduce a "Bristol" model opt-in scheme.

Background and context
3. In almost all cases, our students are legally adults and the University treats them as such. There is a long established mechanism for contacting parents (or other nominated contacts) where a student is in a "life and death" emergency situation, (what GDPR refers to as "vital interests") however we do not routinely share information about students health and wellbeing with their parents.

4. Increased concerns about student mental health have required many universities to consider whether there are times when it could be important to share information about a student's mental health with their parents or other emergency contacts, even where the situation is not an immediate emergency in the traditional sense.

5. At the University of Bristol, an "opt in" scheme was introduced in 18/19 whereby students are invited to identify a parent, guardian or other trusted individual at registration/ matriculation. Students are also asked to give consent for the university to contact the identified person within health and wellbeing situations which are not considered to be emergencies. This is in order to bridge the gap between when it is in the "vital interests" of a student that their Emergency Contact is engaged, (such as emergency hospitalisation) and when the University has significant ongoing concerns about the wellbeing of a student which is not urgent, but where the University feels the involvement of a trusted third party would be helpful.

6. In September 2019, the University Executive considered an initial paper on the introduction of a "Bristol" scheme at Edinburgh. They asked for further consideration to be given to the development of a "Bristol model" for contacting students parents or other emergency contacts.

7. The Executive also approved recommendations to require students to provide information for their "Emergency Contact" and "Semester Address" at registration on an annual basis, starting in April 2020. This is being delivered within the University's Annual Registration Project, and there will be clearer guidance for students on (a) whom they can nominate as their Emergency Contact; and (b) the circumstances within which the University will communicate with their Emergency Contact about the student's situation.

8. As reported to theExecutive in September 2019, in March 2019 the University had introduced GDPR-compliant guidance for staff on how and when they should contact a student's emergency contacts, should there be significant concerns regarding a student's wellbeing. The guidance sets out how staff should proceed in emergency situations, urgent situations and situations which are less urgent but where there are ongoing/emerging concerns for a student's wellbeing. Examples are given of each category to help staff make the right decision on how to proceed. A copy of the current guidance is attached as Appendix A.

9. This guidance has been used by student support teams across the University during 2019-20 and has been well received. There are clear governance structures in place, and this guidance is widely viewed as a positive development in enabling the University to support students who are in crisis. Staff using the guidance regularly communicate with both College and the University Wellbeing Services when they have concerns regarding a student's mental health and wellbeing.

10. A key challenge for staff is how to navigate a safe and balanced route through situations where a student, about whose mental health we are concerned, is absolutely explicit that they do not want staff to communicate with their emergency contact under any circumstances. These situations are quickly escalated to senior staff within the University within the current guidance, and decisions on 'information sharing' and what action needs to be taken are made on a 'case by case' basis (usually through a case conference within the framework of the Support for Study Policy), in collaboration with colleagues within the University's Legal Services and Data Protection Team.

10. Another key aspect of the guidance is that it is GDPR compliant - at every stage during their use of this guidance, University staff seek consent from the student to communicate with their nominated emergency contact. Of course, within urgent situations, staff can communicate with the emergency contact without any input from the student when it is in the "vital interests" of the student to do so.

11. In short, we believe that the guidance, and accompanying structures we have developed, support staff to make consistent, reasoned decisions on when and how to contact parents, in a way that is flexible, based on the urgency of the situation, and is GDPR compliant.

Discussion
12. Following the Executive discussions on this topic in September 2019, we have engaged further with our students at the University on the implications of adopting a scheme similar to that of the University of Bristol. This has been through (a) working closely with the Students' Association Sabbatical Officers; and (b) running a focus

group for students. We have sought the views of the UoE Student Mental Health Strategy Implementation Group. We have also have summarised the views of Directors of Student Services, represented through AMOSSHE [1] and we have spoken to colleagues at the University of Bristol.

13. The Students' Association has provided a comprehensive response to the 'opt-in' model (please see Appendix 1), which emphasises that they feel that the current systems we have in place at the University for communicating with students' nominated emergency contacts work well. The Students' Association conclude their paper by stating that timely and specific processes for triggering emergency contact procedures are paramount, and that in their view an opt-in model adds no value to the existing procedure and risks exacerbating the circumstances which have led to a student's declining wellbeing.

14. In January 2020 we carried out a focus group with eleven students from across all three Colleges (2 PGR, 3 PGT and 6 UG). None of the students who were present were aware of the guidance for staff on communicating with their nominated emergency contacts. However when considering the guidance and the "Bristol" opt-in model side by side, some students felt that the 'opt-in' model would be a positive development, whilst others stated that our current system works well and asked why we need the 'opt-in' model as well as the existing guidance. There was a significant focus on the resources and training for staff that would be required to deliver the 'opt-in' system.[2]

15. We have also sought the view of the Student Mental Health Strategy Implementation Group. This group is chaired by the Director of Student Wellbeing, and has senior representation from across the University, including Deans of Students, Students' Association, Heads of Academic Administration, Assistant Principal Academic Support and services delivering student mental health and wellbeing support. It is the view of the group that the current University guidance enables staff to collaborate with our students' nominated emergency contacts from an early point within these situations, and that the 'opt-in' model does not add value to the current guidance. It is also the view of the group that the existing guidance provides a set of processes congruent with the urgency of the situation for gaining consent from the student, and then escalating through agreed systems and engaging with emergency contacts.

16. Many university student services across the UK remain reluctant to endorse the opt-in model, (a) citing concerns about student autonomy; and (b) stating that this does not resolve potential challenges when there are concerns about the health, safety and wellbeing of students who do not opt in, and who do not want us to communicate with their nominated emergency contact.

17. A further point for consideration is that the University of Bristol report receiving a high volume of contact from parents/ family members of students where there have

---

[1] The Association of Managers of Student Services in Higher Education

[2] Bristol invested significant recurrent funding (reported to be £1.2m) into the establishment of a new Wellbeing Service, which is responsible for the implementation of their procedure and where staff have the required training, support and system infrastructure, skills and expertise to undertake this sensitive work.

been concerns about a student's mental health, but university staff have decided *not* to communicate with the nominated emergency contact. The University also needs to be able to account for each decision when they decide *not* to communicate with a student's emergency contact – a decision which can be challenged by the student, their parents or others.

Resource implications
18. The introduction of a Bristol model would expand the scope and complexity of student support work across the University. We know from the review of Student Support and Personal Tutoring (2019) that aspects of the support infrastructure at the University are already under pressure as a result of increased prevalence of mental health issues in the student population. As noted above, the Bristol opt-in model was accompanied by significant new investment in student mental health resources. In the current financial climate, we believe there is a significant risk to attempting to implement a Bristol type model with no certainty as to related, further investment in mental health services.

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. All of the University's work in this area is designed to support students who disclose mental health conditions and/ or experience challenges due to their mental health 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 ensure the current guidance is widely available including to student communities; to monitor and evaluate the impact of the processes currently in place; and to continue to track progress and evaluation at Bristol.

Consultation
22. Consultation has taken place with students through the focus group and discussions with the Students' Association. Discussions with staff have taken place through the Student Mental Health Strategy Implementation Group.

Further information
23. *Author*   *Presenter*
     Andy Shanks   Gavin Douglas
     Director of Student Wellbeing   Deputy Secretary
     5 June 2020   Student Experience

Freedom of Information
24. Open paper

Appendix 1: Guidance on When to Contact Student Emergency Contacts

1 Key points about this guidance

a) On some occasions, it is appropriate to contact a student's emergency contact if you have exhausted attempts to contact the student, or in an emergency where there is an urgent risk to the student's immediate health or safety. You must make sure that you have considered whether the situation warrants this, and have sought the appropriate authority to make contact from a designated 'Authoriser', as listed in the guidance.

b) If you cannot confirm the student's safety, in addition to attempting to contact the emergency contact, the University should pass on the student's details to Emergency Services via 999.

c) In non-emergency situations, proactive attempts must be made to engage with the student using all available and reasonable methods of communication, prior to contacting an emergency contact. Setting clear deadlines for the student to respond is essential in this situation. Suggested timescales and template email communications are provided within the guidance to assist with this.

d) The flow chart on page 2 sets-out the proposed process, and this is described in more detail within this guidance.

2 Process Flowchart

```
┌─────────────────────────┐
│  Concern and risks      │
│  identified in student  │
│  wellbeing              │
└─────────────────────────┘
            │
            ▼
        ◇ Emergency? ◇ ──── Yes ───────────────┐
            │                                    │
            No                                   │
            ▼                                    │
        ◇ Urgent? ◇ ── No ──► ┌──────────────────────────┐    ┌──────────────────────────┐
            │                  │ Contact Senior Tutor or  │    │ Contact student.         │
            Yes                │ PG Director. Relevant    │───►│ Senior officer to also   │
            │                  │ senior officer to decide │    │ consider contacting      │
            │                  │ who is best placed to    │    │ fellow students          │
            │                  │ request formal meeting   │    └──────────────────────────┘
            │                  │ with student and their   │                 │
            │                  │ Personal Tutor.          │                 ▼
            ▼                  └──────────────────────────┘    ◇ Response received from  ◇
┌──────────────────────────┐  ┌──────────────────────────┐     ◇ student within 3 calendar◇── No ─┐
│ Senior officer to contact│  │ Senior officer to contact│     ◇ days?                    ◇        │
│ Residence Life (if       │  │ Residence Life (if       │◄────────────│ Yes                        │
│ applicable), Counselling │  │ applicable), Chaplaincy, │              ▼                            │
│ Service, Directors of    │  │ Directors of Counselling │         ┌──────────┐                      │
│ Counselling and          │  │ and Disability.          │         │   End    │                      │
│ Disability. Consideration│  │ Consideration also given │         └──────────┘                      │
│ given on contacting      │  │ on contacting emergency  │                                           │
│ emergency services.      │  │ services.                │                                           │
└──────────────────────────┘  └──────────────────────────┘                                          │
            │                              │                                                         │
            │                              ▼                                                         │
            │                  ┌──────────────────────────┐                                         │
            │                  │ Senior officer to contact│                                         │
            │                  │ student to state the     │                                         │
            │                  │ University will          │                                         │
            │                  │ communicate with their   │                                         │
            │                  │ nominated Emergency      │                                         │
            │                  │ Contact.                 │                                         │
            │                  └──────────────────────────┘                                         │
            ▼                              │                                                         │
┌──────────────────────────┐              ▼                          ┌──────────────────────────┐  │
│ Nominated authoriser (s) │◄── No ── ◇ Response received ◇── Yes ──►│ All staff members to be  │  │
│ or senior member of staff│          ◇ within 1 calendar ◇          │ updated and appraised of │  │
│ to be contacted          │          ◇ day?             ◇           │ plans to support student │  │
└──────────────────────────┘                                        └──────────────────────────┘  │
            │                                                                     │                 │
            ▼                                                                     ▼                 │
      ◇ Authorisation ◇ ── No ──► ┌──────────┐                          ┌──────────┐               │
      ◇ given?        ◇           │   End    │                          │   End    │               │
            │                     └──────────┘                          └──────────┘               │
            Yes                                                                                     │
            ▼                                                                                       │
┌──────────────────────────┐◄──────────────────────────────────────────────────────────────────────┘
│ Nominated person to      │           ┌──────────┐
│ contact student's        │──────────►│   End    │
│ Emergency Contact.       │           └──────────┘
│ Director of Student      │
│ Wellbeing to be informed │
└──────────────────────────┘
```

3   Introduction

3.1 Students are asked to record the details of their next of kin or other emergency contacts on the student record system EUCLID when they enrol.

3.2 There are times when the University may need to contact a student's emergency contact without the student's consent. Deciding to do this may be relatively straightforward (for example in the case of a medical emergency) or it may be a relatively complex decision, for example where students or staff have raised concerns about a student's wellbeing and the whereabouts of that student are not known.

3.3 This guidance has been developed to help staff in such situations, i.e. when they identify concerns and risks relating to a student's wellbeing, and they are considering whether to communicate with the student's nominated "Emergency Contact" to make them aware of the situation and secure their help with locating and/ or supporting the student. These situations can be complex and as such it would be impossible for this guidance to comprehensively cover every situation. If you are in doubt as to whether to make contact with a student's emergency contact, please contact the Director of Student Wellbeing, or the Head of Academic Affairs/ Academic Administration (or their Deputy) for your College.

3.4 This guidance may be used at any point in the student's time at the University, including when they are at the point of interrupting their studies or withdrawing.

3.5 This guidance should be read within the context of the University's GDPR guidance. The Data Protection guidance that covers disclosure of data to family members can be found here

3.6 Wherever possible, University staff should consult with the student prior to communicating with their Emergency Contact. The student has provided this information on the understanding that it is used without prior consent only when there is evidence of an urgent risk to their immediate health or safety.

3.7 There may be situations when a third party (including the student's nominated Emergency Contact) makes contact with the University with concerns about a student's health and safety. Within these situations, the nominated 'Authoriser' within the relevant School (see Appendix 1, page 5) should be contacted so that decisions can be made rapidly about (a) the urgency of the situation; (b) information sharing; and (c) what action is required in order to ensure the student is safe.

3.8 If a situation where this guidance needs to be used occurs out of normal University office hours (Monday to Friday, 9am to 5pm), then the University Security Section should be contacted so that a senior University manager can be alerted to the situation.

4   Emergency situations

4.1 If there is an emergency, for example a student rushed to hospital, University staff can contact the student's Emergency Contact to let them know about the situation. If the Emergency Contact details are not populated then the default contact information should be the student's most recent home address. This may, in some situations, involve seeking advice from senior colleagues at Edinburgh Global, if the concerns are about a University of Edinburgh student who is overseas.

5   Urgent situations

5.1 It may be in a student's best interests for the University to use the Emergency Contact in urgent situations where there is a significant concern about a student's health or safety. Examples of such situations include but are not limited to:

- When a student has gone missing and there are immediate concerns for their safety and wellbeing
- A student is displaying symptoms of serious and immediate physical or mental illness or there are concerns about behaviour which might indicate serious and immediate physical or mental illness

5.2 The member of University staff who is leading on responding to the situation should make *rapid* contact with the services listed below to identify whether there is any information that can confirm the student's safety or can facilitate a resolution to the situation. If the student's School has not been alerted to the concerns regarding the student's health and safety, then the member of staff leading on responding to the situation should contact the Head of School (or nominated deputy) immediately so that the student's last point of contact with the School can be identified.

- A manager at Residence Life (if the student is in University accommodation)
- The University Chaplaincy
- The Director (or one of the Assistant Directors) of both the Student Counselling Service and the Student Disability Service.

5.3 There should also be conversations with these services as to whether there are any known risks associated with communicating with the student's Emergency Contact which may exacerbate the situation.

5.4 The nominated "Authoriser" within the School/ Deanery should then quickly be consulted (refer to Appendix 1 for information on who the "Authoriser" can be), and a decision reached on whether contacting the student's Emergency Contact is required, and if so who should do this.

5.5 The purpose of this contact will be to make the student's Emergency Contact aware of the situation and identify whether anything more can be done to locate and/ or support the student. The Authoriser must also ensure that both the Director of Student Wellbeing and the Head of Academic Affairs/ Academic Administration (or their deputy) within the College are made aware of the situation.

5.6 If a nominated "Authoriser" within the School is not available, then a senior member of staff within the relevant College Office should be contacted. Refer to Appendix 1 for College office Authorising Officers.

5.7 If the student's safety cannot be confirmed, in addition to attempting to contact the Emergency Contact, the nominated Authoriser should pass on the student's details to Emergency Services via 999.

5.8 If authorisation to communicate with the Student's Emergency Contact is not given, the reasons for this decision should be recorded on EUCLID (refer to 6.13 below).

6   Ongoing concerns for a student's wellbeing

6.1 It may also be necessary ultimately to contact a student's Emergency Contact even in situations which are not emergencies or urgent as described above. Examples of this would include situations where there are emerging concerns (e.g. about engagement/ attendance/ behaviour)

that have been identified by a member of staff or fellow student, and where the student has not responded to multiple contact attempts from the School.

6.2 In any such case the School/ Deanery's Senior Tutor (ST)/ Postgraduate Director should be contacted. The ST, or appropriate senior officer, will decide on who is best placed to request (via email, letter and phone call) a formal meeting with the student and their PT/ supervisor to discuss the concerns raised.

6.3 In most cases this will be the student's PT, supervisor or Student Support Officer, but in some cases it may be a studio tutor, for example, if it is felt this is appropriate. What is also important at this stage is that staff within the School/ Deanery take a co-ordinated approach to ensure that multiple members of staff are not contacting the student simultaneously (with the student responding to only one, leaving the remaining staff members concerned regarding the student's situation).

6.4 The nominated staff member should make pro-active attempts to engage with the student. All available and reasonable methods of communication should be used, and staff should be mindful that many students are unlikely to respond just to an email in situations where they are isolating themselves deliberately. Methods of contacting the student should include:
- E-mail (see Template communication on page 5 at Appendix 2)
- Telephone (NB- staff should not use personal mobile phones)
- Writing a letter

6.5 The nominated staff member should also consider whether it is appropriate to contact fellow students of the student. Whether it is appropriate to contact specific students, and how much information to share regarding the reason behind the contact will vary on a case by case basis (see point 4.6 below). If there is good reason to think that a particular fellow student may have relevant information (for example, if they are working on a group project with the "at risk" student, they are likely to know where the student is - or if indeed they raised the initial concerns), then they should be contacted.

6.6 In each case of contact with fellow students, only the minimum information regarding the "at risk" student that is required to obtain the relevant information should be disclosed. A documented reason for contacting specific fellow students should be kept on EUCLID by the relevant staff member (see section 4.13 below), and beyond enquiring about their recent contact with the "at risk" student, no details of the "at risk" student or their circumstances should be disclosed to fellow students.

6.7 If the student has not responded to attempts to contact them after **72 hours**, then the staff member should again email the student, write to them and leave a message on their telephone, clearly stating that the University will communicate with their nominated Emergency Contact if the student does not make contact with the staff member within a further **24 hours**. If there is no Emergency Contact information on the student's EUCLID record, then staff members should use the student's listed home address contact details for this purpose. All messages conveyed to the student should:

(a) Include specific information on whom we will contact should the student not respond.
(b) Provide the student with an opportunity to nominate a third party whom the University should contact, and give the University their formal, written permission for us to liaise with their third party advocate.

(c) Provide a number of different options for whom the student can contact (e.g. University Security) in case there are sensitivities for the student on making contact with other members of University staff for any reason.

Template communications are provided at Appendix 2.

6.8 University staff need to be mindful that someone may subsequently contact them on the student's behalf (this could happen for a number of reasons). Within these situations, the member of staff should refer back to the formal University Data Protection Guidance noted in paragraph 1.5 above, and should also seek advice from the relevant College Office in terms of how to proceed from that point. This may include requesting from the student confirmation in writing (or from their University e-mail account) that they are happy for the nominated representative to communicate on their behalf.

6.9 If the student responds to contact from the School/ Deanery, then all relevant staff members should be updated and appraised of any plans to support the student. There may be a number of outcomes from this process that might trigger a discussion with relevant support services such as Counselling or Disability, and may lead to further consideration under the University's Support for Study Policy.

6.10 If the student fails to respond within **24 hours**, then the situation should be escalated and the nominated Authoriser within the School should quickly be consulted (please refer to Appendix 1 for information on who the "Authoriser" can be) and a decision reached on whether communicating with the student's Emergency Contact is required, based on all available information and risk factors (including risk of exacerbating the situation through communicating with the student's Emergency Contact).

6.11 If a nominated "Authoriser" within the School is not available, then a senior member of staff within the relevant College Office should be contacted. Refer to Appendix 1 for College office Authorising Officers.

6.12 The guidance at section 3.5 above should then be followed.

6.13 Staff should record each decision and action using the comments and notes field on EUCLID, although highly confidential details should not be included.

Appendix 1:   Authorisers
Each School/Deanery need to ensure that at least **two** senior members of staff (recommended at least grade UE08, although agreed local arrangements may mean that this is not the case) are identified as Authorisers, one academic and one professional services. Suitable Academic Authorisers can be Head or Deputy Head of School, Director of Teaching, Head of Graduate School, Senior Tutor or Postgraduate Director. All Schools need to inform College who their Authorisers are.

Suitable Professional Services Authorisers can be Director of Professional Services, Teaching Office Managers, Director of Student Services, Director of Student Experience or Senior Student Support Officer but it is recommended that this responsibility should only be delegated to staff at grade UE08 or above. Staff delivering student support and the PGR student office within each School/ Deanery need to keep a list of Authorisers and ensure that people within the School/ Deanery know who they should approach for authorisation.

College Office Authorisers
CAHSS: Dr Lisa Kendall (Head of Academic and Student Administration) or Dr Jeremy Crang (Dean of Students)
CMVM: Ms Philippa Burrell (Head of Academic Administration), Dr Geoff Pearson (Dean of Students) or Dr Paddy Hadoke (for PGR students only)
CSE: Ms Heather Tracey (Acting Head of Academic Affairs (until Jan 2020)/ Deputy Head of Academic Affairs) or Mr Stephen Warrington (Dean of Student Experience)

Appendix 2:   Template communications
For paragraph 6.4
Dear "student's name",

I am writing to you because we are concerned about your wellbeing. This is because (insert brief summary of reasons for concern).

Please make contact with me within 3 calendar days, either by email or on (insert telephone number) so that we can organise a convenient time for you to some in to meet with (insert names and roles/ job titles) so that we can discuss how you are and ensure you have the right support in place.

If we do not hear from you within 3 calendar days, we will need to consider getting in touch with your emergency contacts to ensure that you are safe and well (insert specific information on who the emergency contacts are).

You can nominate a third party whom the University should contact if that is easier- you will need to give the University your formal, written permission to enable us to liaise with your third party advocate.

(Only insert if required: "If there are sensitivities for you in making contact with members of University staff for any reason, you can contact the University of Edinburgh Security Section on 0131 650 2257).

Yours sincerely,

Name
Job Title

For paragraph 6.7
Dear "student's name",

Having made attempts to reach you by email and telephone, we are now so concerned for your well-being at this stage that I am offering an opportunity to come forward and let us know you are ok **before we contact your emergency contact (insert specific information on who the emergency contact is)** to make them aware that we cannot reach you. We are deeply concerned about your welfare and safety. I stress that you are not in any trouble but please get in touch to let us know you are ok.

Your Emergency Contacts on EUCLID are as follows:

Names:
Address:
Tel:
00xxxxxxxxxxxxxxxxxxxxxxxxxxxx

If we get no response from you in the next 24 hours I'm afraid we have no other option but to get in touch with your emergency contact. If after referring to your emergency contacts you still do not contact us we will refer the matter on to the local police to investigate.

You can nominate a third party whom the University should contact if that is easier- you will need to give the University your formal, written permission to enable us to liaise with your third party advocate.

This is now an urgent matter and I impress upon you the need for you to make contact with me as soon as possible. I am anxious to hear from you so I can establish that you are safe, and I look forward to your reply. Alternatively, please call on (insert telephone number) and ask to speak with me.

(Only insert if required: "If there are sensitivities for you in making contact with members of University staff for any reason, you can contact the University of Edinburgh Security Section on 0131 650 2257).

With best wishes,

Name
Job Title

Appendix 2: Students' Association Paper on 'Opt-in' Model
This insert is to convey the opinion of the Students' Association regarding the opt-in "Bristol" model whose potential adoption at annual matriculation is being explored by the University Executive. It should be noted that this opinion is informed by insights from the Advice Place, a service with professional expertise in advising students when they are vulnerable / seeking additional support. Association Executive has also consulted with student representatives, especially those from marginalised groups who are more likely to be vulnerable / experience emotional distress, e.g. disabled students. It is also informed by discussions with relevant University stakeholders, including the Student Mental Health Strategy Implementation Group, Residence Life and colleagues in Student Experience.

We would begin by highlighting the significant development of policy and practice on this matter at Edinburgh in recent years, and that we see this as extremely positive. Edinburgh's existing procedures outlined in the guidance document for staff on when to communicate with a student's nominated emergency contact appropriately distinguishes between emergency situations (pertaining to vital interests), urgent situations, and situations where there are ongoing/emerging concerns for a student's wellbeing. This policy allows for timely, and specific consent to be sought – a key principle. It is important to point out that, should concerns be sufficiently severe and contacting the student in question has not yielded progress, in all instances there is potential for contact to be made with the student's emergency contact. We believe that the current policy is in fact robust, appropriate, and entirely sufficient. We also welcome the introduction for September 2020 of emergency contacts as mandatory at matriculation – we believe this will enhance the current procedure and are keen to see this embedded before any further change is proposed.

We are concerned by the lack of clarity over whether the introduction of an opt-in model would allow for the retention of these procedures, given that the model employed at Bristol does not include the caveats Edinburgh's procedure has formalised. For instance, in our current procedure, if a student is made aware of a likely escalation pathway, (e.g. the University is concerned for their welfare and they may have to contact their emergency contact if they do not hear from them soon) they are able to consent to contact being made with a nominated third party. It also stipulates that staff should consider, to whatever extent possible, any risks to contacting emergency contacts that may exacerbate the student's condition, and seek expert insight on this. These clauses highlight a clear understanding that the context for a student's declining wellbeing is complex and the University should not make assumptions about a student's support systems.

Consider for instance, the varying relationships with their emergency contact our students will have:
- an LGBT+ student who is not 'out' to their family
- a student experiencing depression as a result of a family member's long-term illness
- a student who has recently become estranged and whose statutory funding requires no contact with their parents
- differing cultural perceptions of mental illness

Additionally, there is no evidence to suggest that being able to contact a student's emergency contact where there are emerging concerns about their wellbeing but without their timely and specific consent will improve that student's situation. It is also unlikely that the implications of "opting-in" will be fully understood or remembered by the majority of students at matriculation; however, for those that choose not to opt in (the 6% at Bristol), who are also likely to be our most vulnerable students, we are concerned that the opt-in model may leave processes for supporting them hanging in the balance.

Given the robust processes in the existing procedure, we do not believe the introduction of an opt-in model on top of the existing procedure would add any value. In fact, it is likely that it would render the system confusing to both students and staff.

Furthermore, we are not aware of any concerns that the existing procedures do not provide appropriate protections to students. Indeed, we are sensitive to the worries of University staff providing front-line support (e.g. Resident Assistants and Student Support Officers) that an opt-in model would require them to regularly field inquiries from parents or other next of kin, as is the case at Bristol, making it challenging to ensure consistent approaches to pastoral care and data-sharing. In turn, this could put vulnerable students at greater risk.

The Students' Association understands that there will be some students who feel positively about the introduction of an opt-in model for contacting a student's emergency contact. It may be helpful to consider how the existing procedure could be better communicated to students and more widely understood. It is the role of the Students' Association, to consider changes to University support and wellbeing structures with full view of the student population, especially our most vulnerable students, and in light of the entire evidence base available to us. The University should always treat students as stakeholders in their own wellbeing and seek to manage expectations with next of kin about what contact is therefore appropriate regarding a student's welfare. Hence, timely and specific processes for triggering emergency contact procedures are paramount, and an opt-in model either adds no value to the existing procedure or risks exacerbating the circumstances which have led to a student's declining wellbeing.

Author: Oona Miller, Vice President Welfare, Students' Association

THE UNIVERSITY of EDINBURGH

UNIVERSITY EXECUTIVE

16 June 2020

Course Evaluation Questionnaires Review update

Description of paper
1.   This paper provides an update on the review of Course Enhancement Questionnaires (CEQs) requested by UEG and asks UEG to approve the direction of travel identified by the CEQ Review Project Board.

Action requested/Recommendation
2.   The University Executive are asked to **approve** the recommendations that:
- From 2021/22 centrally managed CEQs will be replaced by locally managed end of course feedback that follows the mid-course feedback model.
- A new support model will be developed during the 2020/21 academic year to ensure Schools are supported in collecting and responding to student feedback.
- End of course feedback will be situated within the wider Student Voice Policy and guidance developed.[1]
- A longitudinal survey for undergraduate students focused on enhancement particularly around critical transition points, progression and student well-being be developed over the 2020/21 academic year to be launched in 2021/22.

3.   The University Executive are also asked to **approve** a change to the CEQ policy to make questions on individual teaching staff **optional** for all courses during the 2020/21 academic year. This change is proposed to reduce administrative burden in Schools.

Background and context
4.   This fundamental review of the CEQ process was commissioned by UEG following an initial review of the management of CEQs. The first review had been prompted by declining response rates and consistent feedback from colleagues in Schools that CEQs did not provide them with meaningful and actionable information.

5.   To ensure that the review captured views from colleagues across the university a Project Board and wider consultative group with representatives from Schools in each of the three Colleges, relevant Professional Service areas and students were established. A dedicated SharePoint page within the Student Analytics, Insights and Modelling team's site was also published to facilitate a wider conversation with colleagues across the university.

6.   Colleagues were initially asked open questions about the purpose and use of end of course feedback and were provided with a range of straw man models for collecting end of course or programme level student feedback. Responses to these questions were considered by the Project Board and developed into an early version

---
[1] This is consistent with the approach to mid-course feedback

of the proposals presented as the recommended direction of travel UEG is being asked to approve in this paper.

7. A further set of consultation questions asked colleagues to consider the potential benefits and dis-benefits of a move away from a centrally managed model of end of course feedback. Questions included identifying any resource implications for Schools. Colleagues were also asked for comments on the proposal that a new undergraduate survey be developed combining features from two of the initial straw-man models.

8. One of the aims of the original CEQ project was to provide consistency in student feedback across the university. A small set of questions were included in all course questionnaires with the expectation that these could be rolled up to give a School, College or University level view of student experiences and satisfaction. In practice; data collected through CEQs hasn't provided much in the way of meaningful insight at a university level. Inconsistent levels of engagement and response rates have given rise to the criticism that CEQs aren't representative of student views at a course level and colleagues have fed back that comparisons of course level feedback between courses and Schools are unhelpful and lack validity – particularly when different subject areas deploy different pedagogies. In addition to this, the decision to make CEQs anonymous means it is not possible to compare the responses of different student groups.

9. The proposals outlined in this paper attempt to resolve these issues by setting out approaches that can collect relevant student feedback that can then be actioned i.e. end of course feedback that is related specifically to the course design and learning aims of individual courses and a more strategically focused university wide survey to provide insights into student experiences.

Discussion
Developing locally managed approaches to end of course feedback.
10. On the whole, the proposed move away from a centrally managed end of course feedback surveys to a more light-touch locally managed approach following the mid-course feedback (MCF) model has been well received.

11. The recommendation to move to locally managed end of course feedback has in part been formed in response to student feedback that they are over-surveyed. It is not anticipated that CEQs be replaced with lots of individual end of course surveys and colleagues will be encouraged to use different methods to gather student feedback e.g. conversations, postcards, Top Hat. Whilst student feedback should be sought and responded to, the method of collecting feedback should be relevant and proportionate.

12. To deliver this we are proposing to build on the resources and case studies that have been developed in rolling out MCF and Student Systems and Administration will work with the Institute for Academic Development (IAD) to develop a support model that provides advice to colleagues in identifying and deploying the most appropriate methods of collecting student feedback and in developing question sets.

13. As end of course feedback is only one part of a wide range of student feedback mechanisms, the Board have highlighted the need to clearly articulate how end of course feedback should relate to mid-course feedback and conversations within SSLCs and how this integrates with Quality Assurance requirements.

14. The Project Board have discussed the importance of ensuring that students are given the opportunity to comment on their courses and that feedback loops are closed. Existing Quality Assurance processes such as Annual Monitoring and Periodic Reviews can be adapted to ensure that Schools are providing assurance through College and University Quality Assurance committees that student feedback is being collected and the feedback loop closed in appropriate fora.

15. Concerns about removing centrally managed surveys have been raised by some Schools with professional accreditation requirements but these concerns were not shared across all Schools with externally accredited professional programmes. The Project Board, whilst acknowledging these concerns, agreed that the best approach would be for the team to work closely with the Schools who raised concerns to develop an appropriate support service. The board agreed that the proposed changes should be applied across the university –individual Schools should not retain centrally managed CEQs.

16. Concerns had also been raised that some staff use CEQ results as evidence to support applications for promotions. In developing the support model Student Systems and Administration will work with IAD to develop examples of questionnaires that staff could use to support promotions where this is appropriate. It is not envisaged that these will need to be used for all courses but would provide colleagues with 'kite-marked' question sets.

Developing a longitudinal survey for undergraduate students focused on enhancement particularly around critical transition points, progression and student well-being.
17. Outside CEQs, the University of Edinburgh does not routinely survey non-finalist undergraduate students and there is an opportunity to develop a survey that focuses on enhancement and well-being. Colleagues have indicated that there is a need to gather feedback from students on their progression and on how well they have navigated key transition points e.g. entry, moving to honours years. It is recommended that any research design is longitudinal – allowing responses to be tracked (with respondent permission) between surveys which will enable the university to understand and compare the experiences of different cohorts.

18. Should UEG approve the direction of travel identified by the Project Board the next steps for this part of the project will be to develop a clear set of research aims. Any questionnaire should be co-created with students and it is anticipated that there will be a number of steps to the instrument design process:
- Working with students to map the student journey to identify where experiences can be challenging or rewarding
- Developing question sets that are meaningful to students
- Piloting the questionnaire
- Testing the questionnaire's statistical reliability and validity

Course Enhancement Questionnaires for 2020/21

19. Given the volume of work taking place in Schools to support students through assessments this year and to deliver hybrid teaching for next year the Board approved a proposal to extend the timeline of the CEQ Review project and a recommendation that CEQs be delivered during the 2020/21 academic year.

20. To reduce the burden on Schools, Student Systems and Administration are recommending that the mandatory questions on individual teaching staff be made optional. Schools are asked to populate the names of staff teaching on courses each year as this data is not held on a central system. The Board agreed that data collected in 2020/21 is likely to be anomalous. The Board also reflected that students tend to provide additional comments in the free text questions on particularly strong or weak aspects of any course so Schools that remove these questions are unlikely to lose any meaningful insights.

Resource implications

21. Removing centrally managed CEQs will create some capacity in the Student Analytics, Insights & Modelling team which will be redeployed to support the University wide survey and in delivering support for Schools in delivering local end of course feedback mechanisms.

22. There is likely to be some resource required in Schools but the level of resource required to deliver local end of course feedback mechanisms will depend upon the solutions Schools, Programme teams or Course Organisers choose to deploy. In the next year the Project team will work with Schools to develop an appropriate support model and set of resources to help reduce administrative burden.

23. Making teaching questions optional requires no changes to systems so creates no additional overhead and will reduce administrative time in Schools for those Schools that choose not to ask these questions.

Risk Management

24. No risks have been identified as a result of these proposals.

Equality & Diversity

25. An EIA is not required for these proposals but may be completed as these proposals are developed.

Next steps & Communications

26. UEG's feedback will be circulated to the CEQ Review Project Board and Consultative group and an update given to SQAC.

27. Approval of the change to the current CEQ Policy will be shared with SQAC, Heads of Schools, School Directors of Quality and School CEQ contacts. Schools will be asked to decide if they wish to remove the questions, keep the questions or leave the decision to Course Organisers' discretion.

Consultation

28. These proposals have been developed through several rounds of consultation and updates have been provided to SQAC and Education Committee throughout the

year. Consultation will continue as the support model is developed and throughout the research design process if the direction of travel is approved.

Further information
29. *Author*   *Presenter*
    Paula Webster   Gavin Douglas
    Head of Student Analytics, Insights &   Deputy Secretary, Student Experience
    Modelling

Freedom of Information
30. Open paper.

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY EXECUTIVE

16 June 2020

EDMARC Ethnicity Report –Preliminary Findings

Description of paper
1.   The paper describes the current baseline data, to look for areas that stand out and to suggest work streams to address issues raised by the data analysis.

Action requested/Recommendation
2.   The University Executive is invited to comment on this report and to highlight any areas that it would like to see further analysis.

Background and context
3.   This work emerged from EDMARC (Equality, Diversity Monitoring and Research Committee) and Race Charter application with the initial focus on undergraduate students, both UK and International. This report is the first phase of describing our student journey by ethnicity from application to degree outcomes and graduate outcomes. Future work will also considers aspects of the student experience, particularly engagement with the Students Association, Sports Union, the Edinburgh Award, study and work abroad and participation as student representatives and officers as well as graduate outcomes.

Discussion
4.   The report is attached in Appendix 1 and includes further work and insights into what the data tells us. Understanding the effects of ethnicity on the student journey requires careful analysis of the data, as top level trends can mask subject specific or BAME (Black, Asian and Minority Ethnic) sub-group differences at any point along the student journey. While the data can highlight issues, it cannot resolve them. Although not an exhaustive list, close working with colleagues in Colleges, Schools and Deaneries, Student Recruitment and Admissions, Academic Services, the Students Association and students themselves using a variety of quantitative and qualitative approaches will be necessary to make progress on issues affecting BAME applicants and students.

5.   We suggest that the University Equality, Diversity and Inclusion and EDMARC committees can act to co-ordinate work on specific aspects relating to BAME applicants and students.

Resource implications
6.   There are no resource implications.

Risk Management
7.   None.

Equality & Diversity
8.   The paper is part of the Equality and Diversity work and monitoring undertaken by EDMARC.

Next steps/implications

9.   This report, along with comments from the Executive will be considered by the Equality, Diversity and Inclusion Committee.

Consultation

10. The attached report has been reviewed by Sarah Cunningham-Burley, Chair of the Equality, Diversity and Inclusion Committee. An earlier draft of the report was reviewed by the EDMARC committee.

Further information

11. *Authors*

Peter Phillips
Deputy Director of Planning,
Governance and Strategic Planning

Kevin Harkin
Management Information Analyst,
Governance and Strategic Planning

Barry McCluckie
Management Information Analyst,
Governance and Strategic Planning

Presenter

Sarah Cunningham-Burley
University Lead on Equality, Diversity & Inclusion and Professor of Medical and Family Sociology, Usher Institute

Freedom of Information

12. This paper is open.

EDMARC Ethnicity Spotlight – preliminary report
2020

Background

1. This work emerged from EDMARC and Race Charter application with the initial focus on undergraduate (UG) students, both UK and International.

2. We are aware that other work, both qualitative and quantitative, is being undertaken in the University – this report is designed to support and supplement these studies.

3. The purpose of report is to provide the current baseline data, to look for areas that stand out and to suggest work streams to address issues raised by the data analysis.

Scope of report

4. The scope is initially limited to UG students. We look wherever possible at intersectionality when analysing the data, cognisant that each of our students' life experience is not only shaped by being white or Black and Minority Ethnic (BAME), but also includes gender, socio-economic class, type of school attended and other influencers. As recommended by the Equalities Challenge Unit, we consider UK and International students separately wherever possible.

5. The report draws on sector data and previously published reports to provide comparisons and context for the Edinburgh student experience.

Data analysis

6. We use the Higher Education Statistics Agency (HESA) suite of classification of ethnicity throughout the report. Where numbers allow, we drill down to the second tier of ethnic groupings, and only use the single BAME grouping of ethnicities when numbers as so small that further disaggregation would be meaningless or misleading.

The student journey:

1. Applications, offers and acceptances

7. The University of Edinburgh produces a comprehensive EDMARC report on the available equality protected characteristics. Whilst this report supports the monitoring of equality and diversity in terms of the student entrant population and outcomes, recently it hasn't looked at applications.

8. The aim of this section is to provide a descriptive analysis of UK domiciled applicants who apply to the University of Edinburgh and the trends of the applicant population over time. Whilst a similar analysis will also be undertaken with Offer and Acceptance Rate, a Logistic Model will be used, to determine if there are statistically significant variables that may explain why an applicant gets an offer. While Ethnicity is the focus for this spotlight paper, it is important to look at other factors that impact on whether an applicant gets an offer or accepts that offer. By accounting for these other variables in a regression type analysis, we can more confidently interpret the impact Ethnicity has on the outcomes of these applicants.

9. The number of UK domiciled applications had risen steadily until cycle year 2018/19, where we see a decrease. There has been a gradual narrowing in the gap between BAME and White applicants as the proportion of BAME applications rises from 10% to 13% (Appendix Figure A1). Within BAME, the increase in applications over the five years is more pronounced in Mixed Ethnicity (43%) and Other (41%) than Asian (31%), with Black applications only increasing by 17% (Appendix, Table A1).

10. The gender mix of our applications is similar across all ethnicities with female applications in the majority (range 54% to 59%) (Appendix Figure A2).

11. The age proportion of our BAME applicants is skewed towards older age ranges than the White applicants, which is particularly pronounced in Black applicants that have a relatively high proportion over 21. (Appendix Figures A3 and A4). When looking at our Scottish and Rest of UK (RUK) applications separately, differences in the age distribution become apparent. In each ethnicity class a higher proportion of Scotland domiciles' applications are from applicants aged 21 or over, with this difference most pronounced in Black applications (only 16% of RUK applications are from applicants aged 21 or over, compared to 52% from Scotland domiciled applicants).

Domicile of Applicants

12. The ethnic mix of our applicants is a product of our geographical location, our marketing activities and our attractiveness to BAME students. We recruit a far higher proportion of our Home UG students from the Rest of UK than all but one of the Scottish institutions, but at the same time we have a much lower proportion of local BAME potential applicants than many high tariff and Russell Group competitors. This makes choosing a suitable benchmarking group of institutions challenging.

13. There has been an increase in the proportion of our applications from England over the previous 5 cycles, with more English domiciled applications than Scottish for the first time in 2018-19, and a higher proportion of English applicants are BAME (Appendix Table A2).

Socio-economic mix of Applicants

14. The Scottish Government and Scottish Funding Council use the Scottish Index of Multiple Deprivation (SIMD) as the measure for Widening Participation for Scottish domiciled students. The University takes a more nuanced view of Widening Participation, with SIMD being one of several factors that will result in a 'Plus flag'[1] (SIMD20) or a 'Flag' (SIMD40) for a contextual offer. For RUK students the University uses the Acorn 5 category as a proxy for SIMD20 and will result in a 'Plus flag', and Acorn 4 as a proxy for SIMD40 that will result in a 'Flag'.

15. For 2017-18 a higher proportion of our applications from Scottish domiciled BAME applicants are from SIMD20 (21%) than for White applications (9%), with Black applications particularly overrepresented (53%). This proportion has been increasing in the last 3 years while White SIMD quintiles have stayed relatively consistent. The proportion of applications

---

[1] In most cases, a 'Plus flag' guarantees an offer at the minimum entry requirement. A 'Flag' prioritises a place in degree programmes where competition is high, but at the standard entry requirement, rather than the minimum.

from BAME applicants (37.1%) in SIMD 40 is also higher than that for White (22.1%) applicants. (Appendix Figures A5 to A7 and Table A3).

16. The distribution of RUK applications by socio-economic group showed a similar pattern to the Scottish applications. There is a higher proportion of RUK domiciled BAME applications (14%) from Acorn 5 than White applications (4%). There is a slightly higher proportion of BAME applications (9%) from Acorn 4 than White applications (7%), with no large differences within the BAME groups (Appendix Figures A8 and A9).

> As part of our strategy to widen participation we should seek to increase the reach of our BAME application pool. Further work on the geographical distribution of our BAME applicants informed by population census data can help us focus on parts of the UK where we may be able to increase BAME applications. We can also profile the support we provide and the inclusivity of our institution to encourage BAME applicants.

Applications

17. The pattern of applications by School and Deanery for White and BAME UK applicants is set out in Table 1. There is a greater relative proportion (ie >25%) of BAME applications for Oral Health (Deanery of Clinical Sciences – although numbers are small in this group of applicants), Biomedical Sciences, Economics, Engineering, Informatics and Law than for White applicants, and is most pronounced in Medicine.

18. There is a lesser relative proportion (ie<25%) of BAME applications for History, Classics and Archaeology (HCA), Veterinary Studies, Geosciences and most pronounced in Education than White applications.

> As part of a future study we intend to analyse the proportion of BAME staff in Schools and test for correlation with proportion of BAME applications. A lack of BAME teachers means fewer role models and may serve to discourage BAME applications.

19. Sector wide, the most popular subject areas for UK domiciled BAME subjects to study are Medicine and Dentistry, Law, Business Studies, Computer Science, Engineering and Subjects allied to medicine[2] which closely resembles the pattern seen for our applications.

---

[2] Advance HE Student Statistics Report 2019.

Table 1: Proportions of applications by School and Deanery 2017-18

School	BAME		White	
	School rank	Propn all BME applicationss	School rank	Propn all white applicationss
Edinburgh College of Art	1	12.5%	1	16.3%
Edinburgh Medical School	2	11.1%	10	4.2%
School of Engineering	3	9.5%	8	5.9%
School of Literatures, Languages and Cultures	4	8.4%	2	9.9%
Business School	5	7.1%	6	6.0%
Deanery of Biomedical Sciences	6	5.8%	13	2.8%
School of Philosophy, Psychology and Language Sciences	7	5.5%	5	6.3%
School of Social and Political Science	8	5.3%	7	6.0%
School of Law	9	5.0%	11	3.6%
School of Economics	10	4.5%	15	2.3%
School of History, Classics and Archaeology	11	4.2%	4	6.8%
School of Biological Sciences	12	3.1%	12	3.5%
School of Informatics	13	2.8%	19	1.8%
Moray House School of Education	14	2.3%	3	7.8%
School of Physics and Astronomy	15	2.1%	14	2.5%
School of Health in Social Science	16	2.0%	20	1.7%
School of Chemistry	17	2.0%	18	2.1%
School of Geosciences	18	2.0%	9	4.8%
School of Mathematics	19	1.8%	16	2.2%
Deanery of Clinical Sciences	20	1.2%	22	0.4%
Royal (Dick) School of Veterinary Studies	21	1.2%	17	2.2%
School of Divinity	22	0.8%	21	1.0%

20. Using the individual School and Deanery offer rates as a proxy for high demand subjects, there is little difference in the proportion of White and BAME applications if we set the offer rate threshold at 30% (38.6% White and 36.9% BAME), 25% (24.8% White and 21.1% BAME) or 20% (6.3% White and 6.5% BAME). The evidence does not support the view that overall BAME applications are more skewed towards high demand subjects than White applications Tables 2 and 3).

Table 2: Proportion of White applications and offer rates by School and Deanery 2017-18

School	Propn all white applicationss	Overall offer rate	White Offer Rate
Edinburgh College of Art	16.3%	21.2%	20.8%
School of Literatures, Languages and Cultures	9.9%	49.5%	48.9%
Moray House School of Education	7.8%	30.0%	29.9%
School of History, Classics and Archaeology	6.8%	52.0%	51.7%
School of Philosophy, Psychology and Language Sciences	6.3%	48.8%	48.9%
Business School	6.0%	25.5%	26.1%
School of Social and Political Science	6.0%	34.5%	34.9%
School of Engineering	5.9%	60.0%	60.4%
School of Geosciences	4.8%	61.8%	61.8%
Edinburgh Medical School	4.2%	18.4%	19.6%
School of Law	3.6%	32.9%	34.8%
School of Biological Sciences	3.5%	61.9%	60.8%
Deanery of Biomedical Sciences	2.8%	57.5%	58.1%
School of Physics and Astronomy	2.5%	70.4%	70.6%
School of Economics	2.3%	44.8%	45.0%
School of Mathematics	2.2%	72.9%	72.6%
Royal (Dick) School of Veterinary Studies	2.2%	23.2%	23.6%
School of Chemistry	2.1%	72.0%	71.3%
School of Informatics	1.8%	49.3%	47.5%
School of Health in Social Science	1.7%	20.0%	21.2%
School of Divinity	1.0%	69.9%	69.5%
Deanery of Clinical Sciences	0.4%	8.8%	10.4%
Total	**100%**	**41.4%**	41.5%
High demand - 30% overall offer rate or less	38.6%		
High demand - 25% overall offer rate or less	24.8%		
High demand - 20% overall offer rate or less	6.3%		

Table 3: Proportion of BAME applications and offer rates by School and Deanery 2017-18

BAME			
School	**Propn all BME applications**	**Overall offer rate**	**BAME Offer Rate**
Edinburgh College of Art	12.5%	21%	26%
Edinburgh Medical School	11.1%	18%	15%
School of Engineering	9.5%	60%	58%
School of Literatures, Languages and Cultures	8.4%	49%	55%
Business School	7.1%	25%	21%
Deanery of Biomedical Sciences	5.8%	57%	55%
School of Philosophy, Psychology and Language Sciences	5.5%	49%	48%
School of Social and Political Science	5.3%	34%	30%
School of Law	5.0%	33%	22%
School of Economics	4.5%	45%	44%
School of History, Classics and Archaeology	4.2%	52%	56%
School of Biological Sciences	3.1%	62%	72%
School of Informatics	2.8%	49%	59%
Moray House School of Education	2.3%	30%	32%
School of Physics and Astronomy	2.1%	70%	68%
School of Health in Social Science	2.0%	20%	11%
School of Chemistry	2.0%	72%	78%
School of Geosciences	2.0%	62%	63%
School of Mathematics	1.8%	73%	75%
Deanery of Clinical Sciences	1.2%	9%	4%
Royal (Dick) School of Veterinary Studies	1.2%	23%	17%
School of Divinity	0.8%	70%	73%
Total	**100%**	**40%**	**41%**
High demand - 30% overall offer rate or less	36.3%		
High demand - 25% overall offer rate or less	21.1%		
High demand - 20% overall offer rate or less	6.5%		

<u>*Offers made*</u>

21. The overall offer rate for White (41.5%) and BAME (40.4%) applications are very similar. Within the BAME group, the offer rate ranges from a high of 47.8% for Mixed Ethnicity applications to a low of 31.5% for Black applications. To explore what factors influence the likelihood of an offer, we applied logistic analysis to the BAME data that included gender, age, disability, Widening Participation (WP) marker, ABB Tariff (i.e. school grades equivalent to or higher than ABB at A Level), subject, domicile and ethnicity and found that:

- Subject applied for and ABB Tariff were the most significant factors in whether an applicant received an offer: and
- Black applicants were the only ethnic group to have a significantly lower offer rate once other factors were taken into consideration.

This finding requires more granular investigation to see whether this is in specific areas of our provision or across our programme offering. Potential unconscious bias or other factors (eg black students often have lower grade predictions than they achieve, vice versa for White students; do Black applicants have a different qualifications profile, possibly due to a slightly higher age on entry eg HNC/D rather than A levels or Highers?).

22. However, when looking at a School and Deanery level, differences overall between White and BAME are highlighted and described below.

23. When comparing the offer rate for White and BAME applications, BAME applications are more than 10% less likely to result in an offer than White applications in seven Schools and Deaneries (range from 47% to 87%) set out in Table 4. This group of Schools and Deaneries received 24% of all White applications and 33% of all BAME applications. These Schools and Deaneries contain a high proportion of 'professional' subjects[3] (Table 4).

Table 4: School and Deaneries with a low BAME offer rate compared to the White offer rate 2017-18

School	White		BME		
	Propn all white apps	White Offer Rate	Propn all BME apps	BAME Offer Rate	Proportion difference from White offer rate
Deanery of Clinical Sciences	0.4%	10%	1%	4%	0.43
School of Health in Social Science	1.7%	21%	2%	11%	0.52
School of Law	3.6%	35%	5%	22%	0.62
Royal (Dick) School of Veterinary Studies	2.2%	24%	1%	17%	0.70
Edinburgh Medical School	4.2%	20%	11%	15%	0.75
Business School	6.0%	26%	7%	21%	0.79
School of Social and Political Science	6.0%	35%	5%	30%	0.87

24. Eleven Schools and Deaneries have similar offer rates for White and BAME applications (ie within 10% difference) which represents 45% of White applications and 40% of BAME applications (Table 5)

---

[3] Eg Medicine, Veterinary Medicine, Nursing, Oral Health Science, Law, business, accountancy and management subjects, and social work.

Table 5: School and Deaneries with a BAME offer rate similar to the White offer rate 2017-18

School	White		BME		
	Propn all white apps	White Offer Rate	Propn all BME apps	BAME Offer Rate	Proportion difference from White offer rate
Deanery of Biomedical Sciences	2.8%	58%	6%	55%	0.94
School of Engineering	5.9%	60%	9%	58%	0.96
School of Physics and Astronomy	2.5%	71%	2%	68%	0.96
School of Economics	2.3%	45%	4%	44%	0.97
School of Philosophy, Psychology and Language Sciences	6.3%	49%	6%	48%	0.99
School of Geosciences	4.8%	62%	2%	63%	1.01
School of Mathematics	2.2%	73%	2%	75%	1.04
School of Divinity	1.0%	70%	1%	73%	1.05
Moray House School of Education	7.8%	30%	2%	32%	1.06
School of History, Classics and Archaeology	6.8%	52%	4%	56%	1.08
School of Chemistry	2.1%	71%	2%	78%	1.09

25. Four Schools have higher offer rates for BAME than White applications, representing 27% of all BAME applications and 32% of all White applications (Table 6).

Table 6: School and Deaneries with a high BAME offer rate compared to the White offer rate 2017-18

School	White		BME		
	Propn all white apps	White Offer Rate	Propn all BME apps	BAME Offer Rate	Proportion difference from White offer rate
School of Literatures, Languages and Cultures	9.9%	49%	8%	55%	1.12
School of Biological Sciences	3.5%	61%	3%	72%	1.18
Edinburgh College of Art	16.3%	21%	13%	26%	1.23
School of Informatics	1.8%	47%	3%	59%	1.24

We need to look in more granular detail at programme level and potentially review our selection procedures for the 'professional' programmes for any unconscious bias against BAME students. We can consider recommending training for admissions committees. We can investigate whether recent amendments to the recruitment process for Medicine, including interviewing of applicants, is now making a difference.

Acceptance of offers

26. The acceptance rate for White offer holders was 29.7%. The Asian, Mixed Ethnicity and Other BAME categories of offer holders had similar acceptance rates (range 25.7% to 29.7%) whereas the Black offer holders' acceptance rate was much lower at 17.8% (Figure 1).

Figure 1 UK Applications and offers by Ethnicity 2017-18

Question 11b - Number of Applications,Offers and Acceptances by Ethnicity
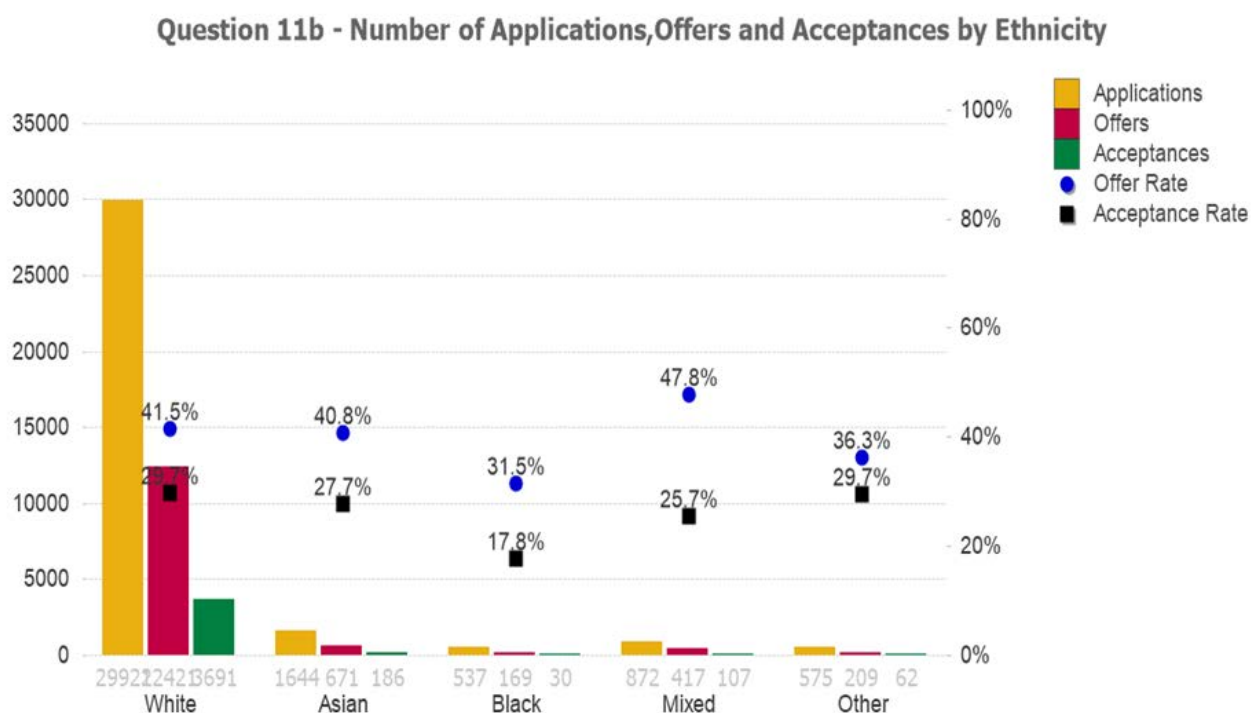
Who do our black offer holders accept instead?

27. Out of 22 Scottish domiciled Black offer holders, 50% of them took up an offer from an institution within 10 miles of their address on application. These applicants were predominantly from SIMD60 postcodes (10 out of 11). The other 50% all took up offers with other Scottish institutions, with only St Andrews (4) and Dundee (3) attracting more than one of our applicants that live more than 10 miles from their institution. The majority of these more mobile applicants (8 out of 11) were from SIMD80 and SIMD100 postcodes.

28. Of the 53 RUK Black applicants who rejected our offer, only one applicant accepted an offer from another Scottish institution (Glasgow); the other 52 all accepted offers from RUK institutions. Overall the RUK Black applicants were more mobile than the Scottish counterparts, with only 8 (15%) of them taking up an offer from an institution within 10 miles of their address on application. Of the 45 applicants who accepted offers from institutions more than 10 miles from their application address, the most popular destinations were Oxbridge (9), Manchester (6), Loughborough (4), London institutions (4), Leeds (3), Bristol (2), Nottingham (2) Warwick (2), Birmingham/Aston (2) and Brighton (2). The balance (8) each went to a separate institution each in a different city.

> We need to better understand why we are less attractive to Black applicants than others. What factors can we change, eg Open Days, communication strategies, scholarships, increase in BAME teaching staff, decolonising the curriculum, teaching and research programmes on race studies etc? What factors are outside our control (eg location) and can we do anything to mitigate?

2. Matriculated students – continuation and outcomes

Continuation

29. We looked at the progression between years one and two, expressed in terms of their presence in the following session. This measure approximates to the HESA Performance Indicator except that we have deliberately included withdrawals in the initial weeks (unlike HESA) to capture all withdrawals. We have rolled six cohorts into one measure to enable us to look at the more granular BAME categories due to small numbers of certain categories of BAME.

30. The non-continuation rate is lower for UK BAME (5.9%) than White (7.1%). However, the pattern of non-continuation is markedly different for Scottish students and RUK students. The non-continuation rate for RUK BAME (4.5%) and White (4.6%) students are similar and are lower than the non-continuation rates of Scottish BAME (7.4%) and White (9.1%) students.

31. When looking at the more granular UK BAME non-continuation, rates vary markedly, with Black (4.8%), Chinese (2.0%) and Mixed Ethnicity (5.4%) having lower non-continuation rates than White (7.1%), while Mixed Ethnicity and Asian having higher non-continuation rates. This pattern, but with differing proportions, was seen in both Scottish and RUK student populations. The largest difference between Scottish and RUK student non-continuation rates was seen in the rate for Black students (8.8% and 2.2% respectively).

32. When looking at progression into years two to three and three to four, White students start to catch up and then overtake BAME students with a better progression rate in to year four. To investigate this further, we performed a statistical analysis that indicated that over the course of the four years, there is no ethnicity group with markedly different withdrawal rates from that which would be expected given the proportion of the College that they make up. When the data is aggregated at university level the result of this test also showed no markedly different withdrawal rate from what would be expected given the proportion of BAME students within the university. This analysis was also performed on the International cohort which also gave the same results at College and University level.

Outcomes – awards

33. Over the most recent seven year period there is little difference in the proportion of UK domiciled or non-UK domiciled BAME and White students who leave with an exit qualification (Appendix Figures A10 and A12).

34. To investigate the type of degree students left with, we performed a statistical analysis of multiple cohorts for 2010/11 to 2014/15 Home and International students combined entrants to ensure that there was a large enough cohort of BAME students for the analysis, before also analysing UK only cohorts. Figure 2 shows the final outcome for each ethnicity (% of known ethnicity). It is clear that White students have the greatest percentage of students who leave with an honours degree while Black students have the lowest. Black students also have a greater proportion of cert. /dipl. awarded than their peers. When analysing the data by College, CAHSS and CMVM broadly follow the University pattern, whereas in CSE White students have the second lowest Honours rate.

35. Using a chi-squared test, overall Asian, Black and Mixed Ethnicity students receive fewer Honours degrees than expected given their overall numbers, and more White students receive Honours degrees than expected given their overall numbers.. When looking at UK students only, the relationship was weaker but similarly Asian, Black and Mixed Ethnicity

students received too few honours degrees whereas White students did not receive too many.

Figure 2: Outcomes by ethnicity for the cohort
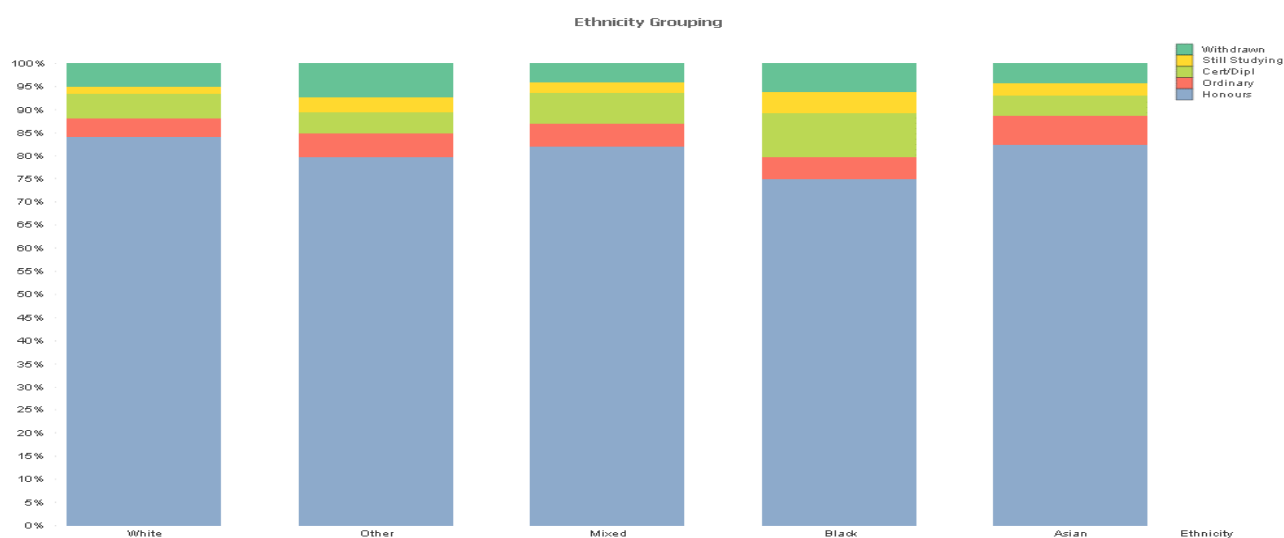
Table 7: Outcome by ethnicity for the cohort (numeric)

Ethnicity Group	Honours		Ordinary		Cert/Dipl		Still Studying		Withdrawn		Total
	N	%	N	%	N	%	N	%	N	%	
Asian	1587	82.3%	121	6.3%	85	4.4%	49	2.5%	86	4.5%	1928
Black	110	74.8%	7	4.8%	14	9.5%	7	4.8%	9	6.1%	147
Mixed	605	81.9%	37	5.0%	49	6.6%	17	2.3%	31	4.2%	739
Other	142	79.8%	9	5.1%	8	4.5%	6	3.4%	13	7.3%	178
White	15029	84.1%	689	3.9%	950	5.3%	272	1.5%	925	5.2%	17865
Total	17473		863		1106		351		1064		20857

36. However, in contrast, the proportion of BAME students achieving a 1st Class or 2.1 Honours degree is lower than that for White students in each year of the five year period for UK-domiciled students (range 3.9%-points to 10.3%-points) and for non UK-domiciled students (range 3.8%-points to 12.6%-points) (Appendix Tables A11 and A12). This disparity between White and BAME students was seen in every School and Deanery to various extent, apart from one School (Appendix Table A4).

37. The difference in UK-domiciled White and BAME students attainment in achieving a 1st or 2.1 Honours degree is reported across the sector in both a HEFCE study[4] (a 15%-points overall difference after modelling other factors, and seen by a variable degree across all entry qualifications from between 5%-points and 18%-points.), and in each country in the UK in the latest AdvanceHE student report[5] (England 13.6%-points; Northern Ireland 18.4%-points; Scotland 10.5%-points; and Wales 9.3%-points). Overall for UK institutions, within the BME group, the gap in the proportion receiving a First or 2.1 Honours degree compared with white students was widest for black students, and much narrower for Chinese, mixed heritage and Asian Indian students. The difference in outcomes UK-side between white and

---

[4] Difference in degree outcomes: Equality and diversity characteristics 2015
[5] AdvanceHE Student Statistical Report 2019

BME students is greater in non-Science Engineering & Technology (SET) than SET subjects.

The issue of differences in proportion of First or 2.1 Honours degree between BAME and White students is pervasive throughout the sector. More granular investigation by subject area and BAME groups alongside intersectionalities (eg gender and age) is required. Collaboration with other groups working on this topic within the University along with engagement with the sector and with the research literature to tackle this problem is essential.

Appendix

Figure A1 – Ethnic mix of UK Applicants – High Level 2017-18

Ethnic Mix of Applicants

Year	White	Mixed	Asian
2014/5 (n= 32763)	90.0%	3.3%	4.5%
2015/6 (n= 34718)	89.2%	3.6%	4.9%
2016/7 (n= 35958)	89.0%	3.7%	5.0%
2017/8 (n= 36096)	87.8%	4.0%	5.4%
2018/9 (n= 33865)	87.0%	4.6%	5.7%

Ethnicity Summary

- Other
- Black
- Asian
- Mixed
- White
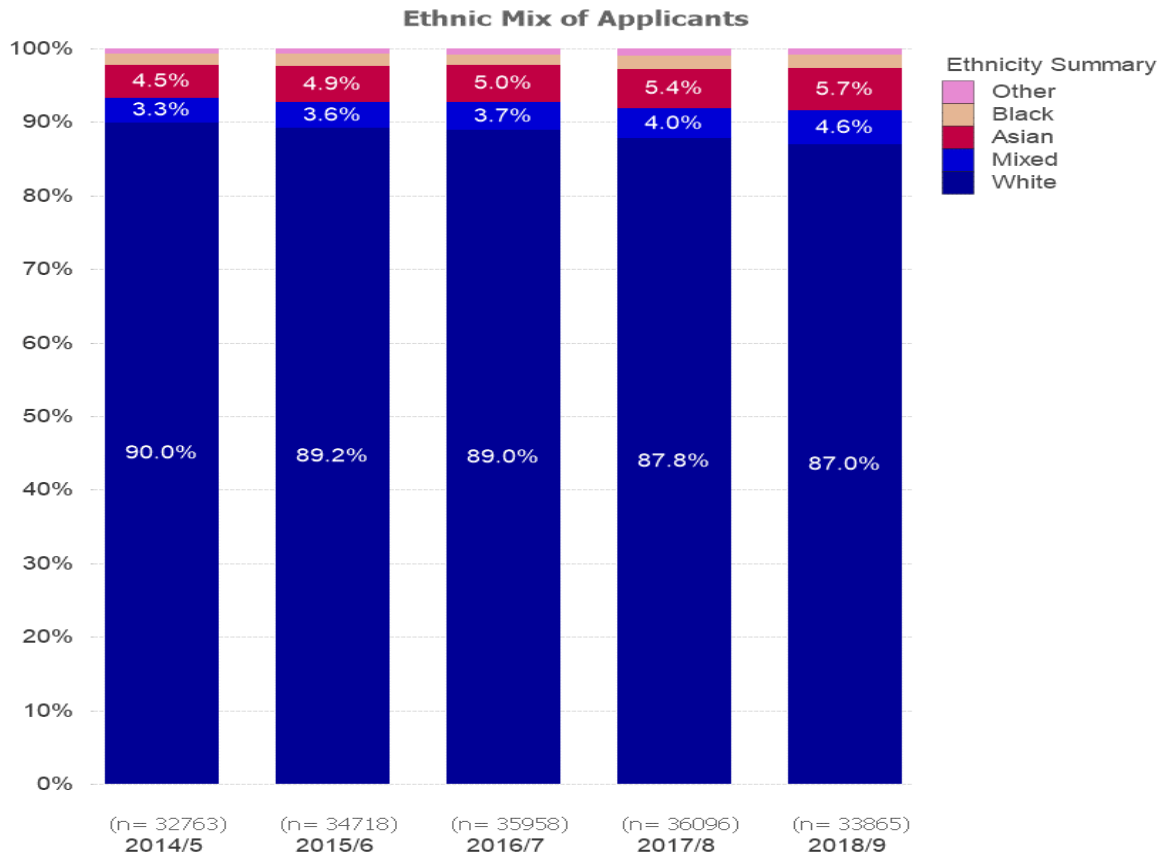
Table A1 – Percentage change in applications by ethnicity (5 years)

Ethnic Group (Binary)	Ethnicity Summary	Ethnic Group (Detailed Level)	% Change in % of Total Applications 2014/5 - 2018/9	% Change in Total Applications 2014/5 - 2018/9
BAME	Mixed Ethnicity	Mixed - Other mixed background	0.27%	32.48%
		Mixed - White and Asian	0.66%	44.75%
		Mixed - White and Black African	0.24%	75.68%
		Mixed - White and Black Caribbean	0.11%	34.13%
		Total	**1.28%**	**43.17%**
	Asian	Asian - Bangladeshi	0.10%	61.02%
		Asian - Chinese	0.06%	8.91%
		Asian - Indian	0.41%	39.90%
		Asian - Other Asian background	0.25%	36.19%
		Asian - Pakistani	0.38%	36.86%
		Total	**1.21%**	**31.06%**
	Black	Black - African	0.15%	14.74%
		Black - Caribbean	0.02%	21.28%
		Black - Other Black background	0.04%	46.43%
		Total	**0.21%**	**17.05%**
	Other		0.23%	40.58%
	Total		**2.93%**	**33.48%**
WHITE	**White**		-2.93%	0.00%
	Total		**-2.93%**	**0.00%**
Total			**0.00%**	**3.36%**

Figure A2 Applications by gender and ethnicity 2017-18

Question 4 - Gender Proportion of Applications by Ethnicity
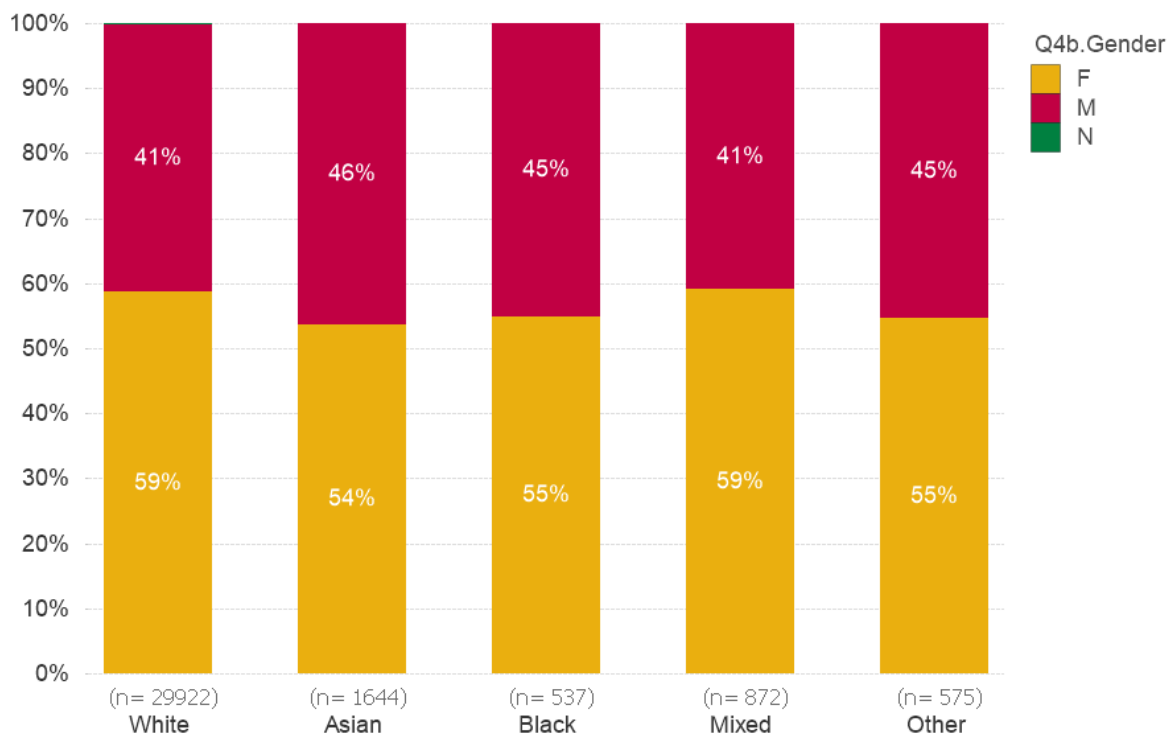
Figure A3: Age proportion of UK applications by ethnicity 2017-18

Question 6 - Age Proportion of Applications by Ethnicity
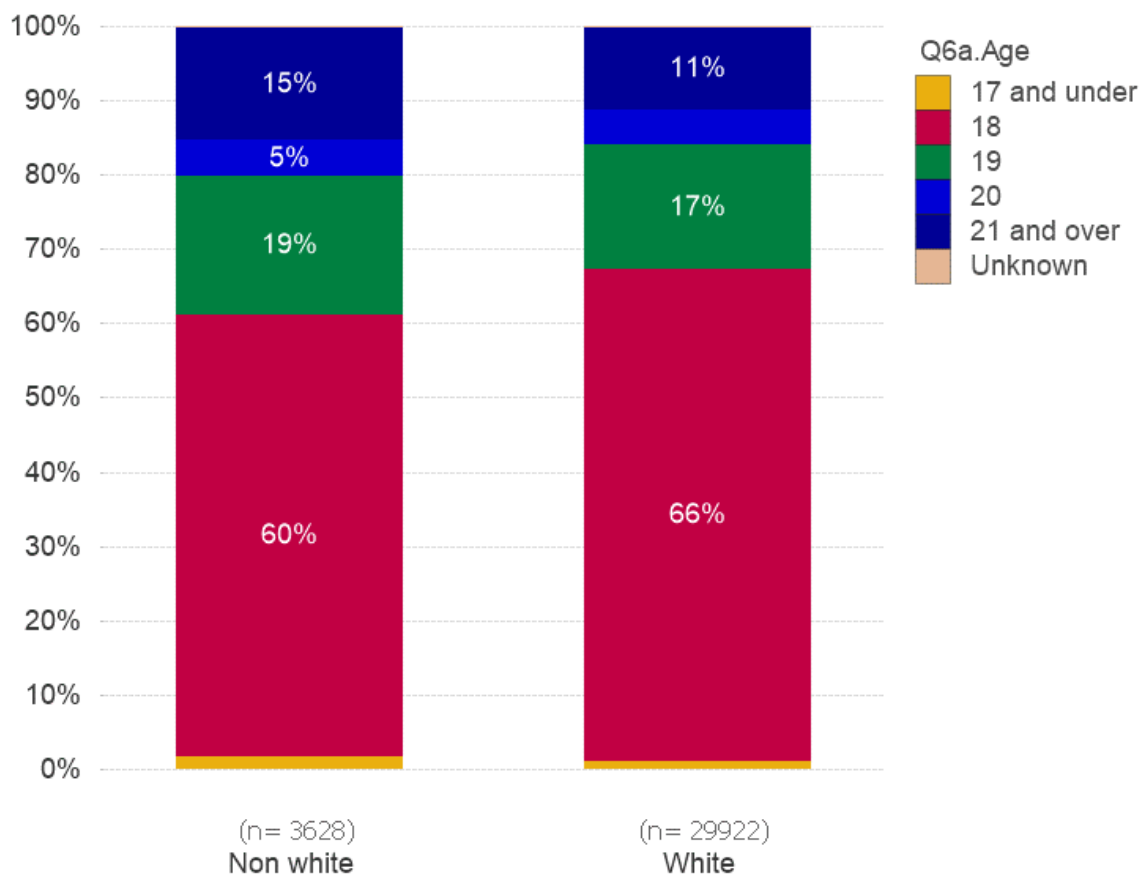
Figure A4: Age proportion of UK applications by ethnicity categories 2017-18
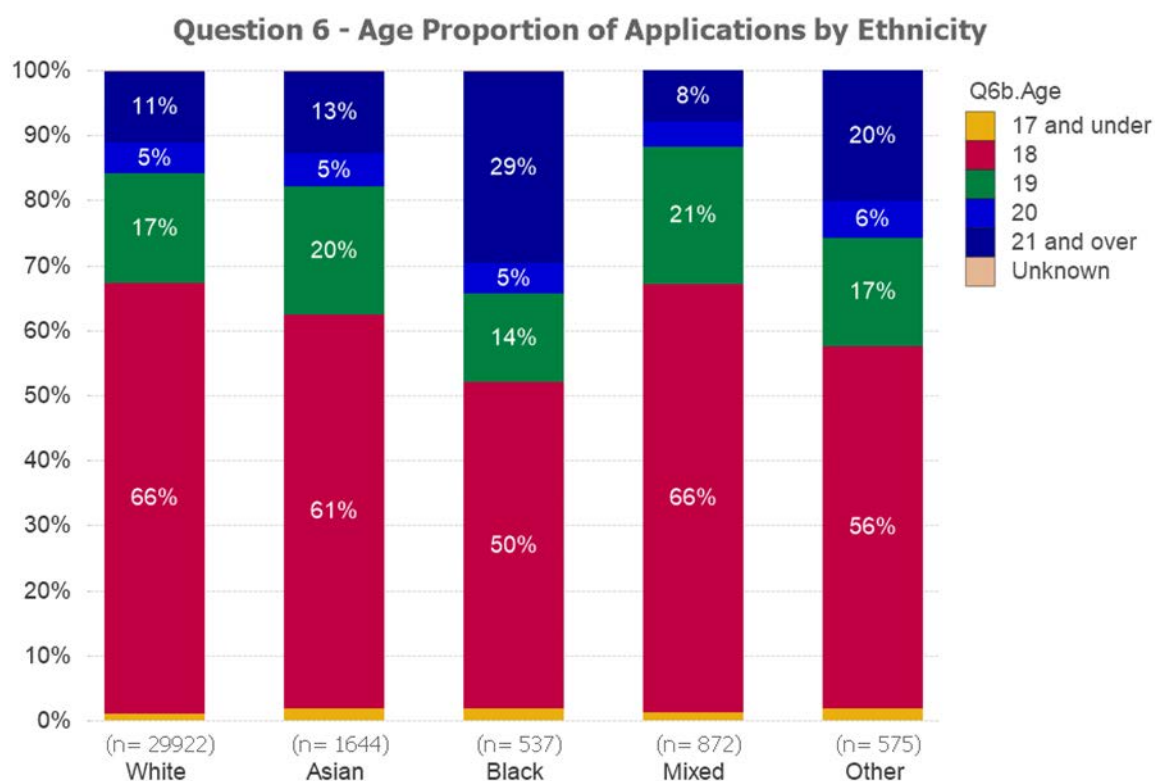
Table A 2 – Ethnicity by Domicile

Applicant Domicile (High Level)	Ethnic Group (Binary)	2014/5		2015/6		2016/7		2017/8		2018/9	
		Total Applications	% of Total Applications	Total Applications	% of Total Applications	Total Applications	% of Total Applications	Total Applications	% of Total Applications	Total Applications	% of Total Applications
England	BAME	1989	6.1%	2205	6.4%	2258	6.3%	2650	7.3%	2645	7.8%
	WHITE	11952	36.5%	12736	36.7%	13233	36.8%	13980	38.7%	13767	40.7%
	Total	**13941**	**42.6%**	**14941**	**43.0%**	**15491**	**43.1%**	**16630**	**46.1%**	**16412**	**48.5%**
Northern Ireland	BAME	20	0.1%	32	0.1%	46	0.1%	51	0.1%	43	0.1%
	WHITE	1225	3.7%	1340	3.9%	1293	3.6%	1475	4.1%	1222	3.6%
	Total	**1245**	**3.8%**	**1372**	**4.0%**	**1339**	**3.7%**	**1526**	**4.2%**	**1265**	**3.7%**
Scotland	BAME	1257	3.8%	1478	4.3%	1617	4.5%	1651	4.6%	1667	4.9%
	WHITE	15922	48.6%	16496	47.5%	17094	47.5%	15768	43.7%	14061	41.5%
	Total	**17179**	**52.4%**	**17974**	**51.8%**	**18711**	**52.0%**	**17419**	**48.3%**	**15728**	**46.4%**
Wales	BAME	26	0.1%	31	0.1%	35	0.1%	40	0.1%	39	0.1%
	WHITE	372	1.1%	400	1.2%	382	1.1%	481	1.3%	421	1.2%
	Total	**398**	**1.2%**	**431**	**1.2%**	**417**	**1.2%**	**521**	**1.4%**	**460**	**1.4%**
Total		**32763**	**100.0%**	**34718**	**100.0%**	**35958**	**100.0%**	**36096**	**100.0%**	**33865**	**100.0%**

Figure A5: Scotland domiciled White and BAME applicants by SIMD 2017-18

Ethnic Mix of Applicants
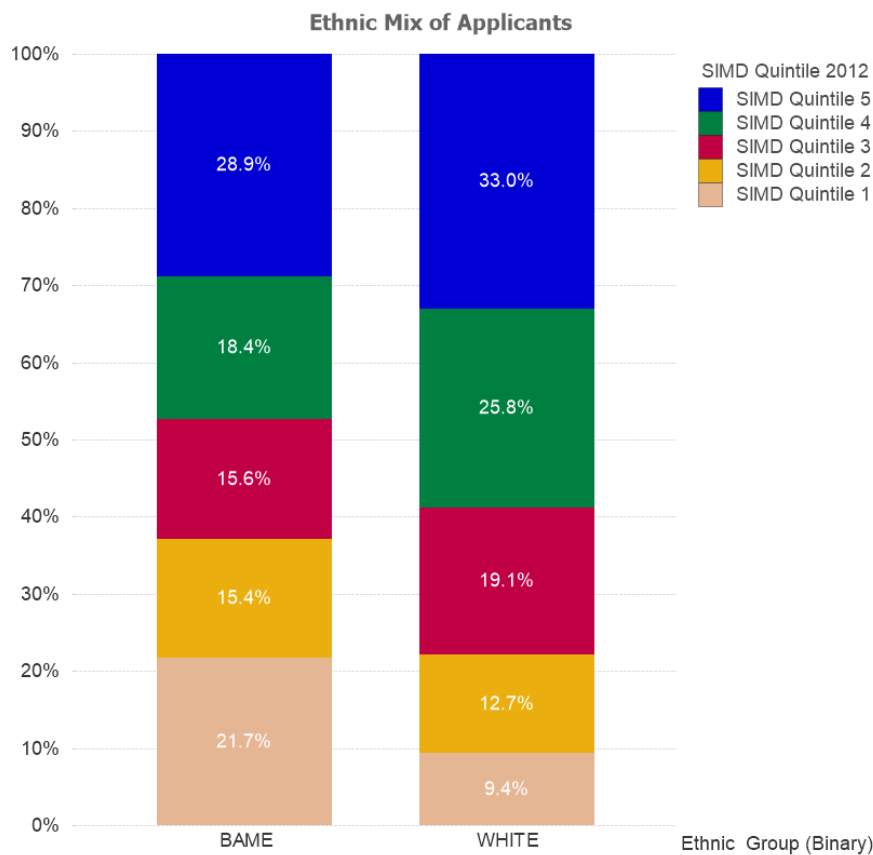
Figure A6: Scotland domiciled BAME applicants by SIMD 2017-18

Question 3 - SIMD Proportion of Applications by Ethnicity
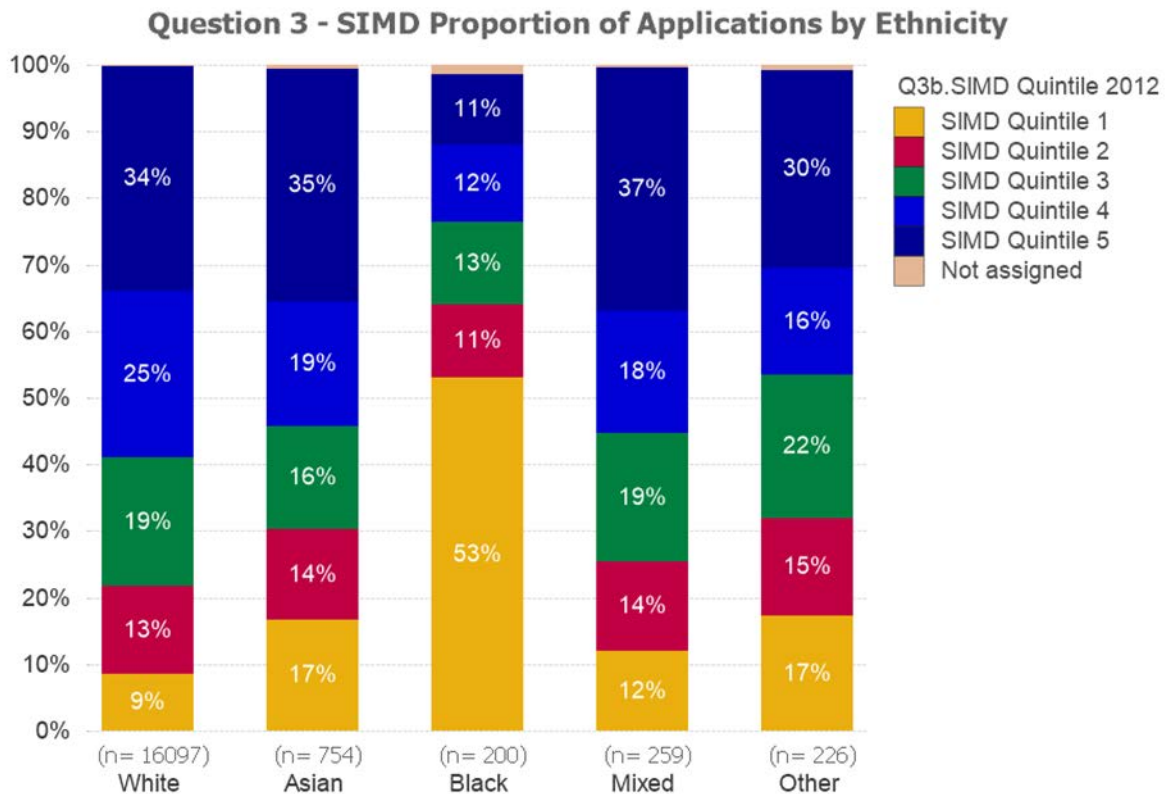
Table A3 – Scottish domicile SIMD Quintile % by Ethnicity – 5 year trend

Ethnic Group (Summary Level)	SIMD Quintile 2012	2014/5		2015/6		2016/7		2017/8		2018/9	
		Total Applications	% of Total Applications	Total Applications	% of Total Applications	Total Applications	% of Total Applications	Total Applications	% of Total Applications	Total Applications	% of Total Applications
Asian	SIMD Quintile 1	101	15.5%	135	17.5%	137	16.8%	158	17.9%	140	16.6%
	SIMD Quintile 2	107	16.4%	103	13.4%	155	19.0%	166	18.8%	151	17.9%
	SIMD Quintile 3	113	17.3%	121	15.7%	112	13.7%	140	15.9%	127	15.1%
	SIMD Quintile 4	108	16.5%	147	19.1%	189	23.1%	155	17.6%	164	19.5%
	SIMD Quintile 5	224	34.3%	265	34.4%	224	27.4%	263	29.8%	260	30.9%
	Total	653	100.0%	771	100.0%	817	100.0%	882	100.0%	842	100.0%
Black	SIMD Quintile 1	74	42.0%	108	53.2%	128	55.9%	124	52.5%	123	54.4%
	SIMD Quintile 2	28	15.9%	24	11.8%	24	10.5%	36	15.3%	27	11.9%
	SIMD Quintile 3	30	17.0%	25	12.3%	24	10.5%	30	12.7%	28	12.4%
	SIMD Quintile 4	19	10.8%	24	11.8%	23	10.0%	17	7.2%	19	8.4%
	SIMD Quintile 5	25	14.2%	22	10.8%	30	13.1%	29	12.3%	29	12.8%
	Total	176	100.0%	203	100.0%	229	100.0%	236	100.0%	226	100.0%
Mixed Ethnicity	SIMD Quintile 1	30	8.6%	44	11.3%	46	10.4%	47	11.5%	71	14.5%
	SIMD Quintile 2	42	12.1%	48	12.3%	62	14.0%	46	11.2%	55	11.3%
	SIMD Quintile 3	67	19.3%	73	18.7%	81	18.2%	84	20.5%	85	17.4%
	SIMD Quintile 4	63	18.2%	71	18.2%	102	23.0%	92	22.5%	107	21.9%
	SIMD Quintile 5	145	41.8%	154	39.5%	153	34.5%	140	34.2%	170	34.8%
	Total	347	100.0%	390	100.0%	444	100.0%	409	100.0%	488	100.0%
Other	SIMD Quintile 1	22	28.2%	26	24.8%	28	23.3%	20	17.9%	26	25.0%
	SIMD Quintile 2	12	15.4%	17	16.2%	20	16.7%	26	23.2%	23	22.1%
	SIMD Quintile 3	10	12.8%	25	23.8%	17	14.2%	21	18.8%	19	18.3%
	SIMD Quintile 4	8	10.3%	15	14.3%	22	18.3%	18	16.1%	16	15.4%
	SIMD Quintile 5	26	33.3%	22	21.0%	33	27.5%	27	24.1%	20	19.2%
	Total	78	100.0%	105	100.0%	120	100.0%	112	100.0%	104	100.0%

White	SIMD Quintile 1	1479	9.3%	1420	8.6%	1533	9.0%	1510	9.6%	1319	9.4%
	SIMD Quintile 2	2067	13.0%	2187	13.3%	2361	13.8%	2163	13.7%	1782	12.7%
	SIMD Quintile 3	3037	19.1%	3200	19.4%	3313	19.4%	3114	19.8%	2672	19.1%
	SIMD Quintile 4	4004	25.2%	4104	24.9%	4210	24.7%	3957	25.1%	3614	25.8%
	SIMD Quintile 5	5310	33.4%	5557	33.7%	5632	33.0%	4998	31.7%	4631	33.0%
	Total	**15897**	**100.0 %**	**16468**	**100.0 %**	**17049**	**100.0 %**	**15742**	**100.0 %**	**14018**	**100.0 %**

Figure A7: Scotland domiciled applicants by SIMD by ethnicity - 5 year trend
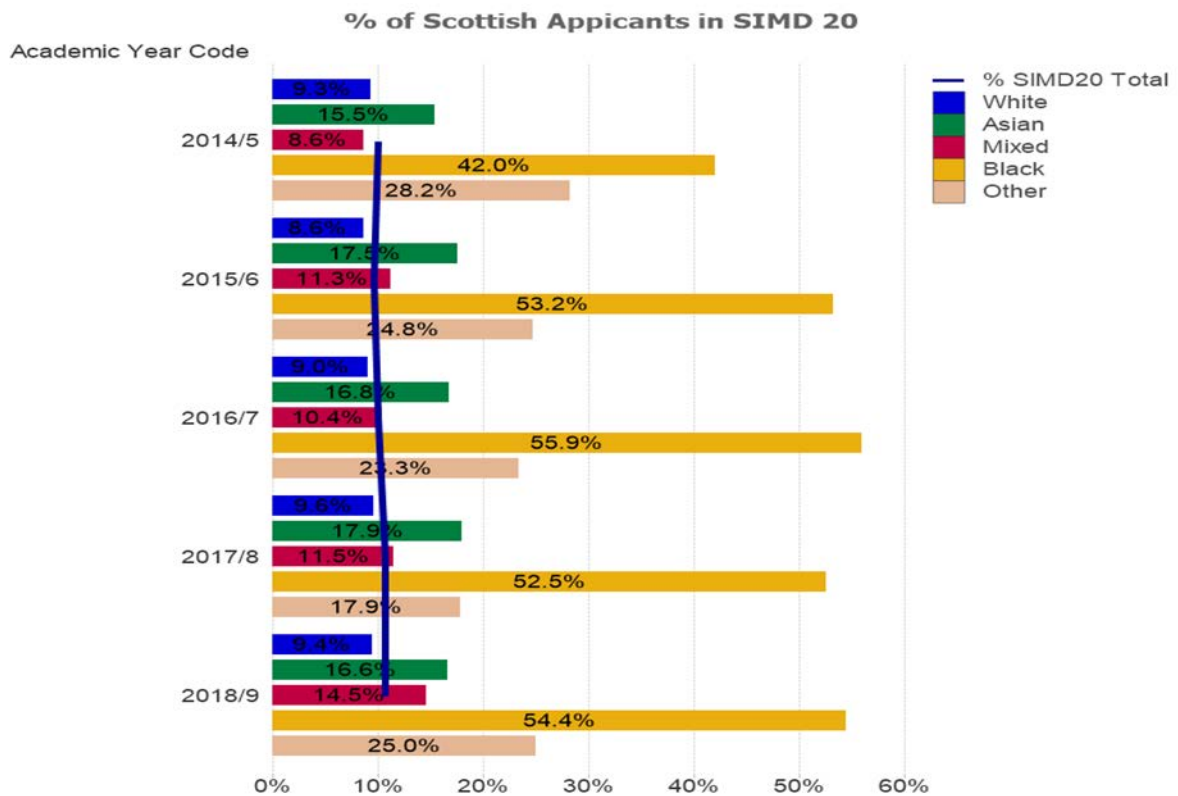
Table A8 *RUK domiciled White and BAME applicants by SIMD 2017-18*
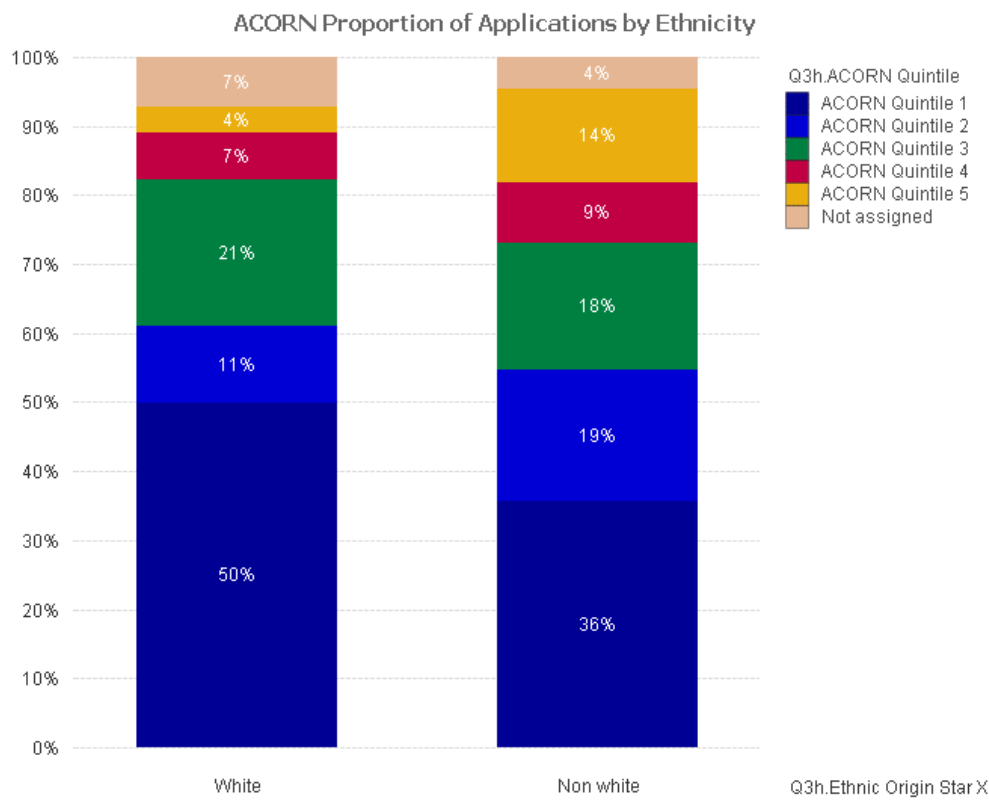
Figure A9: *Scotland domiciled BAME applicants by SIMD 2017-18*
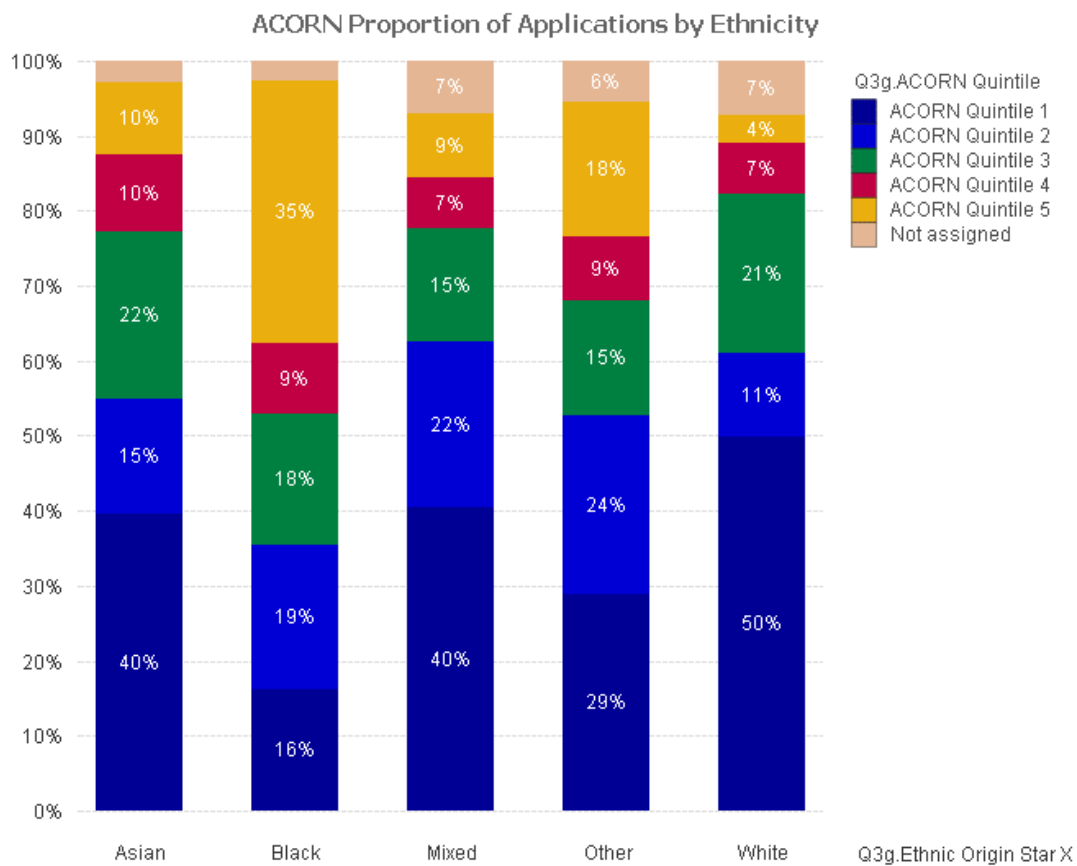
Figure A10: Proportion of UK-domiciled undergraduate entrants with an exit qualification, 2008/09 to 2014/15
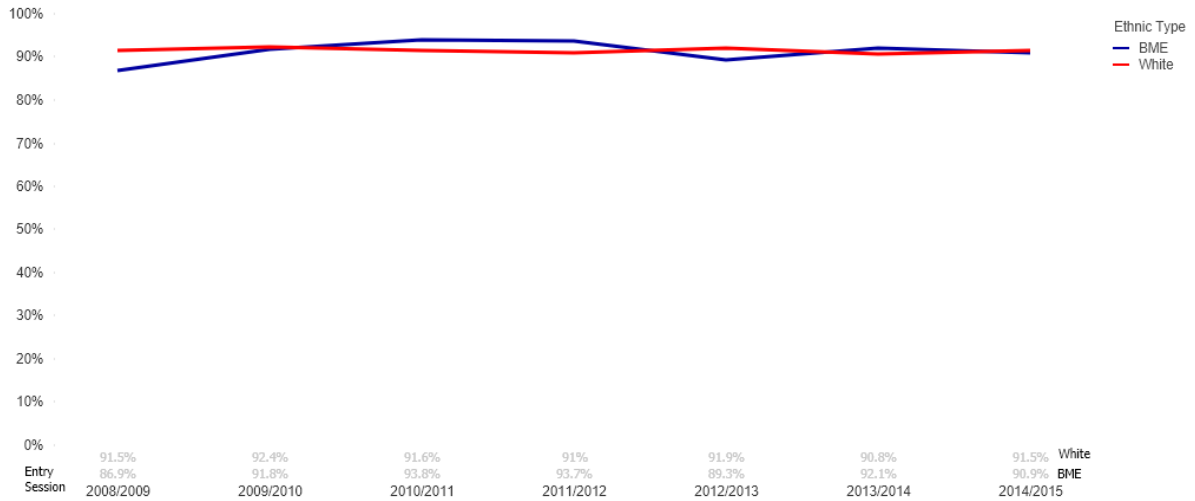
Figure A11: Proportion of UK-domiciled undergraduate entrants achieving a 1st class or 2.1 honours degree, exit sessions 2014/15 to 2018/19
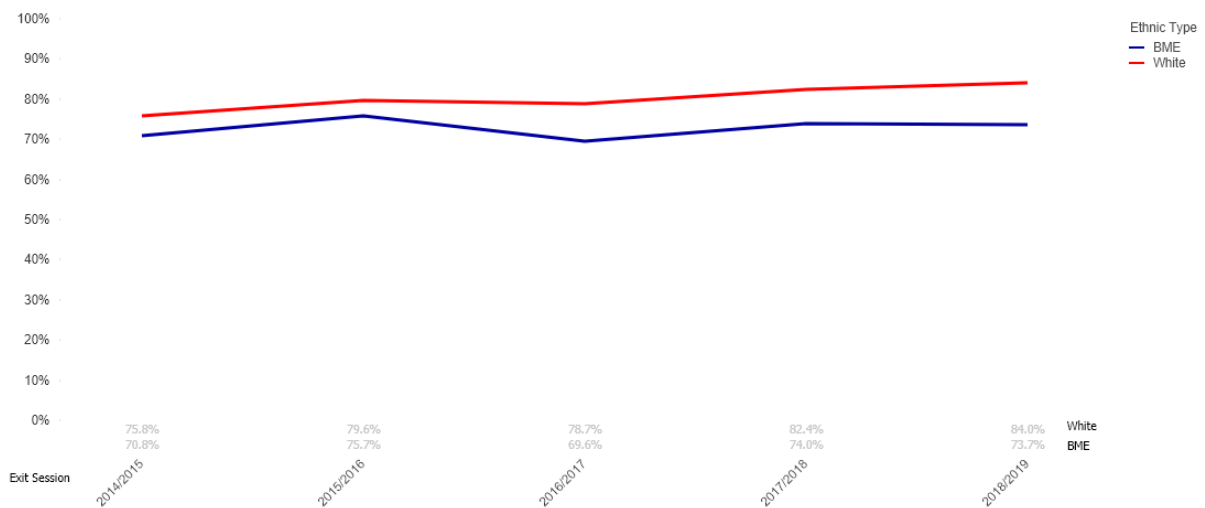
Figure A12: Proportion of non-UK-domiciled undergraduate entrants with an exit qualification, 2008/09 to 2014/15
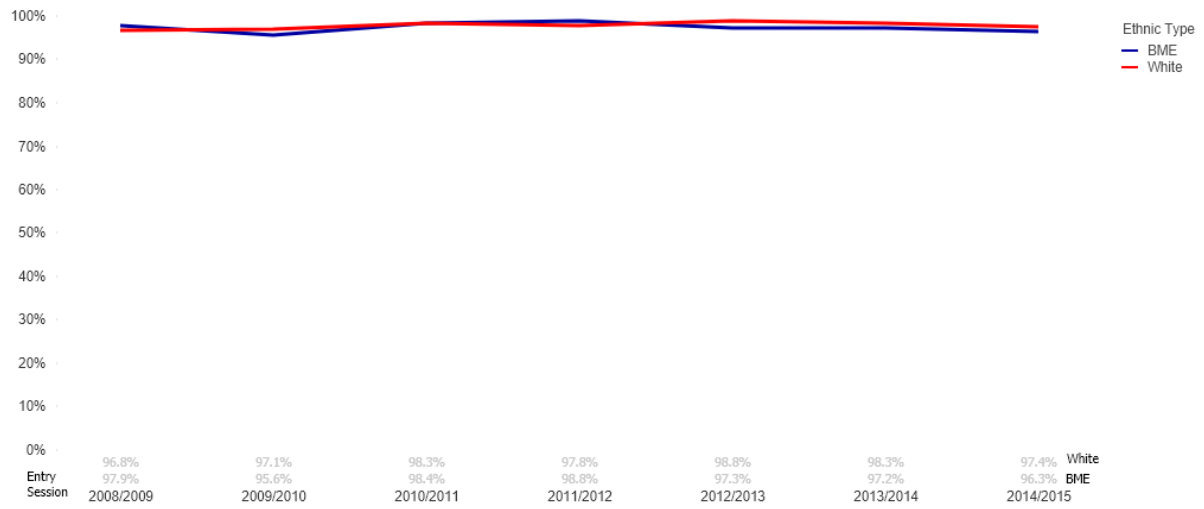
Figure A13: Proportion of non UK-domiciled undergraduate entrants achieving a 1st class or 2.1 honours degree, 2014/15 to 2018/19

22
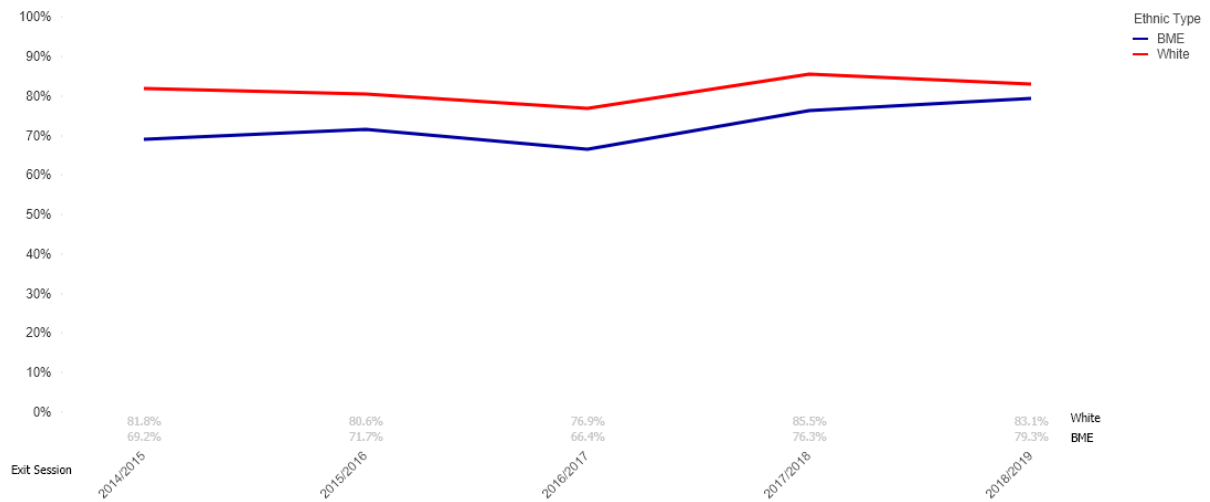
Table A4: Proportion of students achieving a 1ˢᵗ class or 2.1 honours degree, by ethnicity and School, five year average 2013/14 to 2017/18

School	BME		White		BME - White Difference in 1st/2.1 Outcome 2014/15 - 2018/19
	%	Number	%	Number	% - Points
Moray House School of Education	67.6%	34	67.0%	1315	0.7%
School of Chemistry	72.7%	77	74.6%	389	-1.8%
School of History, Classics and Archaeology	84.8%	92	87.5%	1341	-2.7%
School of Divinity	88.2%	17	91.4%	290	-3.1%
School of Social and Political Science	82.3%	181	85.7%	1091	-3.4%
School of Literatures, Languages and Cultures	86.6%	172	90.4%	1859	-3.8%
School of Health in Social Science	84.6%	13	88.7%	159	-4.1%
School of Informatics	74.8%	103	79.3%	421	-4.6%
School of Philosophy, Psychology and Language Sciences	84.7%	190	89.5%	1132	-4.8%
School of Law	83.3%	126	89.0%	670	-5.6%
School of Mathematics	75.4%	114	82.3%	356	-6.9%
School of Engineering	71.6%	366	78.9%	889	-7.3%
College of Science and Engineering	4.3%	46	12.3%	284	-8.0%
Business School	81.0%	248	90.9%	726	-9.9%
Deanery of Biomedical Sciences	80.4%	148	90.4%	596	-10.0%
School of Physics and Astronomy	60.0%	60	70.7%	410	-10.7%
Edinburgh College of Art	68.6%	334	80.0%	1835	-11.4%
School of Biological Sciences	68.1%	138	79.9%	548	-11.8%
School of Economics	78.0%	241	92.1%	534	-14.1%
Deanery of Clinical Sciences	66.7%	6	81.1%	37	-14.4%
School of Geosciences	68.9%	103	86.6%	896	-17.7%

UNIVERSITY EXECUTIVE

16 June 2020

Foreign Interference in UK Higher Education

Description of paper
1.   To raise awareness of forthcoming UK sector guidance relating to foreign interference in UK higher education and update on university risk mitigation in this area.

Action requested
2.   University Executive is invited to note this area of risk and forthcoming publication of new sector guidance for UK higher education in early autumn.

Background and context
3.   In November 2019, the Foreign Affairs Committee (FAC) inquiry report entitled 'a cautious embrace: defending democracy in an age of autocracies' noted that, in the view of the FAC, there was *"alarming evidence of foreign interference in UK higher education".* In addition the FAC noted that *"there is clear evidence that autocracies are seeking to shape the research agenda or curricula of UK universities, as well as limit the activities of researchers on university campuses. Not enough is being done to protect academic freedom from financial, political and diplomatic pressure".*[1]

4.   The inquiry requested that the Foreign and Commonwealth Office (FCO) and higher education sector take immediate action to reduce the threat presented to UK research and innovation by overseas state actors.

5.   The FAC report follows recent similar action taken by Australia and the United States to mitigate the risk of foreign interference across their respective higher education and research sectors. The Australian government convened a University Foreign Interference Taskforce[2] in 2019 that delivered new guidance for the higher education sector to counter foreign interference. The Australian government defines 'foreign interference' as occurring *"when activities are carried out by, or on behalf of a foreign actor, which are coercive, covert, deceptive or corrupting and are contrary to sovereignty, values and national interests".*

6.   In the USA, Congress, federal science agencies, and media have highlighted serious concerns about the impact of undue foreign influence within higher education. For US universities[3], this has meant an increased focus on research security and the need to update internal policies and processes, while maintaining a focus on the value of a global workforce and international scientific collaborations. At the federal level this is led by the Joint Committee on the Research Environment (J-CORE) within the National Science and Technology Council.

---

[1] https://publications.parliament.uk/pa/cm201919/cmselect/cmfaff/109/109.pdf
[2] https://www.education.gov.au/ufit
[3] https://www.aau.edu/issues/science-security

Discussion

7.   Following the FAC report, the UK government asked Universities UK to accelerate efforts to address the risk of foreign interference by establishing a project group and produce new guidance for the higher education sector. The UK government noted that this request is in light of the evolving and complex threat of foreign interference to the higher education sector's core values, infrastructure and research collaborations.

8.   The publication of new guidance on mitigating the risk of foreign interference is due in the autumn and will attract scrutiny and wider public interest as to what UK universities are doing to address this risk. In addition, there is new guidance from the Centre for the Protection of National Infrastructure (CPNI) entitled 'Trusted Research'[4] alongside new export control and dual-use compliance sector guidance due shortly from the Department for Business, Energy and Industrial Strategy[5].

9.   The following provides a brief update regarding our ongoing risk mitigation in this area for awareness in advance of the new sector guidance. Our key professional services for this area include Edinburgh Global, Corporate Services, Research Support Office and Information Services. These services meet regularly to ensure that our governance, policies, and services provide an effective and proportionate response to mitigating the risk of foreign interference.

Governance

10. Our existing governance provides mitigation through the International Ventures Group, Income Due Diligence Group (replacing the existing Ethical Fundraising Advisory Group) and regular reporting and review of international collaborations and activities to the University Executive. The Principal must approve all major international collaborations and these groups ensure that we are aware of proposals at an embryonic stage of development. The International Ventures Group provides quarterly update reports to the University Executive on current and proposed international collaborations and projects, provides strategic advice and has representation from all relevant services alongside senior academic representation. The Income Due Diligence Group (IDDG) will have expanded oversight of individual, philanthropic, business, industrial and international Government income sources and there are processes and a policy in place to manage due diligence and risk in this area.

Risk Mitigation

11. In addition to our existing governance and mitigation relating to the risk of foreign interference we are highlighting this risk within existing relevant frameworks, policies and procedures. There are due diligence procedures and processes already in place relating to international partnership and collaboration. Professional services maintain active engagement with relevant UK government agencies, including the Foreign and Commonwealth Office, Joint Export Control Unit, National Cyber Security Centre, Department for Business, Energy and Industrial Strategy and the UK diplomatic network overseas as part of our risk mitigation process.

---

[4] https://www.cpni.gov.uk/trusted-research-guidance-academia
[5] https://www.gov.uk/government/organisations/export-control-organisation

12. The university has an Export Control policy supporting compliance with UK regulations, Information Security policy, a protocol for international collaborations and we are actively engaged in supporting the new CPNI 'Trusted Research' campaign. The university has ongoing training for staff across Information Security, export control and compliance and a new internal training programme is being delivered that packages all relevant courses linked to international collaboration.

13. To further enhance our risk mitigation with regard to international collaboration we are developing a new website that will provide a single source for all relevant information, training, advice and support. A new International Partnerships unit has been created within Edinburgh Global to connect up relevant professional services and signpost sources of advice and support for international collaboration.

Resource implications
14. None.

Risk Management
15. UK government has noted that there is an evolving and complex risk of foreign interference within UK higher education relating to its core values, infrastructure and international collaboration. This paper outlines the way in which the university continues to mitigate against this risk.

Equality & Diversity
16. Impacts have been considered, no Equality Impact Assessment is required. There are no known equality and diversity impacts.

Next steps & Communications
17. Edinburgh Global will coordinate action with regard to the risk of foreign interference with the Research Support Office, Information Services and Corporate Services and further action required in relation to the publication of new sector guidance.

Consultation
18. The following colleagues have been consulted in relation to this paper.

- Professor James Smith, Vice-Principal International
- Dr Lorna Thomson, Director, Research Support Office
- Chris Maclean, University Risk Manager, Corporate Services
- Alistair Fenemore, Chief Information Security Officer, Information Services
- Derek Macleod, Head of Global Partnerships, Edinburgh Global

Further information
19. *Author*   *Presenter*
    Alan Mackay   Professor James Smith
    Director, Edinburgh Global   Vice-Principal International

Freedom of Information
20. Open

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY EXECUTIVE

16 June 2020

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 and the most recent update provided to the Executive on 19 November 2019.

Action requested
2.   For information and awareness.

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

Risk Management
14. 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
15. Considered as part of the approval process.

Next steps & Communications
16. The next biannual update on major international collaborations will be submitted for discussion at the University Executive in Winter 2020.

Consultation
17. Vice-Principal International
Director, Edinburgh Global
Global Partnerships Unit, Edinburgh Global
International Accounts Team, Edinburgh Innovations

Further information
18. *Author*   *Presenter*
    Professor James Smith   Professor James Smith
    Vice-Principal International   Vice-Principal International

    Alan Mackay
    Director, Edinburgh Global

Freedom of Information
19. Closed as commercial in confidence.

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY EXECUTIVE

16 June 2020

Implementing the Prevent Duty: June 2020 Update

K

Description of paper
1.   This short annual report updates the University Executive on the implementation of the Prevent duty at the University from July 2019 to June 2020.

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

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

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

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

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

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

Consultation
11. The report will also be submitted to the University Court for review.

Further information
12. *Author & Presenter*
     Gavin Douglas
     Deputy Secretary, Student Experience
     June 2020

Freedom of Information
13. Closed paper.

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY EXECUTIVE

16 June 2020

Education Act 1994 Compliance

Description of paper
1.   This paper introduces the Certificate of Assurance supplied by the Edinburgh University Students' Association to demonstrate University compliance with the requirements of The Education Act 1994 (the Act).

Action requested/Recommendation
2.   The University Executive is invited to note the Certificate of Assurance and be assured of current compliance.

Background and context
3.   Section 22 of the Education Act (1994) requires that the Governing Body of every establishment shall take such steps as are reasonably practicable to secure that any students' union operates in a fair and democratic manner and is accountable for its finances. Governing Bodies are also required to ensure that there is adequate publicity for the requirements of the Act, through the issuing of a Code of Practice which sets out how arrangements are made to both secure its observance, and through the provision of information to intending and matriculated students about the right to opt out of student membership.

Discussion
4.   The Executive is provided with assurance each year that the University is compliant with the provisions of the Education Act in relation to the activities of the Students' Association. In 2019, the Executive were made aware of minor administrative changes reflecting new subcommittee names. These were incorporated into the code of practice in June 2019. There have been no subsequent changes and there is nothing to highlight to the University Executive in June 2020.

5.   The act requires a quinquennial review of the written constitution. Although various minor changes have been brought to Court over the last three years, The last full review of governance was completed in June 2016 and a further review is therefore due in June 2021.

6.   No significant matters have arisen which require to be specifically raised, and Court can be assured of current compliance with the Act.

Resource implications
7. There are no specific or additional resource implications associated with this paper.

Risk Management
8*.* There are no specific risk implications associated with the paper although some reputational risk may be relevant to certain items. No change is required to the University Risk Register.

Equality & Diversity

9. Due consideration to equality and diversity has been given to ensure compliance with the Act.

Next steps/implications

10. The completion of the Certificate of Assurance at the end of each academic year will be supported by a review of actions/processes in place to fulfil the key requirements of the Act. This will be updated by the Students' Association and presented at the last meeting of Court in each academic year.

Consultation

11. This paper has been reviewed by Students Association colleagues and the Deputy Secretary, Student Experience.

Further information

12. Further information is available from Stephen Hubbard, Chief Executive Officer, Students Association. The Education Act 1994 is available online at http://www.legislation.gov.uk/ukpga/1994/30/part/II

13. *Authors*   *Presenter*
Stephen Hubbard   Gavin Douglas
CEO, Edinburgh University Students'   Deputy Secretary, Student Experience
Association

Gavin Douglas
Deputy Secretary, Student Experience
June 2020

Freedom of Information

14. Open paper.

Code of Practice relating to the Edinburgh University Students' Association

THE UNIVERSITY of EDINBURGH

Purpose of Code of Practice

The 1994 Education Act (Section 22) requires University Court, the governing body of the University, to ensure that the Edinburgh University Students' Association (EUSA) operates in a fair and democratic manner and is accountable for its finances. This Code of Practice sets out how the University will carry out its responsibilities under the Act

Overview

The Code of Practice covers areas such as:

- The right of students to opt out of membership;
- EUSA's democratic processes;
- EUSA's financial and resource allocation mechanisms;
- Affiliations by EUSA to external organisations; and
- The implications of Charity Law on the activities that EUSA can undertake.

Scope: Mandatory Code of Practice

This Code of Practice applies to all University of Edinburgh students, and is brought to their attention annually by publication on the EUSA and the University website.

Contact Officer	Gavin Douglas	Deputy Secretary, Student Experience	Gavin.Douglas@ed.ac.uk

Document control

Dates	**Approved**: 20.06.16	**Starts:** 20.06.16	**Equality impact assessment:** N/A	**Amendments:** N/A	**Next Review:** June 2021
Approving authority	University Court				
Consultation undertaken	EUSA, Deputy Secretary Student Experience				
Section responsible for Code of Practice maintenance & review	EUSA, Deputy Secretary Student Experience				
Related policies, procedures, guidelines & regulations	N/A				
Policies superseded by this policy	N/A				
Alternative format	If you require this document in an alternative format please email Gavin.Douglas@ed.ac.uk or telephone 0131 650 2142.				
Keywords	Education Act 1994, Code of Practice, EUSA				

Code of Practice relating to the Edinburgh University Students' Association

Part II of the Education Act 1994 places a range of responsibilities on the governing bodies of university institutions in regard to the organisation of students' unions. In particular the governing body shall prepare and issue, and when necessary revise, a code of practice as to the manner in which certain requirements of the act are carried into effect.

1.   Edinburgh University Students' Association qualifies as a students' union within section 20 of the Act.

2   This Code of Practice, approved by University Court with the agreement of the Students' Association, sets out how the University will carry out its responsibilities under the Act. The specific responsibilities to be included in the code are highlighted in bold italics below:-

Constitution

The students' union should have a written constitution and the provisions of that constitution should be subject to the approval of the governing body at intervals of not more than five years.

3.   The Students' Association is governed by its Articles of Association approved by the University Court. The Articles of Association make provision for detailed regulations to be published which shall be approved by the Association Trustee Board and /or the student body as defined by the Articles of Association.

4.   Copies of the Articles of Association and Regulations are available to any student, on request, from the President of the Students' Association. They are also available on the Students' Association website.

5.   The Articles of Association are to be reviewed by the University Court at intervals of not more than five years. This need not mean a special quinquennial review of the Articles of Association. The Court may take the opportunity to review the terms of the Articles of Association should the Students' Association at any time bring forward proposed amendments.

Membership

Students should have the right not to be members of the students' union. Students who exercise that right should not be unfairly disadvantaged, with regard to the provision of services or otherwise, by reason of their having done so.

6.   All matriculated students of the University of Edinburgh, whether full-time, part-time or online distance learning; undergraduate or postgraduate, including visiting students or students on exchange; and all sabbatical trustees during their period of sabbatical office shall be entitled to membership of the Students' Association.   Any student who wishes not to be a member, or who decides to withdraw from membership of the Students' Association, should inform the President of the Students' Association and the Secretary of the University in writing.

7.   Any student not in membership of the Students' Association is not entitled:

(a)   To participate in the government of the Students' Association and, in particular, to propose or vote in referenda, attend meetings, stand or vote in the election of Students' Association Officers, Students' Council, Standing Committees and Representative Committees, or play any part in any other comparable bodies that may be established.

(b)   To hold office in any Students' Association Committee or Society.

(c)   To benefit from any concessionary rates for membership of Societies, or for attendance at entertainments events, that may be offered exclusively to Students' Association members.

8.   Any such student shall cease to be a member immediately and may not re-apply for membership until the following academic session.

9.   Students who are eligible for full membership, but have exercised the right not to be a member, shall have access to all services and activities provided by the Students' Association other than those outlined in paragraph 7, and shall be subject to the same disciplinary procedures in relation to their use of these services and participation in these activities.

10.   The University has made no special arrangements for the provision of services or facilities for non-members of the Students' Association, since it is satisfied that the provision made by the University and the Students' Association for all students, whether they are members of the Students' Association or not, is sufficient to ensure that those who have exercised the right of non-membership under the Act are not unfairly disadvantaged. There will be no financial compensation to students who have exercised their right of non-membership.

Elections

Appointment to major students' union offices should be by election in a secret ballot in which all members are entitled to vote. The governing body is required to satisfy itself that the students' union elections are fairly and properly conducted.   A person should not hold paid elected students' union office for more than two years in total.

11.   Major students' union offices shall be defined as full time sabbatical Students' Association Executive Officers who have been granted a Laigh year by the University.

12.   All elections in the Students' Association shall be conducted in accordance with regulations laid down in accordance with the Articles of Association and approved by the Governance Subcommittee of the Trustee Board. These regulations shall ensure that appointment to major students' union offices, as defined in 11 above, is by election in a secret ballot in which all full members are entitled to vote.

13   Any complaint regarding the conduct of elections shall be decided upon by the Returning Officers appointed by the Governance Subcommittee of the Trustee Board, subject to appeal to the Elections Appeals Committee whose decision shall be final.

14.   The University Secretary (or their nominee) may observe any part of the election process and an annual report will be made to the University Secretary on the conduct and outcome of the elections to the major students' union offices.

15.   Paid students' union offices shall be defined as full time sabbatical Students' Association Executive Officers. No person shall hold such office for more than two terms of one academic year each term and this is provided for in the regulations.

continued affiliation to any particular organisation be decided upon by a secret ballot in which all members are entitled to vote.

21.   An annual vote, by secret ballot, at a general meeting of the Students' Council open to all members, will be held to consider the affiliation of the Students' Association to any continuing affiliations previously agreed.

22.   Any affiliation made by the Students' Association may be rescinded by a decision of students made in accordance with the procedure for referenda outlined in the regulations which provide for a call for referenda being made by not more than 5% of members.

Complaints Procedure

There should be a complaints procedure available to all students or groups of students who are dissatisfied in their dealings with the students' union, or claim to have been unfairly disadvantaged by reason of having exercised the right to not be a member. This procedure should include the provision for an independent person appointed by the governing body to investigate and report on complaints.

24.   Any student or students who are dissatisfied in their dealings with the Students' Association, or claim to be disadvantaged by reason of their having exercised the right to withdraw from membership, shall be entitled to have their complaint considered in accordance with the Students' Association complaints procedure and this is available to all students. This procedure includes the right of appeal to the University Secretary (or their nominee) and the subsequent right of appeal to an independent person appointed by University Court.

_____

The following aspects are not required to be referenced in the code of practice, but it is an obligation for the governing body to bring these matters to the attention of students at least once a year. These will be published alongside this code on the Students' Association website.

Charity Law
The activities of the Students' Association are restricted by the law relating to charities. Consequently the Students' Association cannot have a political purpose and must not seek to advance the interest of a political party, but it may seek to influence opinion on issues relating directly to its own stated purposes, provided such activity is within its powers. The ways in which charities may or may not legitimately engage in political activities is the subject of advice and legislation from time to time by the Office of the Scottish Charity Regulator, courts of law, Parliament and government departments.

Code of Practice
This Code of Practice is brought to the attention of students annually by publication on the Students' Association and the University website.

Information for prospective students
The right of a student to not be a member of the Students' Association, and the arrangements for students to still access those services provided by the Students' Association for all students whether members or not, is made available to prospective students via inclusion in this code of practice which is published on the Students' Association website and on the University's website..

Approved by University Court, June 2016