University Court
Edinburgh Futures Institute, Lauriston Place, Edinburgh
Monday, 17 June 2024

AGENDA

OPENING ITEMS

1   Minutes
    To *approve* the minutes of the meeting held on 22 April 2024   **A1**

2   Matters Arising & Review of Action Log   **A2**
    To *raise* any matters arising and *review* the Action Log

3   Principal's Report
 • **Principal's Report**   **B1**
    To *note* a report from Peter Mathieson, Principal
 • **Report from the Short Life Working Group on Definition of**   **B2**
    Armaments for Investments
    To *consider* a paper presented by Peter Mathieson, Principal

4   Committee Business
 • Senior Lay Member's Overview   **Verbal**
 • Exception Committee   **C1**
 • Policy & Resources Committee   **C2**
 • Nominations Committee   **C3**
    To *approve* appointments to standing committees
 • Audit & Risk Committee   **C4**
 • Knowledge Strategy Committee   **C5**
 • Senate (Senatus Academicus)   **C6**

KEY ITEMS FOR DISCUSSION/DECISION

5   Finance
 • **Director of Finance's Report**   **D1**
    To *consider* a paper presented by Lee Hamill, Director of Finance
 • **Planning and Budgeting: Planning round 2024-29, 2024-25**   **D2**
    proposals
    To *consider* a paper presented by Rona Smith, Deputy Secretary
    Governance & Strategic Planning, Kim Graham, Provost, and Lee Hamill,
    Director of Finance, and *approve* the Group-level budget

6   Annual People Report   **E**
    To *consider* a paper presented by James Saville, Director of HR

7   Court External Effectiveness Review Report   **F**
    To *consider* a paper presented by Dr Veena O'Halloran, External
    Facilitator for the Effectiveness Review

8   Student Experience   **G**
    To *consider* a paper presented by Colm Harmon, Vice-Principal Students

9 **Students' Association and Sports Union Reports**
To *consider* the reports presented by Dora Herndon, Students'
Association President
- **Students' Association Report**   H1
- **Sports Union Report**   H2

10 **Estates**
- **Residential Strategy 2023-2030 Update**   I
  To *approve* the updated strategy, presented by Catherine Martin, Vice-
  Principal Corporate Services

- **Strategic Acquisition of Property**   J
  To *approve* the acquisition of property proposed in a paper presented
  by Damien Toner, Director of Estates

- **Churchill House Refurbishment**   K
  To *approve* funding for refurbishment, as proposed in a paper
  presented by Catherine Martin, Vice-Principal Corporate Services

- **Sport & Active Wellbeing Facilities Development**   L
  Recommendations
  To *consider* a paper presented by Catherine Martin, Vice-Principal
  Corporate Services, and *approve* a reallocation of capital funding

- **CRIC 4 – National Total-Body Positron Emission Tomography**   M
  facility at Edinburgh Imaging
  To *approve* funding as proposed in a paper presented by Damien
  Toner, Director of Estates

- **Queens Medical Research Institute Collaboration Works**   N
  To *approve* funding as proposed in a paper presented by Damien
  Toner, Director of Estates

- **Midlothian Centre of Excellence and First Opinion Practice**   O
  To *approve* funding as proposed in a paper presented by Damien
  Toner, Director of Estates

11 **Digital**
- **Digital Strategy**   P
- **Digital Estates Capital Plan 2023-2029**   Q
  To *consider* papers presented by Gavin McLachlan, Vice-Principal and
  Chief Information Officer and Librarian, and to *approve* the strategy

ITEMS FOR NOTING OR FORMAL APPROVAL

12 **Annual Recognition of Alumni Clubs**   R
To *approve*

13 **Donations & Legacies and Alumni Relations Activity**   S
To *note*

14   **Prevent Duty Annual Compliance**   **T**
To _note_

15   **Education Act 1994 requirements in relation to the Students'**   **U**
Association
To note

16   **Resolutions: Undergraduate Degree Programme Regulations**   **V**
To _approve_

17   **Resolutions: Chairs**   **W**
To _approve_

18   **Any Other Business**
To _consider_ any other matters

19   **Date of Next Meeting**
Monday 7 October 2024, all day (seminar and meeting)

THE UNIVERSITY of EDINBURGH

UNIVERSITY COURT

22 April 2024, Institute for Regeneration and Repair, Edinburgh BioQuarter

Minutes

Members Present:	Janet Legrand, Senior Lay Member
	Simon Fanshawe, Rector
	Rushad Abadan, Co-opted Member (items 1-12)
	Robert Aldridge, City of Edinburgh Council Assessor
	Douglas Alexander, General Council Assessor
	Frank Armstrong, Co-opted Member
	Sharan Atwal, Students' Association President
	Shereen Benjamin, Senatus Assessor
	Richard Blythe, Senatus Assessor
	Lauren Byrne, Students' Association Vice-President Welfare
	Alastair Dunlop, Chancellor's Assessor
	Ruth Girardet, Co-opted Member
	Tobias Kelly, Academic Staff Member
	Peter Mathieson, Principal & Vice-Chancellor
	Sarah McAllister, Professional Services Staff Member
	Douglas Millican, Co-opted Member
	Jock Millican, General Council Assessor
	Hugh Mitchell, Co-opted Member
	Kathryn Nash, Trade Union Academic Staff Member
	Mark Patrizio, Trade Union Professional Services Staff Member
	Alistair Smith, Co-opted Member
	Kavi Thakrar, Co-opted Member
	Sarah Wolffe, General Council Assessor (items1-7)
Member Apologies:	None
In Attendance:	Imran Khan, Governance Apprentice
	Leigh Chalmers, Vice-Principal & University Secretary
	Gale Macleod, Rector's Assessor
Presenters & Observers:	Lewis Allan, Senior Governance Advisor to the Vice-Principal & University Secretary
	David Argyle, Vice-Principal & Head of College
	Christina Boswell, Vice-Principal Research & Enterprise
	Sarah Cunningham-Burley, University Lead on Equality, Diversity & Inclusion
	Ruth Elliott (Vice-President Community elect)
	Lucy Evans, Deputy Secretary Students
	Iain Gordon, Vice-Principal & Head of College
	Kim Graham, Provost
	Lee Hamill, Director of Finance
	Colm Harmon, Vice-Principal Students
	Dora Herndon (EUSA President elect)
	Gary Jebb, Director of Place
	Louise Kelso, General Counsel & Director of Legal Services

Alan Mackay, Deputy Vice-Principal International
Catherine Martin, Vice-Principal Corporate Services
Theresa Merrick, Director of Communications & Marketing
Sarah Prescott, Vice-Principal & Head of College
James Saville, Director of Human Resources
Rona Smith, Deputy Secretary Governance & Strategic Planning
Daniel Wedgwood, Head of Court Services

OPENING ITEMS

Welcome **Paper A1**

The Rector welcomed members and attendees, extending a particular welcome to those attending a Court meeting for the first time:
- Gale MacLeod, Rector's Assessor
- Imran Khan, Governance Apprentice
- Dora Herndon, Students' Association President elect
- Ruth Elliott, Students' Association Vice-President Community elect
- Olivia Hayes, Clerk to Senate
- Damien Toner, Director of Estates

The Rector thanked Court members for the welcome he had received since taking up his role and the opportunities he had had to engage with many members of the University community, including a number of Court members and attendees. He noted his priorities in the role of Rector, which included promotion of the free exchange of ideas and fostering constructive disagreement, relating these to the ideals of the Scottish enlightenment that were central to the University's history. He expressed his hope that such notions would underpin the University's continued success and enable it to meet a variety of challenges.

Having opened the meeting, the Rector invited the Senior Lay Member to chair the main items of business on the agenda.

1   Minutes **Paper A1**

The Senior Lay Member welcomed the Rector to his first meeting of Court. She thanked David Argyle and Ashley Shannon for their presentation earlier in the day on the BioQuarter and thanked colleagues from the Institute for Regeneration and Repair for hosting the meeting and providing a tour of the Institute.

The minutes of the meeting held on 26 February 2024 were approved, subject to amended wording relating to the EUSA President's Report, which had been requested by the student members of Court and agreed by the Senior Lay Member. This amended wording was shared with and agreed by Court within the meeting.

2   Matters Arising & Review of Action Log **Paper A2**

The Action Log was noted.

3   Principal's Report (taken after Paper C1)   **Paper B**

Peter Mathieson, Principal & Vice-Chancellor, introduced his written report. He noted in particular the positive relationship that the University had with, and the constructive challenge it received from, EUSA and looked forward to this continuing under the incoming EUSA sabbatical officers.

Key points in the report included the following:
- The UK higher education sector was facing significant financial challenges with a variety of causes. Edinburgh was in a strong position relative to many other universities but would not be immune to the relevant external developments.
- Senior University leaders had taken part in the second Student Voice Forum organised by EUSA.
- There had been two occupations of University premises, in March and April, which had caused significant disruption to learning and teaching, although the University had made every effort to minimise this. The occupations had been staged in relation to the situation in Palestine, including protests against alleged connections to the University's investments.
- Lauren Vicary, Senior Vice President at an influential Washington DC-based thinktank had visited the University and contributed to a wide variety of educational and other events over a four-day programme designed to provide maximum benefit to students and foster collaboration with colleagues.
- The Principal had participated in a series of successful events as part of a visit to New York and Toronto organised by Development & Alumni, including engagement with alumni groups, supporters and prospective students.
- The University had seen excellent performance in attracting research funding in the first half of the 2023/24 academic year, with a range of major awards across all three Colleges.

Subsequent discussion focused on how the University managed its investments in line with ethical principles, with reference made to claims made in the context of the aforementioned building occupations. It was noted that the University had been seen as a model for other institutions with respect to a number of investment and divestment decisions and that the University's Investment Committee was aware of relevant current debates within the University community. The Director of Finance gave an overview of relevant processes, noting that Investment Committee was an independent body reporting into Policy and Resources Committee (PRC), not a branch of the executive. In addition, the University worked through external investment managers to invest in funds, rather than directly selecting companies to invest in. The external fund managers were instructed to work to certain criteria, including the University's agreed policies regarding ethical investment. Where any concerns were raised about companies within relevant investment funds, the University sought clarification from its investment managers, would take action as appropriate and would feedback the outcomes of this process to those who had raised concerns. It was agreed that Investment Committee should summarise relevant matters in a future report to PRC.

The level of higher education funding in Scotland was also discussed. The Principal noted that a recent reduction to the sector's teaching grant from the Scottish Funding

Council was a cause for concern, but that the outlook for the University remained optimistic overall, albeit in the context of an increasingly challenging wider environment.

4   Committee Business

- **Senior Lay Member's Overview**

The Senior Lay Member noted that she had replied to the letter shared with Court at its February meeting by the President of the Students' Association (EUSA) and that a longer response to this letter had also been supplied by the University's executive leadership. Both of these responses had been made available to Court members.

- **Policy & Resources Committee**   **Paper C1**

The report was noted. The Senior Lay Member, as Convener of Policy & Resources Committee (PRC), highlighted PRC's recommendation that Court approve the requested funding for works to remediate the presence of Reinforced Autoclaved Aerated Concrete (RAAC) in University buildings [see item 13] and emphasised that both Estates Committee and PRC had considered this matter thoroughly.

- **Audit & Risk Committee**   **Paper C2**

The Convener of Audit & Risk Committee (ARC) highlighted the Strategic Risk Report [see item 15], which he commended as a high-quality report resulting from a thorough collaborative exercise, involving ARC and the University Executive, and taking into account a peer benchmarking exercise. He also highlighted the continuing issue of overdue internal audit actions, noting that progress in this area had been very slow.

A review of the process for completing the Annual Report & Accounts had given confidence that the normal timetable for this could be achieved in the coming year, following an exceptional process in 2023, albeit one in which all key deadlines had been met.

Court noted the report.

- **Knowledge Strategy Committee**   **Paper C3**

Court noted the report.

- **Senate**   **Verbal**

The Principal & Vice-Chancellor, as Convenor of Senate, noted that there had been no meeting of Senate since the last meeting of Court. Therefore, no written report had been provided. Two relevant developments were noted:

- Elections to Senate were underway. Those nominated for professorial positions had been elected unopposed, as there had been fewer candidates

than vacant positions in this case. There had been discussion of how to increase interest in professorial Senate membership in the future.

- The Task & Finish Group on implementation of the recommendations of the Senate effectiveness review had begun its work, focusing initially on prioritising the recommendations.

The Senate Assessors commented that the Task & Finish Group had made a very positive start to its work and noted a desire to explore ways to improve communication between Senate and Court.

KEY ITEMS FOR DISCUSSION/DECISION

5   Student Experience   Paper D

Court received an overview of recent progress in relation to enhancement of the student experience. Within the Student Support Model, the cohort lead role, which had been discussed at Court's February meeting, had been a point of focus. There had been significant work to clarify and develop this role, with a recognition that some variation across different Schools remained. There had been monitoring and evaluation of the interaction of students with different University services as part of measuring the success of the Student Support Model.

A single, consistent tool had been developed for tracking practices around assessment and feedback, with a focus on meeting the three-week turnaround target for feedback on assessments. This was at an early stage and undergoing testing but promised much greater clarity in this area, supporting College-level oversight and escalation processes. Assessment and feedback had also been the focus of a recent meeting of the Academic Strategy Group, with all Heads of College highlighting the high priority attached to improvement in this area and stressing the importance of both quality and timeliness of feedback.

The following points were raised in discussion:

- The proposed portfolio review was welcomed. It was noted that further detail on this would be provided in the next update to Court on the Curriculum Transformation Project (CTP).
- Reliable numerical data on the timeliness of feedback could not yet be provided. There was a commitment to provide indicative quantitative data to the next meeting of Court, although the data would necessarily be preliminary at that stage. It was noted that one purpose of the target was to help identify and address barriers to feedback within this timeframe, which could relate to academic discipline, course size and other factors. Analysis of differences across Schools was carried out regularly and good practice shared across the University.
- It was noted that the student experience retained a high risk rating in the University's risk register. This was felt to be an appropriate reflection of the importance of the issue and the sense of urgency that the University leadership shared with members of Court, in addition to the likely time-lag for current progress to feed into measurable outcomes, such as National Student Survey results.

- The project to implement the Student Support Model was reaching its end, after which the Model would be integrated into business as usual. It would be important to maintain support throughout the institution in order to ensure a consistent quality of student experience. There had been positive feedback from students, in particular with regard to the wellbeing service and the availability of student advisors locally. Staff had noted that improved alignment of support had made problems easier to anticipate and address at an early stage. Work was in progress to clarify the roles of student advisors, the limits to these roles and referrals to the wellbeing service.
- Work on implementation of the recommendations of the Quality Enhancement and Standards Review was on-going. An update would be provided to the Students' Association following relevant forthcoming meetings.
- The high priority attached to the student experience should not prevent Court from giving due attention to other important matters. Therefore, thought should be given to how Court would receive and consider updates on this area at future meetings.

6 Students' Association and Sports Union Reports

6.1 Students' Association Report   Paper E1

Court noted the report. The President of the Edinburgh University Students' Association (EUSA) noted that she had received a reply from the Senior Lay Member, on behalf of Court, and a more detailed response from the University's senior executive leadership to the letter that EUSA had submitted to the previous Court meeting, on the topics of rents for University accommodation, the impacts on students of increases in the cost of living and the handling of reports of gender-based violence. EUSA would consider these responses, which had also been shared with Court, before engaging further on any of these topics.

The popularity of the EUSA Student Awards and Teaching Awards was highlighted: a high number of nominations had been received in both cases. It was noted that this implied widespread appreciation of the efforts of students and University staff in ways that often went far beyond their usual responsibilities and beyond expectations.

There was discussion of the turnout for student elections. This had been raised relative to previous years but remained below EUSA's strategic target. It was noted that the current levels were in line with sector norms. EUSA continued to seek innovative ways to raise the turnout.

Court thanked the two student members of Court, Sharan Atwal and Lauren Byrne, for their substantial contributions as members of Court. Their terms of office were drawing to a close and recently elected EUSA sabbatical officers would be taking up the role of student Court member as of the June meeting of Court.

6.2 Sports Union Report   Paper E2

The report was noted. Court noted that the paper contained details of a number of exceptional performances by the University's elite athletes.

7   Finance

7.1   Director of Finance's Report   **Paper F1**

The Director of Finance introduced the report, which included an update on the Quarter 2 forecast position for 2023-24.

As reported to the previous meeting of Court, inflation had affected the University's financial position through increased expenditure and the University had experienced a shortfall, relative to targeted levels, in tuition fee income, as a result of changing patterns of international recruitment that had affected the UK higher education sector as a whole.

It was noted that work was in hand to improve the provision of management accounts to Court, such that more up-to-date results could be provided to future meetings. Work was on-going at executive level to ensure expenditure was correctly categorised, to forecast market conditions, to mitigate risks and to review capital plans, and Court would be fully informed of the outcomes.

7.2   Planning Round   **Paper F2**

Court was provided with an interim update on progress in the planning round. To provide context, movements in major income streams were outlined, including recently announced funding for universities by the Scottish Funding Council. While this had come to constitute a relatively small proportion of the University's total income, it continued to play a crucial role, including in levering other sources of funding.

Court discussed the importance of integrating expenditure on major University initiatives into the largely 'bottom-up' planning round process. It was note that this integration had improved in recent planning rounds and that the work of the University Initiatives Portfolio Board should bring still greater understanding and articulation of the costs of major initiatives.

The University's 'size and shape' principles were also raised as context for planning round decisions. It was noted that recruitment targets continued to be set in the context of these principles. Growth was not sought as an end in itself, nor would growth be used as a means to tackle financial challenges. Size and shape remained an important area of active analysis, with post-pandemic effects continuing to affect the size and balance of the student population.

8   People and Money Systems and Roadmap Update   **Paper G**

Court received an overview of recent developments relating to the People and Money (P&M) system. An Improvement Plan, also known as the 'roadmap', had been developed and had been shared with Court. It was noted that this was not a detailed project plan nor a communications tool, but rather a prioritised set of activities that was designed to be flexible and to incorporate more detailed projects in due course. P&M had now moved into a new phase of activity and, with it, new governance and reporting arrangements; P&M was now reporting into the University

Initiatives Portfolio Board (UIPB), alongside other prioritised major initiatives, with UIPB reporting in turn to the University Executive.

Court had also received a letter from the Business Committee of the General Council, seeking reassurances on a number of points that had been raised in the external review of P&M which had been discussed ahead of Court's December meeting. A proposed response to this letter, provided by the University's senior executive leadership with additional material supplied on behalf of Court where appropriate, had been shared with Court.

One amendment to this draft response was proposed, to clarify that Court would continue to be involved in responding to the external report, in the following ways:
- publication of the full report (which had already been done);
- taking oversight of the commitment received from Senior Leadership to implement the report's recommendations; and
- ongoing review of progress with addressing the recommendations, via relevant committees.

The following points were raised in discussion:
- It would be advisable to have systematic reporting on progress towards delivery of the roadmap. It was noted that UIPB had developed a tracking tool to this end.
- The external report had highlighted issues of staff engagement and trust following the implementation of P&M. Reporting on steps taken to address these points was requested and there was discussion of how the University's Risk Register captured risks relating to staff engagement and confidence.
- It was noted that it was unusual for the General Council Business Committee to write directly to Court. It was understood that this was intended as an exceptional action, reflecting the exceptional nature of the external report on P&M.

Subject to the amendment noted above, Court approved those parts of the response to the General Council Business Committee letter that were labelled as Court's response and noted the rest of the response.

9   Annual People Report   Paper H

This item was deferred to the 17 June meeting of Court for reasons of time.

10   Equality Diversity & Inclusion Data Report 2024   Paper I

Sarah Cunningham-Burley, University Lead on Equality, Diversity & Inclusion (EDI), introduced the report. It was noted that the report focussed on data, rather than policy or relevant initiatives, and contributed to legal compliance in addition to keeping Court informed. Many areas showed progress with respect to EDI objectives, while areas for further work had also been identified. The latter included inequalities relating to ethnicity of staff and contract types held, where the data would be examined carefully to understand the precise nature of these inequalities and their likely causes, in the context of increasing diversity in the population. Similarly, further work was being undertaken to illuminate student attainment gaps relating to a

number of protected characteristics and how these might have been affected by factors including the Covid-19 pandemic and changes to assessment practices.

In discussion, the relationship between data reporting and the reporting of wider EDI work was clarified. The statutory requirement to foster good relations between different groups was also discussed: Sarah Cunningham-Burley stated that this responsibility was borne by all members of the community and recognised that this could be challenging in the context of deeply felt and strongly expressed views on certain topics. She added that the University had taken various actions to support those in groups that might be affected by external events and to promote constructive debate through on-going work on academic freedom and freedom of expression.

Court approved the report and its annexes for publication.

Court thanked Sarah Cunningham-Burley for all of her contributions in the role of University Lead on EDI, as she approached the end of her term in this role. It was noted that the University had recently successfully renewed its Athena SWAN Institutional Silver award.

11 Performance Measures to Support Strategy 2030: 2023-24 Mid-Year Report   Paper J

Court noted the report.

12 Donations & Legacies and Alumni Relations Activity   Paper K

Court received a report on recent donations, legacies and alumni relations activity and also a verbal report on general trends and aspirations in these areas.

Examples of successful initiatives were provided, including plans to generate maximum benefit from forthcoming engagement overseas and an example of creating valuable benefits for students from visiting alumni with specialist knowledge and experience.

The importance and the various benefits of philanthropic funding were outlined. The University was targeting sustainable growth in this area, maintaining a diversity of sources. It was noted that some of the University's largest gifts were received from non-alumni, reflecting external recognition of the quality of the University's research and the effectiveness of its external engagement with potential donors.

13 Reinforced Autoclaved Aerated Concrete (RAAC)   Paper L

Court received an overview of progress in planning and works to remediate the presence of RAAC in University buildings. It was noted that Estates Committee and Policy & Resources Committee had considered the matter in detail and made recommendations to Court.

It was clarified that the costings provided did not include mitigation for staff costs that might be incurred as a result of RAAC-related disruption, for example, if research

projects had to be extended. It was noted that such considerations were to be included in on-going budget preparation.

Court:
- noted progress in remediation of the presence of RAAC in University buildings;
- approved funding as requested;
- delegated authority to Estates Committee to approve additional capital funding, should this be required as part of the University response to RAAC; and
- noted that the Principal could, under the Delegated Authority Schedule, authorise funding from revenue budgets up to £2m, should this be required for funding any of the required work (in which case Estates Committee would take any necessary technical decisions but could not authorise funding).

Court thanked Gary Jebb, Director of Place, for his service to the University, noting that this would be his final meeting of Court before retirement from the role.

**14   Managing Security Related Risks in Internationalisation: Annual   Paper M
        Update**

Court noted the update.

ITEMS FOR NOTING OR FORMAL APPROVAL

15   Strategic Risk Report   Paper N

Court noted the report.

16   Professional Services Members of Senate Election Regulations   Paper O

Court approved the regulations.

17   Edinburgh BioQuarter   Paper P

Court noted the paper, having received a presentation on this topic earlier in the day.

18   Draft Resolutions: Degree Programme Regulations   Paper Q

Court referred the draft Resolutions to Senate and the General Council for observations.

19   Any Other Business   Paper R

The Rector informed Court of the contents of a letter that had been addressed to Court in response to his appointment. It was noted that a second letter had been received expressing a contrasting point of view and it was agreed that both letters would be made available to members of Court.

20   Date of Next Meeting

Monday, 17 June 2024, 14.00-17.00

THE UNIVERSITY of EDINBURGH

UNIVERSITY COURT

17 June 2024

Principal's Report

Description of paper
1.   The paper provides a summary of the Principal's main activities since the last meeting of the University Court.

2.   The activity noted supports our commitment to deliver on our vision and ambitions including all four key areas of focus highlighted in Strategy 2030: People, Research, Learning and Teaching, and Social and Civic Responsibility.

Action requested/Recommendation
3.   In general, Court is asked to note the information presented. Members' observations or comment on any of the items would be welcome.

Background and context
4.   The report summarises key issues for the University and the Principal's engagement with regard to local, national, international and sector-wide developments and activity.

Discussion
5.   It has been an eventful few weeks since my last report to Court, both within the University and beyond.

6.   On the 22 May, the Prime Minister called a General Election for 4 July 2024. Campaigning began following the dissolution of Parliament and somewhat unusually Higher Education does appear to feature in the campaigns. Awareness of the current HE funding model, and its limitations, has been the subject of mainstream news coverage with the impact of the immigration policies of the current government having a negative impact on financial sustainability across the sector. The Home Secretary had requested a "rapid review" of the Graduate visa route (which allows international students to stay in the UK upon graduation for an average of two years) by the Migration Advisory Committee (MAC), which reported on 14 May, confirming that the Graduate route is working as intended with no evidence of systemic abuse of the system. The Review also served to highlight the positive contribution that international students make to universities and the countries that they study in, all very much borne out by our experience in Edinburgh. There was some uncertainty as to what the Government would do with the MAC advice and lobbying on the subject continued until confirmation by the Government on 23 May that the Graduate route would be retained. Although good news, much damage has already been done to the UK's reputation as a place of welcome to international students and we remain very alive to the issue and the possible impact on policies, so central to the HE funding model, that the General Election result may bring.

7.   We are also mindful of the possible impact of the General Election on the Government's commitment to Exascale at Edinburgh, which was confirmed in writing by the Secretary of State for Science, Innovation and Technology, Rt Hon Michelle Donelan, the week before the General Election was called. Follow up on this will be a priority for us as soon as a new government is confirmed.

8.   Court will, of course, be well aware of the spotlight on issues relating to the University's Responsible Investment Policy, which will be discussed separately under Paper B2. I thought a short summary of the broader context, and our approach to date, would be helpful for Court. The student protest, in the form of an encampment in the Old College quadrangle, began over the weekend 4th/5th May led by members of the Edinburgh University Justice for Palestine Society (EUJPS) and ended on 7th June. It was a largely peaceful camp comprising c.25-30 tents, with a fluctuating number of students some of whom were on hunger strike on a rotational basis. 33 other UK universities have similar camps, and a small number have students protesting in the form of hunger strikes. As is standard practice our incident management protocols were immediately initiated to ensure the safety of all involved, and that Old College continued to function as a place of work/study and communication was co-ordinated. A series of meetings were undertaken with the students and staff involved and statements confirming our approach issued, including the active participation of an independent mediator in the most recent discussions. All statements, etc., are published and detailed on the [University website](). On 14 May the University Executive discussed a paper from staff outlining their demands and reached a position which included the initiation of the Short Life Working Group to consider the definition of controversial weapons and armaments used by the University and its fund managers. The University wide consultation on our Responsible Investment Policy was also opened on 31 May and will run for a three-month period. On Friday 7 June we received notification from the camp that the hunger strike action had stopped. Later that day the tents were removed.

9.   The Senior Leadership Team have continued their activities aiming at increased interaction, visibility and dialogue between staff and leaders across the University. A range of staff, many of whom have not previously met with members of the senior team, have taken part in engagement sessions including two sessions with Professional Services staff focussing on the student experience and a wider ranging discussion at the Vet School in Easter Bush. This is a rolling programme of activity that will continue for the rest of the year and beyond, visiting different parts of the University to listen to staff on a range of themes. This activity complements the return of face-to-face staff meetings and new ways of undertaking leadership communications which are being trialled.

10. A series of in person sessions on People and Money have also been organised across the University. The four sessions are focussed on what is included in the Improvement Plan and will provide opportunities to hear about the plan objectives, ask questions and have informal discussions with subject experts.

11. The Scottish Funding Council published the final funding allocations on 30 May, our total increase in overall income across teaching, research and innovation grants, and capital funding, compared with 2023-24 is now c£2.9m; this is an increase on the April announcement of c£847k. This variance from April is largely because of the inclusion of additional information on the Scottish Government funded controlled subjects of medicine, nursing and initial teacher education, always announced at a later point in the cycle.

12. It has been a pleasure to host recent activity in the newly opened Edinburgh Futures Institute. A real flagship for the University and an asset to the city, the former Royal Infirmary is now home to expertise across key disciplines ranging from artificial intelligence to philosophy and is delivering educational programmes, collaborative

research projects and civic and cultural partnerships. The Institute brings together students, researchers, partners and civic society to focus on the responsible use of data to address global challenges including ethics of artificial intelligence, social inequality and climate change.

13. We were proud to hear that the Student Counselling Service's Skills for Life and Learning programme took home the Student Wellbeing Award at The Herald Higher Education Awards 2024.

Selected meetings and events from mid-April to mid-June
14. *University*
- Participated in an academic poster session by visiting research students from Gujarat Biotechnology University. This event was part of a 2-day visit to Edinburgh by Mr. Sudhir Vaid Chairman of Concord Biotech Ltd. and Chairman of the GBU Advisory Council.
- Welcomed attendees and participated in discussions of the Decolonised Transformations Project: Community Dialogue Event, hosted by the project co-chairs Dr Nicki Frith and Professor Tommy Curry.
- Welcomed attendees of the Una Europa lecture on the "Future of Europe".
- Participated in several meetings with the Student Association sabbaticals.
- Senior Leadership Team continued team development activity with external facilitators.
- Participated in SLT-staff engagement sessions, in the College of Medicine and Veterinary Medicine and with Professional Services Groups where we discussed the wider student experience with senior leaders from a variety of departments. This followed involvement in discussions with the extended management team in the College of Arts, Humanities and Social Sciences earlier in the year.
- Participated in the College of Arts, Humanities and Social Sciences "People of CAHSS" awards ceremony.
- Welcomed Neil Gray MSP, Cabinet Secretary for Health and Social Care, to the Usher Building at the BioQuarter.
- Welcomed John Edwards, UK Information Commissioner, during his visit to the University to discuss effective regulation of AI and data.
- Welcomed key current and prospective supporters of the University for a Philanthropy Forum which consisted of several days' visits and discussion around various key areas of research for the University.
- Participated in an introductory meeting with the Chief Executive Officer of Unite Students, Joe Lister.
- Welcomed attendees of the Drugs Research Network for Scotland conference.
- With the Provost welcomed members of the Queen's Anniversary Prize Trust during their visit to the University.
- Participated in a roundtable meeting with the UK Government Chief Scientific Adviser, Professor Angela McLean, and the UK National Technology Adviser, Dr Dave Smith.
- Participated in Edinburgh Innovations' Inspire Launch Grow Awards.
- Welcomed the President of Donghua University, Jianyong Yu, during his visit to Edinburgh College of Art which included a signing ceremony for a memorandum of Understanding between our two institutions.

- Participated in a meeting with Professor Diego Quiroga, Rector, Universidad San Francisco de Quito and Alejandro Echeverri, Ecuadorian British Chamber President, during their visit to the University.

15. *Edinburgh and Scotland*
- Participated in the General Assembly of the Church of Scotland Moderator's Reception.
- Participated in an Edinburgh and South East Scotland City Region Deal Executive board meeting, Joint Committee, and chaired the Higher and Further Education Strategy Board.
- Participated in a celebration of 25 years of Dynamic Earth.
- Participated in a Scottish Financial Enterprise Leadership Sector Growth Advisory Board meeting.
- Participated in a visit to the City & Riverside Campuses of the City of Glasgow College.
- Participated in Borders College's 40th Anniversary Celebratory Dinner.
- Participated in George Heriot's Annual Governor's Dinner.
- Held an introductory meeting with Chief Superintendent David Robertson, the new Divisional Commander for Edinburgh.
- Chaired a session at the General Council half yearly meeting.

16. *Sector and Public Affairs*
- Participated in Scottish Funding Council Board meetings
- Participated in regular UUK online meetings on various issues including the situation in Palestine and Israel, and UK matters.
- Spoke at a National Protective Security Authority Liaison event for the Five Eyes nations in London on Trusted Research and research security in academia.
- Participated in a DSIT Research Security Independent Advisory Board.
- Chaired a session on 'Engaging with China' at the International Higher Education Forum.
- Participated in a discussion hosted by Nous Group on imagining new futures in higher education.
- Participated in an Association of Commonwealth Universities Council meeting.
- Participated in an introductory meeting with Shirley Laing, Director of Lifelong Learning and Skills, Scottish Government.
- Participated in an Engineering and Physical Sciences Research Council dinner, as part of their visit to the University.

17. *International*
- Had an active few days in Hong Kong, participating in the Universitas21 Symposium hosted by the University of Hong Kong, and also undertaking a range of D&A focused meetings with alumni, partners and donors.
- Participated in an informal meeting with Liz Smith MSP, Shadow Cabinet Secretary for Finance and Local Government.
- Participated in the Yun Posun - Edinburgh Symposium in Seoul.
- Participated in various meetings of League of European Research Universities (LERU) over 2 days, hosted by the University of Milan.
- Participated in the meeting with President Meric Gertler, University of Toronto regarding our growing partnership and the U7+ Alliance.

- Participated in the launch of The Hague Global Futures Hub in conjunction with Leiden University.

Resource implications

18. There are no specific resource implications associated with the paper.

Risk Management

19. There are no specific risk implications associated with the paper although some reputational risk may be relevant to certain items.

Responding to the Climate Emergency & Sustainable Development Goals

20. As the paper represents a summary of recent news and general activity, it does not directly relate to the United Nations Sustainable Development Goals.

Equality & Diversity

21. No specific Equality and Diversity issues are identified.

Next steps/implications

22. Any action required on the items noted will be taken forward by the appropriate member(s) of University staff.

Consultation

23. As the content is a summary of recent news no consultation is required.

Further information

24. Peter will take questions on any item at Court.

25. *Author & Presenter*
    Professor Sir Peter Mathieson
    Principal and Vice-Chancellor
    June 2024

Freedom of Information

26. Open paper

UNIVERSITY COURT

17 June 2024

Report from the Short Life Working Group on Definition of Armaments for Investments

Description of paper
1.   This paper provides the report of the Short Life Working Group (WG-A) formed to undertake a rapid review of the University's current definition of armaments and controversial weapons, as applied in the context of the University's investments.

Paragraphs 2-11: closed section

Responding to the Climate Emergency & Sustainable Development Goals
12. WG-A noted the potential negative impacts of changes to the University's approach to controversial weapons and armaments on its other commitments, including goals aligned to a 1.5 degree pathway. That would need to be considered in any approach to implementation of recommendations.

Equality & Diversity
13. WG-A has not considered the Equality and Diversity implications of options.

Next steps/implications
14. Recommendations agreed by Court will be implemented as agreed by Court, whether in the form of immediate actions or in interaction with other processes.

Consultation
15. Given the short-life of the Working Group and the confidential nature of its work, consultation has been limited to the membership, and two key advisors, one internal and one external.

Further information
16. *Authors*   *Presenter*
    Dave Gorman   Professor Kim Graham
    Director of Social Responsibility and   Provost
    Sustainability

    Professor Kim Graham
    Provost

    Rebecca Gaukroger
    Head of the Provost's Office

Freedom of Information
17. Open version

THE UNIVERSITY *of* EDINBURGH

- **UNIVERSITY COURT**

17 June 2024

Exception Committee Report

Committee Name
1. Exception Committee

Date of Meeting
2. The Committee considered an item of business by correspondence over 28-29 May and a meeting held by videocall on 29 May 2024.

Action Required
3. To note the matters approved on behalf of Court by Exception Committee.

Paragraphs 4-8: closed section

Further information
9.   *Author*   *Presenter*
     Lewis Allan   Janet Legrand
     Governance & Court Services   Convener, Exception Committee

Freedom of Information
10. This report and the Exception Committee minute and paper are closed but the outcome has been communicated in a statement published on the University website: https://www.ed.ac.uk/news/staff/2024/the-university-s-approach-to-responsible-investmen.

UNIVERSITY COURT

17 June 2024

Policy & Resources Committee Report

Committee Name
1.   Policy & Resources Committee (PRC)

Date of Meeting
2.   3 June 2024

The minutes of the meeting of Policy & Resources Committee can be found at
[*http://www.docs.sasg.ed.ac.uk/GaSP/Governance/PolicyandResources/2023-2024/20240603-PRC-Minute-Web.pdf*](http://www.docs.sasg.ed.ac.uk/GaSP/Governance/PolicyandResources/2023-2024/20240603-PRC-Minute-Web.pdf)

THE UNIVERSITY _of_ EDINBURGH

UNIVERSITY COURT

27 May 2024

Nominations Committee Report

Committee Name
1.   Nominations Committee

Date of Meeting
2.   27 May 2024

Action Required
3.   To note the key points from the meeting and to approve the recommendations as set out below.

Key points
Externally-Facilitated Effectiveness Review – Draft Report
4.   The Convener welcomed Dr Veena O'Halloran, the external facilitator for the effectiveness review of Court and its committees and noted the importance and helpfulness of her independent perspective.

5.   Dr O'Halloran introduced her draft report and reflected on the review process, commenting that all participants had engaged positively and openly. The review had found no causes for concern regarding the University's governance arrangements and many positive points. The review had identified some areas for further consideration and potential improvement, including the following:

*   Time in Court meetings was limited and it could be valuable to create more opportunities for more exchange of ideas and deeper discussion. To this end, the University might consider holding more seminars and similar events for Court members.
*   Areas that could benefit from more extended discussion outside of Court meetings included:
    o   the student experience and the significance and limitations of the National Student Survey as a measure of this;
    o   the University's devolved structure and its implications in different contexts; and
    o   risk appetite.

6.   The committee also discussed how meeting papers might be better tailored to specific committees and to Court at different stages in the progression of a proposal or report and whether the number of attendees at Court meetings was appropriate.

7.   It was noted that consideration of the report's recommendations and how to respond to them would be required following its completion and presentation to Court.

Committee Memberships

Paragraphs 8-13: closed section

The membership of Court and its committees can be found on the University website:
https://governance-strategic-planning.ed.ac.uk/governance/university-committees

The Voluntary Nature of the Position of Rector
14. It was noted that the former Rector's Assessor had, at the February meeting of Court, raised the question of whether the Rector should be remunerated and that it had been agreed that Nominations Committee would consider this question.

15. It was noted that the Rector's core and only obligatory duties were carried out as a member of Court and that other Court members were not remunerated, as was the norm for charity trustees (with the exception that legislation required that remuneration be offered to the Senior Lay Member). It was also noted that the holders of equivalent positions at other universities were not remunerated. For the Rector as other members of Court, reasonable expenses were reimbursed.

16. On the basis of these observations, Nominations Committee agreed that current arrangements were appropriate in this area and recommended to Court that no change be made.

Equality & Diversity
17. The equality and diversity of Court and its committees is considered when making recommendations or approvals.

Further information
18. *Author*   *Presenter*
    Daniel Wedgwood   Janet Legrand
    Head of Court Services   Convener, Nominations Committee

Freedom of Information
19. Open version

UNIVERSITY COURT

17June 2024

Audit and Risk Committee Report

Committee Name

1. Audit & Risk Committee.

Date of Meeting

2. 30 May 2024

Paragraphs 3-21: closed section

Equality & Diversity

22. *There* are no specific equality and diversity issues associated with this report.

Further information

23. *Author*   *Presenter*
    Kirstie Graham   Douglas Millican
    Court Services   Convener, Audit and Risk Committee

Freedom of Information

24. Closed paper

THE UNIVERSITY of EDINBURGH

UNIVERSITY COURT

17 June 2024

Knowledge Strategy Committee Report

Committee Name
1. Knowledge Strategy Committee

Date of Meeting
2. 30 May 2024

Action Required
3. To note the key points from the meeting.

Key points
University Digital Strategy and Digital Estate
4.   The Committee discussed the high-level outline of the University Digital Strategy and Digital Estate, an overview of the University Digital Strategy and plans for the Digital Estate.

5.   The Vice-Principal, Chief Information Officer and Librarian to the University noted the Digital Strategy aligns with Strategy 2030, having the same focus areas of People, Research, Teaching and Learning, and Social and Civic Responsibility. These are underpinned by the Digital Estate. A 10-year University Digital Estate Roadmap had been developed and the University Digital Estate Capital Plan supported the investment needed to deliver the Strategy. It was also reported an Estates Committee seminar had recently taken place to consider the University Digital Strategy and Digital Estate. The Seminar was supportive of the Strategy and commended the work that had been undertaken.

6.   In discussion, the Committee noted the following:
   *   Overall ownership of the Digital Strategy would sit with KSC, which would also review its progress. It was confirmed this would be in the form of an annual or bi-annual progress report.
   *   The importance of communicating the Strategy. It was confirmed that a full communications approach was in place, and upon approval, it was crucial that awareness of the Strategy was raised across the University community.
   *   There are 10-year roadmaps for each theme within the Digital Estate Heatmap, with the roadmap showing items where work is taking place or expected to take place.
   *   Feedback from postgraduate research students to be included in the Key Performance Indicator of "Excellent University Community Experience". It was suggested this could draw on responses to relevant questions in the Postgraduate Research Experience Survey.
   *   As outlined in Paper L, a summary of progress on the substantive Digital Estate projects, along with an overview of plans for the Digital Estate in support of University Digital Strategy and Strategy 2030, would be produced for each KSC meeting going forward.

7. The Committee were supportive of the Strategy and recommended for approval the University Digital Strategy to University Court (17 June) via Policy and Resources Committee (3 June).

Chief Information Officer Update

Paragraph 8: closed section

Knowledge Strategy Committee Governance Update
9. The Committee noted an update on governance relating to KSC, its thematic committees and other related committees and groups. In addition to the details outlined in the paper, it was also noted that an internal audit review of the Estates Committee, and effectiveness reviews of both University Court and Senate, would feed into the discussions. An options paper would be submitted to the KSC meeting in October 2024.

Paragraphs 10-17: closed section

Student Analytics to Underpin Student Support
18. Lisa Dawson, Academic Registrar, presented a paper with the outcomes of a pilot study undertaken to assess whether the data held within our core University systems could identify changes in patterns of student engagement enabling early and targeted interventions and support for students. It was noted an OBC had been presented to Senate Education Committee in November 2023, who endorsed the next phase of work to develop a full business case to introduce student analytics as an underpinning technology for student support. Earlier this month, the Student Lifecycle Management Group discussed the use of student analytics and its practical application within Schools, with positive feedback from this session.

19. The Committee welcomed the update, noting the project was about supporting our staff and students and helping make potentially earlier decisions. The following points were raised in discussion:
- Learn was used as the critical data source for the pilot and would therefore be key as the project moves into Phase 2.
- As a Digital Estate related project, this could be included within the roadmap.
- The importance of clearly defining procurement requirements in Phase 2 due to potentially high costs and need to consider all options.
- The need to protect student data with clear communications, helping mitigate any mistrust or negative reactions.
- Phase 2 will involve UG, PGT and PGR students, with the outcome of the study aiming to support the objective of the new student support model. It was recommended to include PGR supervisors and the Doctoral College in Phase 2 to ensure PGR students are involved in this work.

20. KSC noted the outcomes of the pilot study and endorsed the proposed next steps.

Library Book Management (RFID) Full Business Case
21. The Committee considered the FBC for a Library Book Management (RFID - Radio Frequency Identification) project. This project would replace outdated self-

service and book security equipment at the University's Main Library and nine site libraries, and add RFID tags to an estimated one million open-shelf library items.

22. The Director of Library & University Collections noted that the current technology at the University is becoming obsolete, and market intelligence showed that RFID would remain for the foreseeable future and is the standard technology for libraries in the higher education and other sectors. The project would also provide an improved student experience through secure collections and the development of services in line with evolving technologies.

23. The Committee approved the FBC and agreed for it to be added to the roadmap, noting capacity to support the project by ISG would be subject to the final outcome of the University's planning round. If supported, this would be taken forward under the Collections 2025 Programme. The Committee also agreed it would be useful to see longer-term trends of Library usage at a KSC meeting in 2024/25.

Paragraph 24: closed section

Other items
25. The Committee recommended for approval to University Executive revisions to the University Computing Acceptable Use Policy. The Committee also noted papers on ISG Planning 2024/25 to 2028/2029; Digital Estates Capital Plan – 2023-2029; Digital Estate Project Status; Information Security; Identity and Access Management; Edinburgh access to Language Models and AskEdHelp; Main Library Masterplan; Network Replacement Programme; and Timetabling and Exams Replacement Project. Regular reports were received from the IT Committee, Library Committee, University Collections Advisory Committee and Estates Committee. The Committee also approved meeting dates for 2024/25.

Further information
26. *Author*   *Presenter*
    Jamie Tait   Colm Harmon, Vice-Principal Students
    Governance Manager & Clerk to
    Knowledge Strategy Committee

Freedom of Information
27. Open version

UNIVERSITY COURT

17 June 2024

Senatus Academicus Report

Description of paper

1. A report of business considered by Senatus Academicus ('Senate') at recent meetings. This report provides:

- detail from the confirmed Report of e-Senate Business conducted by correspondence between 24 April and 8 May 2024; and
- the formal outcomes of business conducted at the Senate meeting of 22 May, for which confirmed minutes are not yet available.

The full minutes from 22 May will be provided to Court in the usual way following their approval by Senate.

Action Required

2. The full agenda, papers and minutes of Senate meetings are published at [Agendas, Papers and Minutes](#) and that Court members receive email updates when Senate papers, which include minutes of previous meetings, are published.

Discussion

E-Senate business conducted between 24 April – 8 May 2024

3. The following provides the confirmed Report of e-Senate business conducted between 24 April – 8 May 2024.

Items for approval:

4. *Conferment of the title of Professor Emeritus / Emerita (e-S 23/24 3 A)*
Senate agreed to confer the title of Professor Emeritus / Emerita on those professors listed in the paper. One member provided comment on this item.
The member congratulated the new emeriti and expressed disappointment that Senate does not have the chance to recognise these colleagues during in-person meetings.
They emphasised the significance of such practice in positively contributing to Senate's culture and reinforcing Senate's role within the university. Additionally, they stated that the practice of counting non-participation towards e-Senate quorum was inappropriate.

Items for comment:

5. *Court Resolutions (e-S 23/24 3 B)*
Five members submitted comments on this item.
A member expressed their appreciation for the summary table and level of detail provided in the paper.
Positive implications for risk management and equality and diversity were also highlighted for some changes, suggesting they should be reported as such.
A minor change in Undergraduate Degree Regulation 72 was highlighted with a suggestion this be flagged as a key change.
Postgraduate Degree Regulation 24 was highlighted as a concern to one member, who suggested it is a poor approach set academic parameters based on immigration rules. Another member recommended that the changes outlined in

Regulation 24 be carefully communicated to specific cohorts, including visa-holding students.

Postgraduate Degree Regulation 33 and 34 were identified as positive changes to the regulations.

Postgraduate Degree Regulation 43 was highlighted as having a link reference that was still to be completed. Additionally, concerns were raised about linking to external documents in degree regulations, with a suggestion that it is preferable to refer to named policies and the department responsible for maintaining them.

Postgraduate Degree Regulations 88 was identified as being no longer applicable due to a change in assessment format approved for the 2021/22 academic year onward.

The comments were passed to the author of the paper.

Items for information or noting

6. *Report from Knowledge Strategy Committee (e-S 23/24 3 C)*
Senate noted the report of the Knowledge Strategy Committee. Comments were received from four members.

Item 1: Presentation – Main Library Design Team
Two members commented on the advantages of the University's current Library space and expressed the value of print collections which they hope is adequately considered and consulted on during any decisions regarding space or availability of print materials.

Item 3: Chief Information Officer Update
Two members commented on the problems experienced with Safe Links and expressed the view that this is indicative of ongoing challenges regarding change management at the University.
An error was identified regarding the recommendations of Artificial Intelligence being returned in May 2024, not May 2023 as indicated in the report. Another member expressed a view on the risks and reliability of AI systems expressing that greater caution be taken in the increase of the internal use of AI.

Item 4: Information Services Group Planning 2024/25 to 2028/29
A member queried the connection between the budget pressures reported under this item with People and Money cost overruns.

Item 5: Identity and Access Management (IDAM) – Draft Business Case Update
A member cautioned that IDAM changes take account of the lessons learned regarding change management and that adequate precautionary measures and contingency measures are established.

7. *Report from the Research Strategy Group (e-S 23/24 3D)*
Senate noted the report of the Research Strategy Committee. Comments were received from four members.
Two members expressed appreciation for the report, highlighting the consideration of the REF strategy and the action towards the reduction of fixed term contracts as two positive measures. One of the members expressed a hope that Senate be less passively involved in research matters moving forward.
One member also highlighted the focus on the reduction of fixed term contracts and highlighted the importance of addressing the employment status of

researchers, often employed on fixed-term contracts. They highlighted the nuance of researchers who do not fit into traditional academic roles, and suggested that the University take a proactive approach to providing employment stability rather than leaving this to individual Principal Investigators to resolve.

One member highlighted minor errors in the document.

The comments were passed to the author of the paper.

8. *Report from the Senate Exception Committee CLOSED (e-S 23/24 3E)*
   Senate noted the report of the Senate Exception Committee and no comments were raised.

9. *Report of Motions and Items not included on Senate Billet from 2022 to April 2024 (e-S 23/24 3F)*
   Senate noted the report of Motions and Items not included on the Senate Billet from 2022 to April 2024. Comments were received from seven members.

   Six members expressed concern regarding the completeness of the report with some commenting that the paper did not meet the expectations outlined in Paper S 23/24 2J. One member elaborated that the motion does not provide an exception for items not included on a meeting's agenda, even if a successor paper or motion was later considered. They emphasised the need for a full and transparent account of all items, including those not listed in the paper. Additionally, they highlighted their awareness of omitted papers and motions and expressed concern that the paper was published despite its incompleteness being highlighted to relevant staff.

   The member identified inaccuracies in paragraph 10, and indicated that the items were not included on agendas in the format they were originally submitted and that revisions were required ahead of items being included on agendas. They indicated these items should also be included in the paper in the interests of transparent accounting.

   Two member expressed disappointment that the items not included were not also provided in full with the report.

   Six members expressed concern regarding the process for redirecting items. One member stated that the Senate Standing Orders do not make provision for the redirection of items, and there is no established procedure for items being redirected. They indicated that paper authors nor Senate had a say in redirection decisions, and that this information was not included in the draft paper which authors received for corrections.

   One member suggested that guidelines approved by Senate for redirecting items would be helpful. Another member questioned on what regulatory grounds items were redirected.

   Another member indicated that, where items are listed as redirected, a clear and transparent trail of action should also be provided.

   One member expressed serious concern regarding the university executive's conduct of Senate business. They suggested that the non-inclusion of items submitted for the agenda did not withstand serious scrutiny and undermines Senate's ability to conduct business in a democratic and transparent matter. The commenter expressed the view that a completed report should receive the serious attention of the University Court.

   The comments were passed to the author of the paper.

10. The following provides Court with a summarised overview of business and includes detail of the items approved by Senate at its meeting that took place on 22 May 2024.

11. *Convener's Communications – Verbal Update*
   The Convener provided updates on the following areas:
   • The financial situation in the University sector
   • The Migration Advisory Committee review
   • The University encampment and protests relating to Gaza and the University's investments
   • The Report on the Sustainable Travel Policy and University Executive response
   • A letter from the Secretary of State for Science and Innovation in the UK Government:

12. *Senate Minutes & e-Senate Reports - S 23/24 2A*
   a. *Minutes of 7 February 2024 meeting*
   b. *Report of 24 April – 8 May 2024 e-Senate*
   Senate approved the minutes of the 7 February 2024 meeting, subject to one further amendment to incorporate a Clerk's note with the University's 2023 QS Rankings on Sustainability. The full approved minute of the 7 February 2024 meeting is provided in Appendix 1 for information.
   Senate approved the Report of e-Senate held from 24 April – 8 May 2024.

13. *Matters Arising – Senate Actions Log*
   Senate received a summary of actions completed since the previous meeting of Senate via a paper to note. Comments raised in discussion will be provided in the Senate Report to the 2 December meeting of Court.

14. *Conferral of Awards*
School of Literature, Languages and Cultures - S 23/24 3C
Undergraduate Medicine and Veterinary Medicine (MVM) students - S 23/24 3D
   Senate approved the conferral of awards on graduates from the School of Literature, Languages and Cultures and College of Medicine and Veterinary Medicine (MVM).

15. *Report from the Honorary Degrees Committee S 23/24 3E*
Senate approved the Report of the Honorary Degrees Committee as presented.

16. *College of Medicine and Veterinary Medicine Modernisation programme - S 23/24 3F*
   Senate was invited to comment on the College of Medicine and Veterinary Medicine Modernisation programme. Comments raised in discussion will be provided in the Senate Report to the 2 December meeting of Court. Senate has been invited to submit further comments through an online consultation via the Senate Members Portal.

17. *Senate Letter from the Encampment - S 23/24 3G*
Student Welfare, Investment Policy, and Research Expertise - S 23/24 3H
Senate approved Motion 2a via a vote of 87%:
- *2a. Senate calls on the University Executive to engage meaningfully with the student protesters so as to bring the hunger strike to an immediate end.*

Senate approved Motion 2b via a vote of 92%:
- *2b. Senate affirms the Principal's statements respecting students' right to protest and opposes any disciplinary measures which would chill these expressions or interfere with ongoing teaching and learning.*

Senate approved Motion 2c via a vote of 69%:
- *2c. Senate recommends that Court enacts the immediate sale of shares directly held in technology companies (namely Alphabet Inc Class C, Amazon.com) providing artificial intelligence and cloud computing to military operations that are subject to provisional measures issued by the International Court of Justice on 26 January 2024 and at stake in 20 May 2024's application for arrest warrants from the prosecutor of the International Criminal Court.*

Senate approved Motion 2d via a vote of 69%.
- *2d. Senate requests the formal involvement of academic staff research expertise beyond the consultation on Responsible Investment Policy beginning 31 May 2024, including inclusion in University investment policy setting bodies, including but not limited to the Investment Committee.*

Comments raised in discussion will be provided in the Senate Report to the 2 December meeting of Court.

18. *Taught Postgraduate Curriculum Framework - S 23/24 3I*
Senate did not approve the paper as presented as the paper did not include information requested from previous meetings, however approved the following amendment to paragraph 4 of the paper via a vote of 72%:
- *"Senate thanks the CTP board for the progress and requests Senate Academic Policy & Regulations Committee (APRC) take forward the technical implementation and detail of policy changes for final approval in a future Senate meeting."*

Comments raised in discussion will be provided in the Senate Report to the 2 December meeting of Court.

19. *Research and Partnerships in the Defence Sector - S 23/24 3P*
Senate approved Motion 2.1 as presented in the paper via a vote of 75%:
- *Motion 2.1: Senate notes that many staff members recognise and have confidence in the integrity and benefits to the broader society of many of the research projects that intersect with the defence and security sector, and the ethical standards used in defining and approving these projects. However, Senate also notes the risks of research projects in this area, and at a time of heightened geopolitical conflict, Senate acknowledges some staff members' grave concerns regarding the potential for military applications of some research projects in this area, and the possible connections between research partners and military activities.*

Senate approved an amendment to Motion 2.2 via a vote of 80%. Senate approved the amended Motion 2.2 by a vote of 79%. Motion 2.2 as amended:

- *Senate requests that the Edinburgh Research Office and the Research Ethics and Integrity Review Group (REIRG), in consultation with the Research Ethics Committees (RECs) at School level and relevant bodies, undertake a full consideration of the ethical review process for active research projects in the area of defence and security. This is to ensure that such research projects are not undermining "the interests and well-being" of the "broader society" that need to be safeguarded as per the University Research Ethics Policy, including violations of human rights or international and humanitarian law by the partners or any actors supplied with their products. Senate requests that the REIRG report to Senate on this process, with the intention that Senate subsequently approves a review of defence and security research and partnerships in accordance with that process.*

Senate approved an additional motion, Motion 2.7 via a vote of 85%

- *Motion 2.7 To enhance the smooth operation of this suite of actions Senate recommends the creation of a working group – with adequate representation from Senate members, staff and students with experience in this area – lto refine the scope, definitions and process implied in this paper.*

Comments raised in discussion will be provided in the Senate Report to the 2 December meeting of Court.

20. *Items for information:*
Senate received the following items for information:
- Report of the Central Academic Promotions Committee - S 23/24 3S

21. *Items for noting:*
Senate received the following items for noting:
- Senate Election Results - S 23/24 3T
- Annual Internal Effectiveness of Senate - S 23/24 3U
- Student Partnership Agreement - S 23/24 3V
- Communications from the University Court - S 23/24 3W
- College Management Structure 2024-25 - S 23/24 3X

Additional meeting of e-Senate – 3-14 June 2024
22. An additional meeting of e-Senate will take place 3-14 June to provide Senate with an opportunity to comment on items unable to be considered at its meeting on 22 May. The following items are included in the additional meeting of e-Senate:
- People & Money Improvement Plan 24-26 - S 23/24 3Q
- Court Resolutions – Personal Chairs - S 23/24 3R

Reconvened meeting of Senate – 18 June 2024
23. Following discussion with the Convenor, Senate will reconvene on 18 June 2024 to complete the remaining agenda items marked for approval from its meeting on 22 May. The following items will be considered for approval by Senate at its reconvened meeting on 18 June 2024:
- Award of degrees: delegation of authority to Boards of Examiners - S 23/24 3J CLOSED
- Senate Exception Committee Membership & Terms of Reference - S 23/24 3K

- Senate Standing Committee Membership - S 23/24 3L
- Senate Standing Committee Priorities - S 23/24 3M
- Senate Standing Committee Upcoming Business - S 23/24 3N (For information)
- Senate Task and Finish Group Update & Proposals - S 23/24 3O

Further information

24. *Author*

Olivia Hayes, Committees and Governance Manager

Presenter

Peter Mathieson, Principal & Vice-Chancellor

Freedom of Information

25. Open paper

Senatus Academicus
Wednesday 7 February 2024 at 2-5 pm
G.03, 50 George Square or Teams
Confirmed Minute

Attendees: Peter Adkins, Gill Aitken, Mteeve Amugune, Ruth Andrew, Jonathan Ansell, David Argyle, Kate Ash-Irisarri, Sharan Atwal, Nikos Avramidis, Vansh Bali, Michael Barany, Matthew Bell, Shereen Benjamin, Philip Best, Laura Bickerton, Clare Blackburn, Sophia Blum, Richard Blythe, Christina Boswell, Julian Bradfield, Laura Bradley, Mary Brennan, Aidan Brown, Tom Bruce, Lauren Byrne, John Cairns, Rory Callison, Jane Calvert, Celine Caquineau, Leigh Chalmers, Neil Chue Hong, Martin Corley, Juan Cruz, Brenda Cundy, Jo Danbolt, Jamie Davies, Ricardo De Oliveira Almeida, Luigi Del Debbio, Jonny Dennis, Chris Dent, Charlotte Desvages, John Devaney, Simone Dimartino, Hannah Dong, Kevin Donovan, Claire Duncanson, Agata Dunsmore, Olivia Eadie, Jite Eferakorho, Constantinos Eleftheriou, Tonks Fawcett, Valentina Ferlito, Manuel Fernandez-Gotz, Emily Ford-Halliday, Chris French, Vashti Galpin, Stuart Gilfillan, Benjamin Goddard, Justin Goodrich, Iain Gordon, Kim Graham, Richard Gratwick, Patrick Hadoke, Katie Hardwick, Colm Harmon, Tina Harrison, Helen Hastie, David Hay, Thorunn Helgason, Sarah Henderson, Melissa Highton, James Hopgood, Jenny Hoy, Andrew Hudson, Emma Hunter, David Ingram, Jakov Jandric, Itamar Kastner, Jim Kaufman, James Keeley, Meryl Kenny, George Kinnear, Andy Law, Tom Leinster, Steff Lewis, Jason Love, Ewa Luger, Sophia Lycouris, Cait MacPhee,

Sam Marks, Rebecca Marsland, Peter Mathieson, Mike McGrew, Avery Meiksin, Carmel Moran, Steven Morley, Susan Morrow, Chris Mowat, Simon Mudd, Rachel Muers, Rupert Nash, Pau Navarro, Bryne Ngwenya, Max Nyman, Steven O'Hagan, Diana Paton, Josephine Pemberton, Natalia Penar, Sarah Prescott, Jon Pridham, Colin Pulham, David Quinn, Ricardo Ribeiro Ferreira, Ken Rice, Aryelly Rodriguez Carbonell, Hollie Rowlands, Maximilian Ruffert, Eberhard Sauer, Bernd Schroers, Pablo Schyfter Camacho, Sue Sierra, Geoff Simm, Sean Smith, Stewart Smith, Antonella Sorace, Kirstin Stuart James, Emily Taylor, Melissa Terras, Tamara Trodd, Uzma Tufail-Hanif, Nadia Tuzi, Pia Wahi-Singh, Dylan Walch, Patrick Walsh, Stephen Warrington, Michele Weiland, Christopher Weir, Iain Wright, Qingchi Wu, Alper Yildirim, Ingrid Young, Ansgar Zoch

In attendance: Adam Bunni, Scott Davidson, Lisa Dawson, Sinead Docherty, Arlene Duffin, Lucy Evans, Olivia Hayes, Nichola Kett, Cristina Matthews, Dean Pateman, Lucy Patterson

Apologies: Marialuisa Aliotta, Arianna Andreangeli, Mariam Javed Asghar, Tom Booth, Matthew Bailey, Holly Branigan, Siddharthan Chandran, Jeremy Crang, Hilary Critchley, Sarah Cunningham-Burley, Murray Earle, Darrick Evensen, Susan Farrington, Stuart Forbes, Beatrix Frissell, Gillian Gray, Carl Harper, Elaine Haycock-Stuart, Pia Helbing, Laura Jeffery, Alma Kalina Rießler, Aarrnesh Kapoor, Catherine Kidner, Ashley Lloyd, Wendy Loretto, Antony Maciocia, Catherine Martin, Gavin McLachlan, Heather McQueen, Andrew Morris, Cheryl Patrick, Ewelina Rydzewska-Fazekas, Ash Scholz, Jo Shaw, Mike Shipston, David Smith, James Smith, Alex Thomson, Rosemary Townsend, Jeremy Upton, Frank Venter, Ben Wynne

	The Convener, Principal Sir Professor Peter Mathieson, opened the meeting and confirmed that Senate had reached quorum.
1.	**Convener's Communications** The Convener confirmed that there would be no updates provided under Convener's Communications and referred to his recent New Year's message for news and updates.
2.	**Senate Minutes & e-Senate Reports - S 23/24 2A** To approve • Minutes of Senate meeting held on 29 March 2023 • Report of E-Senate held from 26 April – 10 May 2023 • Minutes of Senate meeting held on 24 May 2023 • Report of E-Senate held from 13 – 27 September 2023 • Minutes of Senate meeting held on 11 October 2023 • Report of E-Senate held from 10-24 January 2024 The Convener highlighted the volume of minutes that Senate was being asked to approve at the 7 February meeting. He stated that the non-approval of minutes at previous meetings has the potential to impair the effectiveness of Senate and impact on onward reporting to Court and other interested bodies. Senate are receiving six sets of minutes dating back to 29 March 2023 for approval. The minutes of the 29 March and 24 May meetings have been modified to incorporate corrections approved by Senate via an electronic process. ***Clerk's note:*** The electronic consideration of the 29 March minutes took place in November – December 2023 and reached a quorum of 84 members. Members were invited to consider six amendments, with the outcome of each amendment as follows: 1. Amendment to Item 1: Senate Minutes - S 22/23 4A - Point 4: approved by a majority of 85% 2. Amendment to Item 2: Matters Arising: Senate Elections and Amendment to Senate Election Regulations – paragraph 2: approved by a majority of 89% 3. Amendment to Item 2: Matters Arising: Senate Elections and Amendment to Senate Election Regulations – paragraph 6: approved by a majority of 79% 4. Amendment to Item 2: Matters Arising: Legal Context of Senate Motions/ Context of Some Recent Member Contributed Papers – paragraph 1, points 1 and 2: approved by a majority of 75% 5. Amendment to Item 2: Matters Arising: Legal Context of Senate Motions/ Context of Some Recent Member Contributed Papers – paragraph 3: approved by a majority of 74% 6. Amendment to Item 5: Senate Role in the Response to People and Money Crisis – S 22/23 4C – paragraph 1: approved by a majority of 89%. The minutes of the 11 October meeting have been revised to incorporate corrections. The Convener invited Senate to approve the 29 March 2023 minutes as presented. Senate approved the minutes as presented without requiring a vote. The Convener invited Senate to approve the Report of E-Senate for 26 April – 10 May 2023 as presented. Senate approved the report as presented without requiring a vote.

Clerk's note:
The electronic consideration of the 24 May minutes took place in November – December 2023 and reached a quorum of 99 members. Members were invited to consider fourteen amendments, with the outcome of each amendment as follows:

1. Amendment to Item 2: Convener's Communications - Verbal update – point 5: approved by a majority of 83%
2. Amendment to Item 3: Senate Minutes – S 22/23 5A – paragraph 1: approved by a majority of 74%
3. Amendment to Item 5: Supporting a Negotiated Resolution to Industrial Action as an Academic Priority - S 22/23 5B – paragraph 4: approved by a majority of 85%
4. Amendment to Item 5: Supporting a Negotiated Resolution to Industrial Action as an Academic Priority - S 22/23 5B – point 2: approved by a majority of 84%
5. Amendment to Item 5: Supporting a Negotiated Resolution to Industrial Action as an Academic Priority - S 22/23 5B – point 9: approved by a majority of 84%
6. Amendment to Item 5: Supporting a Negotiated Resolution to Industrial Action as an Academic Priority - S 22/23 5B – point 10: approved by a majority of 69%
7. Amendment to Item 5: Supporting a Negotiated Resolution to Industrial Action as an Academic Priority - S 22/23 5B – point 11: approved by a majority of 86%
8. Amendment to Item 5: Supporting a Negotiated Resolution to Industrial Action as an Academic Priority - S 22/23 5B – under consideration of Motion 2.4: approved by a majority of 72%
9. Amendment to Item 5: Supporting a Negotiated Resolution to Industrial Action as an Academic Priority - S 22/23 5B – under consideration of Motion 2.5: approved by a majority of 77%
10. Amendment to Item 5: Supporting a Negotiated Resolution to Industrial Action as an Academic Priority - S 22/23 5B – under consideration of Motion 2.6.1: approved by a majority of 75%
11. Amendment to Item 6: Honorary Degrees - S 22/23 5D CLOSED: approved by a majority of 74%
12. Amendment to Item 6: Conferment of degrees for undergraduate Medicine and Veterinary Medicine (MVM) students - S 22/23 5C CLOSED & Item 7: Honorary Degrees - S 22/23 5D CLOSED: adopted without requiring a vote
13. Amendment to Item 11: Context of Some Recent Member Contributed Papers - S 22/23 5H – paragraph 2: approved by a majority of 77%
14. Amendment to Item 12: Senate Oversight of Estates Provision for Academic Offices - S 22/23 5I – consideration of Motion 5.3: approved by a majority of 86%

The Convener invited Senate to approve the 24 May 2023 minutes as presented. Senate approved the minutes as presented without requiring a vote.

The Convener invited Senate to approve the Report of E-Senate for 13-27 September 2023 as presented. Senate approved the report as presented without requiring a vote.

The Convener invited Senate to approve the 11 October 2023 minutes as presented. Senate approved the minutes as presented without requiring a vote.

	The Convener invited Senate to approve the Report of E-Senate for 10-24 January 2024 as presented. Senate approved the report as presented without requiring a vote.
3.	**Matters Arising** • **Senate Actions Log** (available via the Senate Members Portal) The Convener highlighted the Senate Actions Log as a new approach to handling actions arising from Senate. The Action Log has been developed in response to comments from Senate. A member welcomed the Senate Actions Log as a step towards greater transparency and communication of Senate's work. They expressed a view that some items on the Action Log had been marked as complete when notification of Senate's approval was communicated to the relevant area, rather than when the action described in the approved motion was carried out.

ITEMS TO COMMENT

4.	**Special Minute for former Senate member Professor John McCloskey - S 23/24 2B** To approve The Convener noted the passing of Professor John McCloskey who was a former member of Senate. Senate agreed to approve the Special Minute for Professor McCloskey without requiring a vote. The Convener also notified Senate of the passing of Senate member, Professor Margarete Heck, who was a Professor of Cell Biology and Genetics. Professor Heck passed away in August 2023. The Convener requested that members please inform Senate Support if they become aware of any Senate members who pass away during their term so Senate can be notified of this.
5.	**General Council Membership & Registration Ordinance - S 23/24 2C** To comment The University Secretary, Leigh Chalmers, introduced this item. Ms Chalmers outlined the proposed changes to the Ordinance, which have been prepared by the General Council Secretary, Dr William Duncan. The changes include: • Expanding the membership to include all those who graduate with academic awards approved by Senate. • The inclusion of the University Chaplain as an ex-officio member. • The removal of a reference to a registration fee which was discontinued in 2012. • Clarifying that staff can join the General Council on appointment, rather than after one year in post. • Use of the University Grade Scales to allow parity of membership for academic and professional staff.

	Senate members were invited to comment via the consultation process which was circulated by email to members prior to Christmas. Any comments raised will be fed back to Court when the Ordinance returns to Court for approval on 26 February. No comments were raised during discussion of the item.
6.	**Senate Standing Committees - Mid-Year Reflection on Committee Priorities and Upcoming Business - S 23/24 2D** To comment This item was taken as read and members were invited to comment on the paper. The Standing Committee Conveners, Professor Colm Harmon, Professor Tina Harrison and Professor Patrick Hadoke were available to respond to any queries on this item. Senate members made the following points: • A query was raised regarding the APRC mid-year update provided in Appendix 2. The update indicates that APRC will approve frameworks and guidance which relate to the Curriculum Transformation Programme (CTP). The member sought to clarify if APRC's approval would come prior to Senate decision making regarding CTP. The Convener of APRC, Professor Patrick Hadoke confirmed that this was raised at the January meeting of APRC and the approval process was clarified. APRC will not pre-empt these elements and these will go to Senate before returning to APRC. • A member expressed their appreciation to the Standing Committee Conveners for responding to the strong message from Senate that greater detail within the Standing Committee updates is useful to help develop Senate's understanding of the work of its committees. They expressed disappointment that the paper was for comment, rather than for approval, and stated that affirmative buy-in from the membership would be appropriate for good governance. They also highlighted that the plans to formulate the 2024/25 Committee plans appear to follow the same approach as previously and urged the Committees to take a more inclusive approach and for Senate to have an opportunity to input into these. The Convener of APRC, Professor Patrick Hadoke noted that the Committee priorities for 2023/24 were not approved at the 11 October meeting of Senate. He also highlighted that a significant volume of APRC business relates to external requirements, however the Conveners welcome any input from members on what areas of work Senate would like greater information. • Senate's approval of an amendment to the APRC priorities for 2023/24 which entailed an audit of academic standards was raised. The member stated that last academic year was significantly disrupted and that it would be useful to understand whether academic standards had been maintained through the temporary variations made to the University regulations. They also stated that it would be useful to understand the impact of the actions taken in response to the Marking and Assessment Boycott. Some Schools are concerned about the maintenance of academic standards and urged APRC to look back at how standards were maintained. The Convener of APRC, Professor Patrick Hadoke highlighted the University's existing processes for quality assurance and highlighted that the College Quality Reports and outcomes of degrees, both include specific queries regarding the impact of industrial action. The Convener agreed to

		feed the points back to APRC, though highlighted that this is already taking place as part of the processes identified.
		• Recognition of parity between teaching and research staff in promotion criteria contained in Appendix 3 was welcomed, however it was suggested that this should go beyond parity in promotion and towards equity of opportunity. The Convener of SQAC, Professor Tina Harrison noted that this refers to recommendations from the recent QESR report, which the QAA has asked the University to look at. The wording is that of the QAA.
7.		**Senate input to a proposed successor to the University's Climate Strategy - S 23/24 2E** **CLOSED** To comment
		The Deputy Director Social Responsibility and Sustainability (SRS) & Head of Sustainability, Scott Davidson introduced the paper. As the paper was for comment, no decision making on the item would be undertaken by Senate, but members were invited to give their views. Mr Davidson outlined two amendments to the paper which were received ahead of time and which were circulated to Senate via email:
		Amendment 1: *Senate supports the principle of embedding climate and sustainability in degree programmes, where relevant and as appropriate to the discipline in question, with Schools to determine how. The Curriculum Transformation project should develop guidelines for Schools as part of its work, in line with recommendations from Senate.*
		Amendment 2: *Senate recommends the University should conduct an audit of Schools, investigating to what extent and in what ways climate and sustainability are addressed in existing degree programmes, and should use this information to help shape and inform any future strategy concerning Learning and Teaching in this area.*
		In response to the two amendments, Mr Davidson reassured Senate that there is no intention to mandate the inclusion of sustainability within degree courses and it will be left to Schools to determine the best way to ensure all students can access, if they choose to, meaningful study of climate and nature, in line with the Curriculum Transformation Programme. Mr Davidson also highlighted the existing tools and support in place to support the development of sustainability within the curriculum, including the Environment and Sustainability Working Group chaired by the Deputy Director of the Institute for Academic Development, Dr Velda McCune. This group is working with SRS and the Curriculum Transformation Programme to consider what recommendations are needed to support the embedding of sustainability within the curriculum.
		Senate members raised the following points: • The position regarding embedding sustainability within the curriculum was questioned and the decision on whether this is a mandatory component would be returned to Senate for a decision as this relates to core Senate business. The clarification that embedding sustainability within the curriculum would not be made mandatory was welcomed and confirmation was sought that further discussion would take place at Senate if this was to be considered mandatory.

Mr Davidson confirmed that should there be a proposed change to the non-mandatory nature of this component, it would be returned to Senate for discussion and a decision.

- A view was expressed that it would be unusual for sustainability to be embedded across all degrees within the UK, for example where a programme is professionally accredited and must meet external requirements, such as Medical degrees. Further discussions should be had with Schools to understand how they are already doing this, and for Schools to be able to influence how to effectively embed sustainability within the curriculum.

Mr Davidson presented some slides titled 'Why embed sustainability in learning and teaching' and drew Senate's attention to the WEF 2023 Global Risks which indicate that 6 out of the 10 global risks over the next 10 years relate to climate or biodiversity. This position is also reflected in the UKRI Five Strategic Themes. The intention behind embedding sustainability within the curriculum for all programmes is to ensure students have had sufficient exposure to future issues, aiming to give graduates a competitive edge.

- A query was raised on why the paper was marked as closed. Mr Davidson highlighted that the paper contains sensitive details regarding the University's plans which are still to be signed off by the University Executive and therefore the paper is marked as closed until the Executive has considered the paper.

- The mandatory nature of the Sustainable Travel Policy was highlighted and a question posed to the Principal and Senior Management regarding the ambitious sustainability commitment made in paragraph 30 which relates to research and travel. The University's Sustainable Travel Policy does not promote sustainability and queried the Principal's use of business class flights for University travel. The progress of a review of the policy being undertaken by an external reviewer was queried, enquiring when Senate would receive the report.

The Principal confirmed that a review of the Sustainable Travel Policy is currently underway and the report, commissioned by the University Executive, is due by the end of March. The Principal stated that he understood the strength of feeling on the Sustainable Travel Policy at Senate, and agreed to share the report with Senate once it was available.

- The University's sustainability goals regarding business travel were queried. There is a need to balance sustainability goals and the limited time and funding available to staff to travel for research and conferences.

- A view was expressed that there is consensus on the importance of sustainability within the curriculum, however aspects of the Strategy, including embedding sustainability into the curriculum, is core Senate business and those elements should be approved by Senate before being adopted as strategy.

- The second proposed amendment was discussed with the suggestion that the University undertakes an audit on what is already embedded within the curriculum. There are numerous examples of good practice across the University at course and programme level which can be used to inform the Strategy and influence how these aims can be achieved whilst aligning with current practice.

Mr Davidson and Lucy Patterson (Climate and Sustainability in the Curriculum Coordinator) agreed that there are numerous examples of good practice already running across the University and outlined a programme which is currently in its pilot phase for six Schools. This programme is using student interns from within these Schools to audit the curriculum for sustainability to identify where this is taking place and what examples of

good practice can be drawn on. The longer-term plan is to gather this information from across Schools on a regular basis, recognising that Schools will have different cultures and approaches.

- A query was raised regarding the wider areas of sustainability interest for students which go beyond the curriculum. At present, food canteens charge students a premium for choosing plant-based products and embedding sustainability should go beyond the curriculum and encompass University Estates including food venues.
  Mr Davidson stated that there will be a sustainable food commitment and the next iteration of the Strategy will go further on this. This area is still to be considered alongside other considerations, such as the cost-of-living crisis. The Department is engaging with relevant experts to help inform decisions on a sustainable food commitment.

- The motivation for developing the revised Strategy was queried, with concerns raised regarding potential accusations of greenwashing if there is insufficient evidence of the University making meaningful progress by leading on adapting structures and operations. The Strategy spans all areas of university business including curriculum, estates, staff travel and research and Mr Davidson emphasised that improving the university's sustainability in core operations would remain one of their key priorities.
  Reservations were expressed regarding the approach outlined in the Strategy and concerns that the goals outlined in the Strategy would be forced upon Schools as a box ticking exercise and increased workload, rather than with meaningful results or outcomes.

- A student member reflected on sustainability being a key issue for students and the wider University community. They suggested that greater clarity is required on how the Learning and Teaching goals outlined in paragraphs 24-27 align with the Curriculum Transformation Project and Strategy 2030. Students are actively engaged with and knowledgeable of climate solutions and urged the University to engage with its student community to help establish proactive and beneficial solutions.

- Mr Davidson reassured Senate that work towards operational matters remains a priority to support the Strategy goals on learning, teaching and research. The proposed interim targets are to reach the goals by 2040 and Edinburgh is the only UK University to have set these out.
  The intention throughout the Strategy is to meaningfully embed sustainability into the curriculum and this is not a tick box exercise; a collaborative approach taken.
  The University's track record on sustainability paints a positive picture with the University placed number one in Europe and number four in the world for sustainability. The Strategy is a commitment to sustainability with the University making significant investment towards this.

The Convener concluded the item and invited any further comments on the Strategy to be submitted to Mr Davidson via email.

Action: University Executive to share the Sustainable Travel Policy Report with Senate once available.

Clerk's note: *The QS rankings referred to in the 7 February meeting refer to the 2023 QS World University Rankings.*
In the 2024 QS World University Rankings the University was placed third in the UK, sixth in Europe and fifteenth in the world. The 2023 and 2024 Sustainability QS World University Rankings are available at the [Sustainability website](#).

	ITEMS FOR APPROVAL
8.	**Senate External Review – formation of a Task and Finish Group - S 23/24 2F** To approve The University Secretary, Leigh Chalmers introduced this item, indicating that Senate was invited to approve the formation of the Task and Finish Group. The proposal for the Group has been reworked in response to comments raised at the 11 October meeting. The revised proposal was shared via the Senate Members Portal and The University Secretary extended her thanks to members for engaging with the proposal via the Members Portal. The University Secretary noted that five amendments were submitted for this item, four of which were circulated to Senate via email. The fifth amendment had proposed that a process of consent (in lieu of the drawing of lots) be facilitated to confirm the elected representatives for the Task and Finish Group. Following discussion with the proposer the paper authors agreed to incorporate this amendment and Senate Support was charged with taking this forward. Members expressed appreciation for the work that has gone into the proposal and agreed it was a logical next step to take forward the recommendations arising from the External Review of Senate. Senate considered the following amendments: - to the Membership section, proposed by Dr Richard Blythe and seconded by Dr Vashti Galpin. *In view of the scale and complexity of the task, and the importance of identifying effective long-term solutions, members of the Group should be compensated in a manner appropriate to their role in the University for the substantial time commitment.* Ahead of a decision on this amendment the proposer observed that the work the group is tasked with is challenging and suggested appropriate compensation is necessary for those involved, particularly for student members to ensure they are not giving up part-time work to participate in the group. In response the Convener expressed the view that staff time is determined according to local workload allocation. Senate agreed to accept the amendment without requiring a vote. - to the 'Action Requested' section, proposed by Dr Michael Barany and seconded by Dr Vashti Galpin: *The formation of a Senate External Review Task and Finish Group shall not preclude members of Senate from separately raising matters and developing proposals for improving the effectiveness of Senate and its committees.* Ahead of a decision on this amendment the proposer sought to clarify that the formation of the group does not preclude proposals relating to Senate arising from other forums. Senate agreed to accept the amendment without requiring a vote.

	• to the 'Terms of Reference' section, proposed by Dr Michael Barany and seconded by Dr Tamara Trodd: *As part of proposal development, to facilitate discussion and consensus among Senate members so that reforms are based on a shared and inclusive understanding of Senate priorities.* Ahead of a decision on this amendment the proposer sought to clarify that this amendment acknowledges that there is likely to be more than one view for what constitutes an effective Task and Finish Group. The proposer explained that the amendment seeks to make the group more facilitative and able to understand the wider needs and concerns surrounding proposed changes and enhancements ahead of these being brought to Senate for decision making, with an effective group able to undertake the consensus building required to make proposals a success. The Task and Finish Group would be responsible for establishing the methods to consult and build consensus with the wider membership. Senate agreed to accept the amendment without requiring a vote. • to the 'Composition section, proposed by Dr Michael Barany and seconded by Dr Vashti Galpin: *change 4 elected members to **8** elected **staff** members, with at least two from each College.* Ahead of a decision on this amendment the proposer explained that the amendment sought to rebalance the composition of the Task and Finish Group to reflect the composition of Senate, which is comprised of two-thirds of elected academic staff. The proposer explained that this amendment also sought to share the workload more widely and to reflect the increased responsibility of elected academic members to represent across Colleges and different career stages. The following points were made in discussion of the amendment: • An increase in the size of the group may impact on the student contribution to the group. It may also have practical implications such as difficulties in reaching quorum. Senate approved the amendment via a vote of 82%. Senate agreed to the formation of the Senate External Review Task and Finish Group without requiring a vote and subject to the approved amendments.
9.	**Senate Elections 2024/25 & Senate Standing Committee Elections 2024/25 - S 23/24 2G** To approve The Senate Clerk, Olivia Hayes introduced this item. She outlined that this was a routine paper that sought approval for the operation and arrangements for the Senate and Senate Standing Committee Elections. The arrangements for the elections are in line with those approved in previous years, and do not preclude alternative methods of Committee membership and appointment from being considered in the future. The paper also sought approval for two revisions to the Senate membership which had arisen from the recommendations of the Senate External Review.

The Clerk clarified that the proposal for nine junior research staff reserved positions in paragraph 5 would be revised to nine 'prioritised' positions with any unfilled positions being opened to the wider pool of nominees in the non-Professorial category. The Election Regulations would be redrafted to reflect these positions as being 'prioritised' rather than reserved.

Candidates eligible for the junior research staff positions would also be eligible to stand for election and vote in the wider non-Professorial election.

The Clerk confirmed that Senate Support would review the existing membership to confirm whether the one and two-year terms referred to in paragraph 24 can be filled from within the existing membership, before seeking to fill these prioritised places in the forthcoming election.

The Clerk outlined the final request contained within the paper, which was the approval of the Senate Election Regulations. The Regulations have been revised to clarify the position of Senate Assessors and the Academic Staff member to Court within the Election Regulations. She highlighted that if a member holds an ex-officio position, they will not be able to stand for election to Senate until their ex-officio term is due to conclude.

Senate members made the following points in discussion of the item:
- The workload allocation for junior research staff was raised. Principal Investigators determine workload, not the School. A clearer definition of what constitutes 'junior research' staff is required for these positions.
  The Senate Clerk confirmed that the Vice-Principal Research would be consulted to agree what positions and staff are considered junior research staff. The Senate Members Portal would be used to communicate with Senate regarding the definition agreed for junior research staff.
- A query was raised on why early career research staff are favoured over early career teaching staff in the proposal. It was suggested that a decision on the proposal should be held over until after the junior research staff positions are clarified, and there is clarification of how research sits alongside teaching within the representation on Senate and the Standing Committees.
  The Senate Clerk clarified that the proposal has been drawn from the recommendations contained within the external review, and the recommendation identified junior research staff specifically as being underrepresented.
- A preference was expressed that a decision on this proposal be taken at this meeting to avoid further delay to move towards increasing the representation of staff in junior research staff positions on Senate.
- The term "junior" is considered regressive and this term should be revised to "early career" in the final proposal.
- An indication of the time requirement involved for Senate would support line managers in discussing Senate membership with interested colleagues. A specific allocation for Senate membership to be used across the University would be helpful. It was noted that given the different approaches to workload management across the University such discussions are best held at a local level involving relevant line managers, and with input from Heads of School.
  The Principal agreed that the time commitment to Senate work can be taken into account by line managers when assessing workload and subjective assessments of an individual's motivation should not be a factor.
- A query was raised regarding the eligibility of Doctoral Students to stand for election to these positions.

	The Senate Clerk explained that the Students' Association are responsible for determining student positions and that this recommendation would also be referred to them for consideration.

Senate approved the proposal to prioritise nine positions for junior research staff in the non-Professorial category via a vote of 66%.

The remaining proposals contained within the paper were approved by Senate without requiring a vote.

Action: Senate Support to revise the Senate Election Regulations.
Action: Senate Support to review the existing membership and seek to fill the one and two-year terms for the early career prioritised places from within the existing membership.
Action: The Senate Members Portal to be used to communicate with Senate regarding the definition agreed with the Vice-Principal Research for "early career" research staff. |
| 10. | **Curriculum Transformation Project**
To approve

- **Response from some Elected Academic Members of Senate to the Curriculum Transformation Briefing - S 23/24 2H**
- **Curriculum Transformation Project (CTP) Reflection paper - S 23/24 2I**

Dr Tamara Trodd introduced the first item, Response from some Elected Academic Members of Senate to the Curriculum Transformation Briefing. Dr Trodd outlined the background leading to the development of the paper, and identified where there were differences between each paper and the motions contained within these. She highlighted a core principle that the content of programmes should be determined by the expertise of staff within subject areas and expressed concerns regarding the impact of the proposed introduction of large, compulsory pre-Honours challenge courses on the quality of degree programmes and student experience. She also expressed concern that existing smaller scale pre-Honours courses may be forced to close if large-scale compulsory pre-Honours courses are introduced, with negative consequences for the richness and breadth of the curriculum.

The Vice-Principal Students, Professor Colm Harmon introduced the second item, Curriculum Transformation Project (CTP) Reflection paper. He reiterated a clear commitment to phasing and that there was no intention to introduce mandatory elements without:
- adequate piloting
- testing
- consideration of staff and student feedback.
The proposals will be taken through the appropriate governance pathways, however there is still considerable work towards the final shaping of proposals.

Dr Jon Turner, Project Lead for the Curriculum Transformation Project, outlined the position for the Taught Postgraduate Framework and explained that a formal proposal would be presented to the May meeting of Senate. He outlined the current position on the Undergraduate Framework, which is that the Project team is undertaking further engagement with stakeholders and the framework will evolve as a result of this. He endorsed the position that Schools will retain disciplinary ownership and the Project is eager to ensure the Undergraduate Framework is flexible enough for Schools. |

Senate members made the following points in discussion of the item:
- A query was raised regarding mandatory elements and compulsory courses arising from the CTP.
  The Project Lead for CTP confirmed that a decision regarding mandatory elements has not been made and this would be considered during the piloting and phasing of the CTP.
  The Vice-Principal Students stated that programme archetypes seek to enable greater consistency across programmes.
- Several members sought clarification on the nature of challenge courses and the potential for these being made compulsory. Student feedback indicates a preference for smaller group face-to-face teaching, and challenge courses appear at odds with this.
- Several members queried the potential for 40 credits of mandatory courses to be reserved for challenge courses and expressed concerns regarding the high volume of credits creating unintended consequences. Specific concern was expressed regarding these creating constraints within the curriculum for degree programmes and reducing the ability for diversity and breadth within programmes, a decision which should be at the discretion of Schools. The example of language programmes was given with many students having limited opportunity to study languages prior to entering university.
  The Vice-Principal Students outlined Motion 7 (regarding Challenge Courses) and confirmed that any decisions which relate to these being mandatory would be reserved to Senate. He explained that the intention of challenge courses is for students to have an opportunity to broaden their knowledge and bring this back to their central disciplines and programmes. Work on the format and means of delivery for challenge courses is ongoing and this may not reflect a traditional lecture format. The Project is seeking a phased implementation with decisions regarding challenge courses and the mandatory nature of these to follow at a later stage.
- Student members reflected on their experience and reason for choosing to study at Edinburgh. They value the flexibility within programmes and scope to choose outside and elective courses. Student members on structured programmes including Law and Medicine reflected on the value of having an opportunity to study courses from outside their discipline, and the benefits of this to those students.
  Concern was expressed regarding the potential format of challenge courses and these being a means to increase student numbers by teaching at scale. Comparison was drawn to teaching during Covid-19 which was largely delivered online and the student experience associated with this. An overhaul of various elements which relate to CTP was suggested, including mental health support, student retention rates and improved community building.
- Navigating existing University structures is challenging for students and adding greater complexity to these may increase these challenges.

Ahead of vote on this item, the paper authors outlined their final comments. Dr Trodd welcomed the aspirations of CTP but sought to amend the parameters of the Project to remove the compulsory elements of the Undergraduate Framework and to promote the importance of School-level and local decision making over curriculum content.

The Vice-Principal Students welcomed the constructive nature of discussions to date and affirmed that the primary driver of the Project is to deliver excellence within the curriculum. He reiterated that the intention is to undertake piloting and review student and staff feedback before considering next steps.

	Senate approved Motions 2.1 and 2.2 within the Elected Academic Members paper, and as endorsed by the CTP Reflections paper, without requiring a vote. Senate approved Motion 2.3 within the Elected Academic Members paper via a vote of 86% Senate approved Motion 2.4 within the Elected Academic Members paper via a vote of 86% Senate approved Motions 2.5 within the Elected Academic Members paper via a vote of 86% Senate approved Motions 2.6 within the Elected Academic Members paper via a vote of 89% Senate approved Motion 5 within the CTP Reflections paper via a vote of 52% Senate approved Motion 6 within the CTP Reflections paper via a vote of 52% Senate did not approve Motion 7 within the CTP Reflections paper via a vote of 58%
11.	**Motion on Suppressed Items from Senate Business - S 23/24 2J** To approve The Convener outlined that he has received legal advice on this item and this advice is that as President of Senate the he would not be bound by the outcome of a decision on this item due to his legal obligations surrounding individual items. The Convener is responsible for setting the Senate agenda and is responsible for the prioritisation of business. The paper author, Dr Michael Barany clarified that the paper does not contest the legal advice, however outlines that Senate should be informed of when items of business are not taken forward, with an explanation of why this decision has been made. The Convener agreed that paper authors should receive an explanation of where a paper submitted is not included on the Senate agenda. The Convener acknowledged that this expectation had not been upheld in the past and expressed his apologies to the paper author for this. The Convener disagreed that the information should be made available to the entirety of Senate and that paper authors should have a right of reply. The legal advice that he has received is that as President of Senate, he is able to determine what items are and are not included on the Senate agenda. Senate approved Motions 3.1 and 3.2 contained within the paper via a vote of 79%. **Action:** Senate Support to prepare a report for the next meeting of Senate disclosing motions and papers submitted for Senate and not included on the billet (agenda). Paper authors will be invited to provide corrections or contextualisations as part of the report. **Action:** Senate Support to adopt a process of including the title and rationale for items submitted for, but not included on future agendas, in line with Motion 3.2 as provided in the paper.

12.	**Senate Role in the Response to People and Money External Review - S 23/24 2K** To approve Dr Stuart Gilfillan introduced this item. He explained that this continues paper S22/23 4C (Senate Role in the Response to People and Money Crisis), noting the findings of PA Consulting's 'People and Money External Review' and articulates an ongoing prerogative to be fully informed and involved in the response to the external review, and indeed to the underlying crisis, as an academic matter. The paper contains fifty pages of comments which outline the ongoing impacts of the People and Money system across the University. Many of the concerns raised align with those highlighted by PA Consulting's 'People and Money External Review analysis, with many of the issues continuing provide significant impacts on the day-to-day activities of the University. Senate was invited to comment and no comments were raised. Senate approved Motion 4.1 contained within the paper via a vote of 95%. Senate approved Motion 4.2 contained within the paper via a vote of 91%. Senate approved Motion 4.3 contained within the paper via a vote of 89%. Senate approved Motion 4.4 contained within the paper via a vote of 94%. The Convener explained that the University Court would be informed of Senate's decision on this item via the next routine Court Report. **Action:** Senate Clerk to ensure that Senate's approval of these motions are recorded in the next routine Court report.
	ITEMS FOR INFORMATION
13.	**Senate Standing Orders - S 23/24 2L** For information Senate noted the paper.
14.	**Quality Enhancements and Standards Review Report - S 23/24 2M** For information The Convener invited Senate to raise any comments on the item. The following points were raised: • A query was raised regarding the immediate implications of the QESR Report and how actions will be taken forward, with specific reference to Assessment and Feedback. The Deputy Vice-Principal, Enhancement and Convener of the Senate Quality Assurance Committee (SQAC), Professor Tina Harrison explained that the report will be discussed in greater detail at SQAC and that a joint oversight group will be established between the Senate Quality Assurance and Senate Education Committees. This group will have College representation and its purpose will be to oversee the actions developed in response to each of the recommendations and establish timelines for these.

There is a need to address what the Quality Assurance Agency (QAA) has asked for, which includes addressing feedback turnaround times. The immediate focus will be on prioritising what the QAA have asked for in the short term.

- A query was raised regarding monitoring improvement on Assessment and Feedback turnaround times and how improvement will be demonstrated. A view was expressed that School Boards of Studies do not enforce the Assessment and Feedback Principles and Priorities and therefore these are not reflected in feedback turnaround times. The Head of School of the Edinburgh College of Art rejected this view stating that there are Board of Studies pathways which work through these principles.
  Professor Harrison explained that this will be monitored at a local level with ownership within Schools. The QAA has indicated that policies are not being delivered consistently across the University. The University has principles and policies in place, and there is a clear need to deliver and adhere to these consistently cross the University.
- The Provost has held conversations with the Vice-Principal Students and Heads of Colleges regarding the implementation of key points within the report and this needs to be implemented in collaboration with Colleges and Heads of Schools.
- The Head of the College of Arts, Humanities and Social Science stated that this is a top priority at College level and the College Education Committee will be communicating expectations regarding Assessment and Feedback turnaround times and ensuring that the principles are in place and being acted on as a priority.
- A concern was expressed regarding Attainment gap monitoring and the ability to keep a metric on this at a local level in the absence of granular EDI information.
  The Head of the College of Science and Engineering confirmed that they are acting on this at a College level.

ITEMS FOR NOTING
The following items were provided to Senate for noting:

15. **Research Strategy Group Report - S 23/24 2 2N**
16. **A Member-Led Approach to Senate Effectiveness - S 23/24 2 2O**
17. **Corrections and Qualifications to the External Senate Review Report - S 23/24 2P**
18. **Revised paper deadlines for 22 May 2024 Senate meeting - S 23/24 2 2Q**

   Clerk's note: Following publication of the agenda and papers for the 7 February 2024 meeting of Senate, an error was identified in paragraph 8 of *Revised paper deadlines for 22 May 2024 Senate meeting.*
   The May meeting of Senate will take place on 22 May, not 24 May as indicated in paragraph 8 of the paper.

A student member queried the absence of an abstain option for voting which was discussed at the previous meeting.
Action: The Convener and Senate Clerk agreed to review this ahead of the next Senate meeting.

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY COURT

17 June 2024

Director of Finance Report

Description of paper

Paragraph 1: closed section

2.   This paper is aligned with all of the outcomes set out in Strategy 2030 by supporting the University's continued drive towards financial sustainability.

Action requested/Recommendation
3.   University Court is asked to <u>note</u> and comment on the latest update.

Background and context
4.   This paper provides the Director of Finance's regular update on finance-related issues for University Court.

Paragraph 5-29: closed section

Resource implications
30. There are no specific requests for resource in this paper.

Risk Management
31. The University manages its financial risk by not breaching the Group risk appetite as described in its financial metrics. EBITDA provides the University with a proxy for the cash we generate from our internal operations. The target range for this metric is 7-9% of total income.

Responding to the Climate Emergency & Sustainable Development Goals
32. The Director of Finance and the Finance Team fully support the outcomes of Strategy 2030 and the UN Sustainable Development Goals by working to secure the ongoing financial sustainability of the University. The University's approach to climate change is referenced in the 2022-23 Annual Report and Accounts. This is covered in Strategy 2030 through our commitment to Social and Civic Responsibility.

Equality & Diversity
33. 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/implications
34. We would welcome feedback as outlined in the discussion above.

Consultation
35. This paper has been reviewed by Lee Hamill, Director of Finance.

Further information

36. *Author*   *Presenter*
    Ricky O'Kane   Lee Hamill
    Head of Group Finance   Director of Finance
    6 June 2024

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UNIVERSITY COURT

17 June 2024

Planning and Budgeting: Planning round 2024-29, 2024-25 proposals

Description of paper
1.   This paper presents the University's Group-level budget for 2024-25, which has been developed within a 5-year context and which is intended to enable delivery of plans and priorities aligned with Strategy 2030 while recognising significant financial headwinds within the sector currently affecting all UK Higher Education Institutions, including Edinburgh. The proposed budget represents a key output from the Planning and Budget-setting process, informed by extensive discussion with stakeholders, including budget areas, over the last five months. Discussion at Policy and Resources Committee on 3 June has informed the updated presentation of planning priorities and budgets, and associated risk, for consideration by Court.

2.   The planning round supports delivery of the University's Strategy 2030. Narrative plan submissions were structured around the Strategic Performance Framework by reference to our 16 Key Performance Indicators (KPIs) which are designed to drive and enable reporting on progress against key objectives in Strategy 2030.

Paragraphs 3-51: closed section

Responding to the Climate Emergency & Sustainable Development Goals
52. Delivery of Net Zero is a clear commitment in Strategy 2030 and is reflected in the Strategic Performance Measurement Framework which underpins the planning and budgeting process. Performance Measures have all been mapped onto the UN SDGs. The detailed budget plans reflect in places on the contributions of the budget areas to SDGs; one key focus point is around contribution towards KPI16: net zero (SDG13).

Equality & Diversity
53. Achieving change where required in terms of equality, diversity and inclusion is a clear commitment in Strategy 2030 and is reflected in the Strategic Performance Framework which underpins the planning and budgeting process. Equality considerations are embedded in the planning process at budget holder level.

Paragraphs 54-57: closed section

Further information
58. *Authors*
   Kim Graham, Provost
   Lee Hamill, Director of Finance
   Rona Smith, Deputy Secretary,
   Governance and Strategic Planning

Presenters
Rona Smith, Governance and Strategic Planning
Kim Graham, Provost
Lee Hamill, Director of Finance

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UNIVERSITY COURT

17 June 2024

Annual People Report 2023

Description of paper

1.   This is the first Annual People Report, reflecting on the breadth, range and volume of work undertaken by the University last year in support of our People Strategy.

2.   The content in this paper demonstrates how we contribute to these outcomes set out in Strategy 2030:
   i)   We will be a destination of choice.
   ii) We will have more user-friendly processes and efficient systems to support our work.

3.   The content of the paper also reflects the goals outlined in the People Strategy:
   i)   <u>Enhance our working environment</u> – We work in an environment that supports and motivates us to do our best work and to achieve the University's goals
   ii) <u>Develop our potential</u> – We each have the opportunity for personal and professional development, to support individual and organisational achievement
   iii) <u>Strengthen our community</u> – We work together to benefit our communities, within and beyond the University

Action requested/Recommendation

4.   Court is asked to <u>*note*</u> the paper.

Background and context

5.   The de-centralised nature of the University means that for all the activity described in the attached report, there is much more to be found in individual area operating plans, so this report highlights activity that has been led by HR. Recent improvements in our systems' ability to record, store and analyse data allows us to establish a baseline in this report, against which we will track in future years. Following feedback at PRC, we will investigate how to draw in more examples from the wider University, and consider more external benchmarking, to provide an even fuller picture in future years.

Paragraph 6: closed section

Resource implications

7.   This report covers highlights over the past year, so there are no resource implications.

Risk Management

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

Responding to the Climate Emergency & Sustainable Development Goals

9.   The report covers a range of staff-related activity. Improved staff engagement may enable better delivery of our climate and sustainability goals. Also it will help the University demonstrate progress towards:

- UNSGD#4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
- UNSGD#8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.
- UNSDG#10: Reduce inequality within and among countries

Equality & Diversity

10. The report includes information on work underway on our Equality Outcomes Action Plan.

Paragraph 11: closed section

Consultation

12. The Annual Report was considered and endorsed by the Staff Experience Committee and University Executive before being discussed at PRC where it was endorsed to progress to Court.

Further information

13. *Author and Presenter*
   James Saville
   Director of HR
   13 March 2024

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17 June 2024

Report of the Externally-Facilitated Effectiveness Review

Description of paper
1. This paper provides a final draft of the report from the Externally-Facilitated Effectiveness Review of Court and its Committees.

Action requested/Recommendation
2. To:
    - Review and comment on the final draft report;
    - Approve the publication of the report;
      [Note: following Court approval, the report has been published at: https://www.docs.sasg.ed.ac.uk/GaSP/Governance/Court/ExternalEffectivenessReport.pdf]
    - Agree that Nominations Committee should meet to consider the report's recommendations and submit proposed responses to these for Court's consideration.

Background and context
3. On the recommendation of Nominations Committee, Court approved in December 2023 arrangements for a quinquennial external effectiveness review of Court and its committees, to be facilitated by Dr Veena O'Halloran, former University Secretary and Compliance Officer at the University of Strathclyde.

Discussion
4. A first draft of the report was presented to Nominations Committee on 27 May. A report of the discussion is included within the Committee's report to Court, with the report welcomed and encouragement for it to be finalised and submitted to Court for approval.

5. The report includes 17 recommendations and Nominations Committee has proposed that it act as a working group to consider these recommendations in more detail and submit any proposed changes in response to Court. Nominations Committee is well suited to act as a working group to follow-up the report as it has previously considered the commissioning of the review itself, other governance work such as compliance with the latest version of the Scottish Code of Good Higher Education Governance and has a membership drawn from all the major constituent groupings on the Court with co-opted, General Council, staff and student members. An additional meeting of the Committee can be arranged near the start of the next academic year to consider the recommendations.

Paragraphs 6-7: closed section

Risk Management
8. An external effectiveness review should aid good risk management.

Equality & Diversity
9. The report has commented positively on the close attention given to equality and diversity in the recruitment of Court members in recent years.

Paragraphs 10-11: closed section

Further information

12. <u>*Authors*</u>

    i) Cover paper:
       Lewis Allan
       Senior Governance Advisor to the
       Vice-Principal & University Secretary

    ii) Report:
       Dr Veena O'Halloran
       External Facilitator

<u>*Presenters*</u>

    i) Opening remarks:
       Janet Legrand
       Convener of Nominations Committee

    ii) Report:
       Dr Veena O'Halloran
       External Facilitator

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UNIVERSITY COURT

17 June 2024

Student Experience Update

Description of paper
1.   This paper provides an update on activities underway relating to student experience during the current academic year 2023/24. The updates are on five areas: 1. Assessment and Feedback; 2. Curriculum Transformation. 3. Postgraduate Research Students who teach; 4. Portfolio Review; 5. Student Support Model and Student Service Improvements.

2.   We are proposing a workshop at the first Court meeting of the next academic year, focused on the student journey, and look forward to discussing topics in those areas of Student Experience where Court members may wish to benefit from a more detailed presentation.

Action requested/Recommendation
3.   University Court is asked to note the updates, in the context of the recognised importance of prioritising of work to improve the student experience across the University.

Background and context
4.   Improvement to the student experience is a key priority for the University.

5.   Our student experience portfolio sets out these priorities:
   - Focus on three significant areas of work that are genuinely transformational initiatives: Student Support, Assessment & Feedback and Curriculum Transformation;
   - A series of continuous improvement initiatives to address various pain-points for students; and,
   - Focus on greater alignment, prioritisation, co-ordination, resource planning, and communication and engagement to enable the delivery of this work.

Paragraphs 6-7: closed section

8.   While progress is being made, there continues to be an ongoing active prioritisation of student experience improvements across all areas of the University to be able to effectively implement the work of the Boards and Groups overseeing this work.

Discussion
Assessment and Feedback
9.   The Student Experience Delivery and Monitoring Oversight Board (SEDaMOB) continues to meet regularly and to review the work to respond to the Assessment and Feedback Principles and Priorities, with an initial focus on provision of high-quality feedback within a maximum of three-weeks.

Paragraphs 10-33: closed section

Curriculum Transformation Programme
Court and Senate discussions
34. Curriculum Transformation was the subject of in-depth discussions with members of University Court and Senate during January and February 2024. It was the topic of the Court Seminar on 26 February, a special joint meeting of Senate and Senate Education Committee on 15 January, and Senate on 7 February. These meetings offered an opportunity to explore and restate the purpose and benefits of Curriculum Transformation, looking at how we can make Edinburgh a better place to learn, teach and support education.

35. This will be achieved through the development of a new Curriculum Framework (Undergraduate and Taught Postgraduate) that meets the needs of our students and educators and is flexible enough to meet the current and future requirements of different contexts and purposes, including domestic and international demand for undergraduate, postgraduate, and lifelong learning. The introduction of programme archetypes to guide the structure of degree programmes will support more effective sharing of courses and the simplification of our offer, making it easier for us to guide and curate student choice and learning journeys. The adoption of the Curriculum Framework will provide a solid foundation and reference point for changes and enhancements to the regulations, physical and digital infrastructure, processes, and systems that underpin and support teaching, learning and assessment across the University.

Paragraphs 36-53: closed section

Student Support Model and Student Services Improvements
54. On the Student Support Model, since our last update we have:
   a) Completed our evaluation work with staff and students on their experience of the model this academic year and are building learnings into next year.
   b) Continued to develop a long term and academically rigorous logic model which we will embed as an ongoing feedback mechanism.
   c) Launched our new Case Management System for the Student Wellbeing Service and Residence Life teams in the first instance. The next steps will be to roll this out to other areas, especially to Student Advisers. This is expected to form part of future digital estates prioritisation work.
   d) Approved a paper on plans for handover of the project to business as usual. The emphasis in that handover continues to include university oversight via Colleges and the Student Lifecycle Management Group centred on regular monitoring, feedback and supporting consistency. This will ensure that the principles of the model continue to deliver as expected in the original project business case realising the key benefits for our students and colleagues.
   e) Held a thank you event for student representatives and staff involved in the project over the last few years of planning and implementation, with particular thanks to the project team members.

Paragraphs 55-59: closed section

60. The task and finish group on Student Voice are developing a communications plan to respond to matters raised in surveys and focus groups, so that we can improve perceptions of how we are listening to and acting on feedback. This would be the form of a significant internal promotion campaign e.g. posters, banners, and incentives.

Resource implications

61. There are no specific resource requests in this paper. We note the ongoing work of colleagues in Schools and central services towards the delivery of the major initiatives discussed.

Risk Management

62. Failure to address student experience would mean we have not met our strategic ambitions as set out in Strategy 2030. It also caries reputational risk and continues to affect the University's standing in national league tables.

Responding to the Climate Emergency & Sustainable Development Goals

63. This paper supports the SDG "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" as part the strategic objective to improve student experience. The proposals do not hinder the achievement of any other UN SDGs or exacerbate the Climate Emergency.

Equality & Diversity

64. An Equality Impact Assessment (EIA) will be undertaken as needed as plans are developed. The work undertaken will support greater equality, diversity, and inclusion for students within our community.

Next steps/implications

65. This paper presents an update to note the progress made on student experience improvements. University Court is asked for feedback on the work underway and to consider how members can actively and proactively support this work to ensure these improvements are prioritised and successfully implemented.

Consultation

66. The work outlined above is being undertaken and overseen by many colleagues and EUSA/EUSU student representatives.

Further information

67. *Authors*

David Argyle
Vice-Principal and Head of CMVM

Lucy Evans
Deputy Secretary Students

Kim Graham
Provost

Iain Gordon
Vice-Principal and Head of CSE

Colm Harmon
Vice-Principal Students

Sarah Prescott,
Vice-Principal and Head of CAHSS

Presenters

Colm Harmon
Vice-Principal Students

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UNIVERSITY COURT

17 June 2024

Edinburgh University Students' Association President's Report

Description of paper
1.   This paper is to note developments at Edinburgh University Students' Association since the last Court meeting, and to provide an update on current work and initiatives.

2.   The Students' Association's activities contribute to the following aspects of Strategy 2030:
   • 'We will be a destination of choice, based on our clear "Edinburgh Offer". All of our staff and students will develop here, whether they are from Leith, Lisbon, Lahore or Lilongwe'.

Action requested/Recommendation
3.   Court is invited to note the report, and consider its contents as supporting other initiatives and projects designed to improve student satisfaction and enhance the student experience.

Background and context
4.   This paper outlines current activity, notes current issues for students being worked on by our student representatives and outlines the organisation's financial and strategic developments. It is a regular standing item on the Court agenda.

Discussion
Introduction from outgoing President, Sharan Atwal, President 2023/24
5.   As I complete my term in office and write my last paper to Court, I feel optimistic for the upcoming year, particularly on the landscape of student experience, and content with contributions at various levels of the University. In light of the external review carried out on Court's effectiveness and the explicit recommendations for improved student input, it is clear that Court must shift their approach in addressing key student concerns and issues. I have faith that Court and Executive will work proactively and collaboratively with our elected Sabbatical officers to do that. I am pleased on the progress for a joint piece of work to come to a future Court meeting, outlining our shared priorities and, more importantly, setting the standard for student experience.

6.   I want to thank Court members for their engagement this year, particularly during the February Court day and communications to encourage focus on student voice and issues, and I'm hopeful of ongoing recognition of that point.

Sabbatical Updates
Sharan Atwal, President 2023/24
7.   In and amongst preparing for handover I have been wrapping up several projects and feeding back my end of year reflections to committees and colleagues, in particular, the lessons learnt throughout our term and how we can engage more

effectively with the University on key issues to remove the persistent need for firefighting and crisis management.

8. Following the 'supporting students campaigning for divestment' [motion](#) which passed at the March Student Council and in the context of the student encampment taking place outside Old College since early May, I have been working closely with the student groups involved to amplify their concerns and lobby for change to the University's investment policy. At the time of writing, I am yet to see any of these concerns meaningfully addressed. Staff and students have both attempted to raise these concerns through several fora including Senate and University Executive. From my own conversations, the role, transparency and understanding of Investment Committee is unclear and would benefit from a reviewed remit and composition. In an attempt to avoid the need to constantly firefight and work more proactively on shared priorities with the University, I have worked with university colleagues and EUSU to lay the foundations for a joint manifesto. This guiding document will help shape our collective priorities and motivate where we should be in the medium to long term. Throughout the year it has been difficult to effectively address several student experience issues as it lacks a collective responsibility from leadership and lies outwith current priorities/capacity.

9. Lastly, I enjoyed attending the NUS Scotland Conference with Lauren, Alma and Katie and the NUS Liberation and last Russell Group Students' Unions conferences with Lauren. Lauren and I are pleased to see the work that we have contributed over the past year to the Russell Group Students' Union [Manifesto](#) come to fruition in preparation for the upcoming general election.

Carl Harper, VP Education 2023/24
10. Carl and I have continued to feed into the Curriculum Transformation Project Board, especially before the proposed Post-Graduate Taught framework comes to Senate at the end of the month for approval. I have been working with Carl to prepare for that Senate meeting, preparing our student representatives for the agenda items, especially those discussing the ethics of the University's research ties.

11. Carl has led several College-Level Staff-Student Liaison Committees continuing to amplify the student voice in strategy and decision making. This has contributed to student concerns and wishes being addressed as well as the organisation of community building events to encourage a sense of belonging, including on King's campus.

12. Whilst Carl has been focusing on handover, they have been bringing many of their projects to some point of closure. This has included their work on tackling hidden course costs, this time with a focus on undergraduate archaeology students. They have been highlighting ways to make the compulsory fieldwork reimbursement more equitable. They have also been lobbying for accessibility training to be mandated in the tutors and demonstrators policy, an area in which the QAA has been encouraging more consistent and structured enforcement of training policy.

Katie Hardwick, VP Activities and Services, 2023/24

13. Katie and Alma have provided feedback on ACE's new catering strategy. They both continue to highlight that students and University staff should be at the centre of the strategy as they are the main users, and also continue to highlight the importance of creating suitable community spaces.

14. After a successful first rollout of the Nucleus fund, Katie met with the panel to review the application process to ensure student events can successfully take place at the Nucleus. Student funding and financial support remain key issues for students, as many cannot afford living costs and continue to become more isolated. Another key issue is the poor sense of belonging on King's Campus, with a lack of suitable exercise facilities, central campus events not being replicated on King's and a need to improve the feeling of safety on campus to ensure King's Campus students are not forgotten.

15. Katie has attended the study space working group and a series of workshops to look at the future of study space on campus. Katie has been advocating for increasing the number of spaces available whilst also looking at issues such as desk hogging and increasing the number of collaborative spaces available. It is also a continual issue for student groups and societies to have suitable spaces to meet as room bookings are often cancelled at the last minute. She is hoping the new room booking system at the University will help alleviate these issues for students.

Alma Kalina Rießler, VP Community 2023/24

16. Following two student council motions on student housing co-operatives this academic year, Alma has continued to advocate for this housing model. Their work culminated in a University Executive paper on the benefits of exploring and supporting student housing co-operatives, which was discussed as part of a wider accommodation discussion at Executive's Away Day in May.

17. Moreover, Alma has successfully been campaigning on behalf of PhD students facing financial hardship due to unprecedented council tax charges. Their open letter to City of Edinburgh councillors led to a motion being passed at a meeting of Edinburgh Council where Alma provided a deputation. Subsequently the Council unanimously approved changes to the interpretation and implementation of policy in this area. This is a great win for students, especially PhD students.

18. Furthermore, Alma has been lobbying for a question on students' housing to be included as part of the matriculation process. This has been mentioned by students and student groups for some time and would be vital for not only data gathering but ensuring support, particularly since the University does not currently collect its own data on student homelessness.

19. Overall, the past year has been incredibly rewarding for Alma, and a time they will remember fondly – despite the tricky nature of advocating for students within an institution that has seemed at times to have a lack of priority on some aspects of student welfare and community. They hope that Court continues to consider elected sabbatical officers' views, which represent the experiences of students they engage with everyday.

Lauren Byrne, VP Welfare, 2023/24

20. Lauren has been working on a proposal for a thematic review of the experiences of LGBTQ+ students' experience at the University, considering the increasingly hostile environment for these students across the UK, which she hopes will improve sense of belonging for marginalised students who face discrimination or exclusion.

21. Lauren has been working with colleagues at the Students' Association to integrate consent training into the training for society officer bearers and elected representatives. She is collaborating with staff at the University who are responsible for related training, to establish data sharing plans to monitor uptake, and University-wide comms to encourage participation in the training.

22. Lauren has also been liaising with University EDI colleagues about the proposed changes to tackling antisemitism, including reviewing the currently adopted and controversial IHRA definition. She has emphasised the importance of robust consultation with urgency considering recent action on campus highlighting the impact this definition has on a number of student groups.

23. As Lauren concludes her time after two years in office, she is proud to have worked on complex, challenging issues such as tackling gender-based violence and transphobia, and urges Court to remember our letter, emphasising the vast challenges of the student experience. Many of these issues will take years to see real change, but it is imperative that those with senior influence listen to marginalised communities and commit to working towards meaningful change.

Organisational Updates
Teaching Awards
24. We were pleased to hold our Teaching Awards ceremony and celebration at the end of April, following on from the Student Awards which we reported on at the last meeting. This year we received almost 2000 nominations, across 10 categories, ranging from Course of the Year to Student Tutor of the Year. For the first time we included a new Student Voice award to recognise staff who have gone above and beyond to recognise, amplify and respond to student voice in their programmes. We also added a Cohort Lead of the Year in recognition of this role as an integral part of the Student Support Model – and gained particularly good insight into the activities and approaches staff in this role have taken that students value. 250 guests, including students, nominated staff, and University VIPs enjoyed our event to recognise and celebrate the fantastic contributions of a wide variety of staff.

25. You can read about the winners and the value of the awards here in our Teaching Matters blogpost.

26. Over the 15 years of the Awards, we've received over 26,000 nominations. In 2015 we published a research analysis of the data to highlight what makes good teaching at Edinburgh. Some initial review of nominations this year highlights there are some shifts in perspective, considering impacts of pandemic experiences, and the changing landscape of support at the University, including positive impacts of the Student Support model, and we are considering how best to interrogate the recent data to draw out some thematic points to share with University colleagues.

Association Summer Activity

27. Preparations are now underway to welcome our Festival audiences on site. With Teviot closed, Festival activity is reduced, although Pleasance and Potterrow will still be very busy and we have recruited circa 200 staff (with a large proportion of these being work opportunities for UofE students) predominantly to provide food and beverage services across those sites. We have been able to maintain a program of arts industry work opportunities too, albeit reduced in scale. Working closely with Pleasance Theatre Trust again this year across Pleasance Courtyard and Potterrow Dome there is a strong programme across 25 different theatres which should drive circa 700,000 people to our venues across the 26 days of the Fringe. This year we are programming the Wee Red Bar as a 100 seater venue, with two shows registered in the Fringe Brochure going some way to replace the Book Festival business which has relocated to Edinburgh Futures Institute. Finally, we are also supporting the students of Bedlam Theatre again this year with their 13 strong show run across the Fringe programme. We will provide a bar, small food service and security, alongside additional health and safety and compliance support as required to ensure the venue operates efficiently. In the interim period until the Festival, the Association is also hosting Edinburgh Marathon, Edinburgh Pride, various University departmental events, including the Edinburgh Innovations Awards, and a number of support activities relating to University graduations, including graduation receptions.

Association recognition

28. In our last report we noted that we had successfully been shortlisted in both National Union of Students Awards for our campaigning and representation work, and in the Scottish Hospitality and Entertainment awards in the categories of Best Multiple Operator; Best Late Night Venue; and Best Events Venue. In the case of the latter, this month we were delighted to be announced as the winner of Best Late Night Venue in Scotland, out of 18 finalists, for Potterrow – particularly in a year of real change for that venue, with Teviot Row House being closed, the award was a testament to the work to deliver both great student experiences as well as maximise venue use via the Fringe and a wide range of other events and activities.

29. It's worth noting as context that in Semester 2 the Association hosted over 2700 events/meetings and activities, with 2000 of these being student-led activity, and around 450 external events – including new partnerships with Queen Margaret University and Napier University for end of year student shows.

Strategic Delivery update

30. We continue to make progress on our strategic plan delivery. Each year we have focus areas, last year's being developing a robust finance plan (and sticking to it) and a focus on our priority to support and empower our staff. As outlined in the planning round, this year sees us switch the focus from those 'inward-looking' priorities to more student-facing ones with a focus on developing our support for students' professional and personal development and well as continuing (but stepping up) work on supporting and building student communities.

31. On the focus areas of the previous year, we are pleased to report some tangible progress. In terms of staffing we have completed work on values and behaviours as well as a pay and reward review, alongside other projects on appraisal and objective setting, hybrid working and staff community building. Our recently concluded

independent staff survey brings the excellent news that we have reached our stretch target of 90% of staff recommending us as a place to work. This measure was 51.4% in 2019 at the outset of our plan, and the planned work has seen demonstrable growth across a number of contributing metrics, and in this KPI.

Resource implications
35. This is a regular update report, there are no resource implications outlined.

Paragraph 36: closed section

Responding to the Climate Emergency & Sustainable Development Goals
37. Several of the activities outlined support a wide variety of the SDGs.

Equality & Diversity
38. Equality and Diversity considerations are implicitly included in this paper. EUSA represents the interests of a diversity of student groups and exists to maintain the equal representation of students and student groups.

Next steps/implications
39. We would welcome feedback from Court in relation to any of the issues outlined.

Consultation
40. Consultation on this paper was not required.

Further information
41. *Author*
Sharan Atwal
EUSA President 2023-24
June 2024

Presenter
Dora Herndon
EUSA President 2024-25

Freedom of Information
42. Open version

UNIVERSITY COURT

17 June 2024

Edinburgh University Sports Union Report

Description of paper

1.   This paper is to note developments at Edinburgh University Sports Union (EUSU) since the last Court meeting, providing updates on current work and strategic progress.

2.   EUSU's activity and direction contribute to these aspects of Strategy 2030:

iv)   We will be leading Scotland's commitment to widening participation.

v)   We will be a destination of choice, based on our clear "Edinburgh Offer". All of our staff and students will develop here, whether they are from Leith, Lisbon, Lahore or Lilongwe.

vi)   We will have created opportunities for partners, friends, neighbours and supporters to co-create, engage with the world and amplify our impacts.

Action requested/Recommendation

3.   Court is invited to note the impact that university sport has on the student experience and sense of belonging as detailed in this report.

Background and context

4.   With sporting delivery nearly concluded for the 2023/24 season, EUSU is now focussed on summer planning and preparations for the return of University sport in September. I am writing this as my final Court paper submission of my term as Sports Union President. As such, this submission contains some of my reflections on the past year and considerations on the direction of sport at UoE. I would like to thank Court members and University staff for their support of and interest in the impact of University Sport through this year.

Discussion

Reflections on 2023/24

5.   2023/24 proved the demand for University Sport, with record EUSU membership numbers being achieved (8,642 distinct members).

6.   Edinburgh continues its position as a high performing sporting university, currently sitting 5th in the BUCS table and with many athletes competing and achieving on the international stage.

7.   Our recreational sports programmes have also flourished. Casual sport and Intramural memberships have contributed the most to our increased participation numbers.

Direction of Sport at Edinburgh

8.   Capacity remains a central challenge for our clubs, with particular impact on our indoor sports. This limits the impact opportunities for indoor sports which cannot expand to meet demand. A new indoor sports hall in the future will be important to support the impact of sport on the student experience and to keep pace with our

competitors. However, for the time being, we need to support the development of adventure sports and niche sports which have capacity to grow.

9. The cost of sport is also often discussed as a concern by students. This year, we have seen that the price point has not limited uptake, however, there is a question around whether continued increased pricing will impact sport uptake in future years. We are incredibly grateful to the Student Experience Grant which financially supported over 400 individuals to join a sports club this year.

10. Sport has connected well across the institution this year with different service departments, academic schools and student experience work streams. Physical activity and active wellbeing are more commonly embedded into student wellbeing and is being discussed within the likes of curriculum transformation. I believe Sport and Active Wellbeing should be considered a support mechanism and tool for all our staff, students and programmes and I am excited to see how the interconnectedness of sport across our institution can continue.

EUSU Strategy
11. EUSU's strategy 2020-24 has come to an end. It was decided to not draft a new strategy until the wider Vision for Sport (strategy for Sport & Exercise, EUSU and Moray House) was completed.

12. The Vision for Sport is nearing completion. Following this, a new EUSU strategy will be drawn up. This will feed into and support the wider vision for sport, however, will aim to be more directly relatable to our student members and volunteers.

13. I hope you will have a chance to review the new Vision for Sport early in the new academic year. It will be ambitious and focussed on driving forward the impact of sport for our students, staff, institution and global community.

Engaging with Pre-sessional English Language Programme
14. This is the first year Sport is engaging consciously with the pre-sessional English language programme. Along with Sport and Exercise, we will be present at welcome talks and fairs, providing gym tours and a comprehensive Active Wellbeing programme over the summer period.

15. We are excited for the opportunity to support the wellbeing of these students over the summer months and to display the pathways into Sport and Active Wellbeing from September onwards.

16. This is a great new way for us to reach out to and support a large international student cohort.

Good News!
17. <u>Olympic Selections</u>
- Megan Keith – Athletics – Student
- Stephen Clegg – Para Swimming – Associated Athlete
- Lucy Hope – Swimming - Alum
- Pete Mitchell – Golf Physio - Staff
- More to follow soon!

18. <u>Blues & Colours & Hall of Fame</u>
- Our Blues & Colours Awards evening took place on 4 June, celebrating 153 exceptional athletes and volunteers receiving their Colours, Blues and Half-Blues. The names of these individuals will join the names of recipients of these awards since 1923 in the Blues & Colours gallery in the Pleasance gym.
- We were also delighted to induct 3 new Sport Hall of Famers:
  - Ultra Runner, Dr Jasmin Paris
  - Olympic Swimmer, Lucy Hope
  - Broadcaster and Invictus Games Champion, JJ Chalmers

19. <u>Diving</u>
Grace Reid achieved Silver in 3m Springboard at the British Championships.

20. <u>Athletics</u>
Alyson Bell achieved Bronze in the 4x100m at the World Relay Championships.

Resource implications
21. N/A.

Risk Management
22. No major risks.

Responding to the Climate Emergency & Sustainable Development Goals
23. This paper contributes to the following SDGs:
SDG3 – Good Health and Wellbeing: All the work we do at EUSU is focussed on enhancing the health and wellbeing of our university community.
SDG4 – Quality Education: We believe our student/volunteer development efforts contribute to a more complete and expanded education for students.

Equality & Diversity
24. This paper does not require an Equality Impact Assessment.

Next steps/implications
25. The Sports Union president and executive committee oversee the strategic direction of the Sports Union.

Consultation
26. Consultation for this paper was sought from Millie Doherty (Sports Programme Manager) and Neil Rankin (Sports Coordinator – Volunteering and Participation).

Further information
27. *Author*   *Presenter*
    Peter Sawkins   Dora Herndon
    Sports Union President   EUSA President
    28 May 2024

Freedom of Information
28. Open Paper

UNIVERSITY COURT

17 June 2024

Residential Strategy 2023-2030 Update

Description of paper
1.   This paper provides an update to the Residential Strategy 2023-2030. The strategy was approved in April 2023, but given the current unpredictable nature of the residential market we operate in, Accommodation, Catering and Events (ACE) committed to an annual update.

2.   The proposals within the paper will contribute to the following outcomes as set out in Strategy 2030. The University will:
   I.   be leading Scotland's commitment to widening participation.
   II.   be a destination of choice, based on our clear "Edinburgh Offer". All of our staff and students will develop here, whether they are from Leith, Lisbon, Lahore or Lilongwe.
   III.   have created opportunities for partners, friends, neighbours and supporters to co-create, engage with the world and amplify our impacts.
   IV.   be on track to be a Carbon-Zero University by 2040.
   V.   Ensure the estate will be fit for purpose, sustainable and accessible to support learning, research and collaboration with our neighbours, businesses and partners.

Paragraphs 3-18: closed section

Resource implications
19. At this stage, there is no resource requirement beyond the separate request for Churchill House which is also being considered at this meeting (Paper K). Each project detailed within this paper will be subjected to the normal financial assessment and governance processes. The rolling investment programme proposed in this paper will be considered in the context of capital planning.

Risk Management
20. The risk to this strategy continues to be the uncertainty around both the demand for student housing and viable supply. Each project will have a full risk profile and mitigation plan created as part of the governance process.

Responding to the Climate Emergency & Sustainable Development Goals
21. This strategic update highlights that ACE have exceeded the carbon diversion of 1.9 million kgs of carbon by a 100.000 kgs through repurposing waste and supporting charitable causes such as foodbanks. This target has been expanded by 10% for 2024.

22. We are 12 months ahead of schedule with a biodiversity assessment of the residential estate and have now started planning how we can enhance these spaces in the coming 12 months. This work is being undertaken in conjunction with both SRS and Estates.

23. The project will support the following Sustainable Development Goals:
- SDG 3 – Ensure healthy lives and promote well-being for all at all ages;
- SDG 4 – Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all;
- SDG 8 – Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all;
- SDG 11 – Make cities and human settlements inclusive, safe, resilient and sustainable;
- SDG 12 – Ensure sustainable consumption and production patterns; and
- SDG 13 – Take urgent action to combat climate change and its impacts.

Equality & Diversity

24. Key aspects of equality and diversity have been addressed as part of this strategy, with a view to taking innovative approaches to residences.

Next steps/implications

25. If the Residential Strategy 2023-2030 Update is approved, relevant parts of the strategy will move to implementation in due course, subject, where appropriate, to Court's approval of funding requested in Paper K.

Consultation

26. Extensive consultations were conducted with the following colleagues to evaluate the numerous interdependencies between ACE and other functions and their input has been integrated into this update:

Deputy Secretary, Students
Deputy Secretary Governance and Strategic Planning
Director of Estates
Directors of Estates Operations & Development
Director, Social Responsibility and Sustainability
Various Financial Partners - Group Finance
President, EUSA
Vice President Communities, EUSA

27. Estates Committee on 15 May 2024, University Executive on 16 April 2024 and Capital Projects Group on 17 April 2024 considered the update to the Residential Strategy 2023-2030.

Further information

28. *Authors*   *Presenter*
Carina Svensen   Catherine Martin
Director – Accommodation, Catering and   Vice-Principal Corporate Services
Events

Michelle Christian
Director – Property & Residential
Services, Accommodation, Catering and
Events

Gary Jebb
Director of Place

Freedom of Information

29. Open version

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3 June 2024

Strategic Acquisition of Property

Paragraphs 1-37: closed section

38. The proposed acquisition will support the following Sustainable Development Goals:

4 QUALITY EDUCATION	*Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*
5 GENDER EQUALITY	*Achieve gender equality and empower all women and girls*
8 DECENT WORK AND ECONOMIC GROWTH	*Promote inclusive and sustainable economic growth, employment and decent work for all*
9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	*Build resilient infrastructure, promote sustainable industrialization and foster innovation*
11 SUSTAINABLE CITIES AND COMMUNITIES	*Make cities inclusive, safe, resilient and sustainable*

Paragraph 40: closed section

Consultation
41. This paper has been developed in consultation with Accommodation, Catering and Event (ACE) and Finance.

Further information

42. *Author*   *Presenter*
    Damien Toner   Damien Toner
    Director of Estates   Director of Estates

    Steven Poliri
    Senior Estates Development Manager

    Jane Johnston
    Director of Estate Development

    9 May 2024

Freedom of Information

43. Open version

UNIVERSITY COURT

17 June 2024

Churchill House – Bedroom and En-suite Shower Room Refurbishment

Description of paper

1. This paper is presented to request approval of Capital Funding to progress the project to completion.

2. The proposals set out in this paper will contribute to the following outcomes set out in Strategy 2030:
   i. We will be a destination of choice, based on our clear "Edinburgh Offer". All of our staff and students will develop here, whether they are from Leith, Lisbon, Lahore or Lilongwe.
   ii. Our estate will be fit for purpose, sustainable and accessible. We will support learning, research and collaboration with our neighbours, businesses and partners.

Paragraphs 3-24: closed section

Risk Management

25. A project risk register has been developed and is included within the appended Full Business Case with mitigation measures.

Responding to the Climate Emergency & Sustainable Development Goals

26. The project will increase the useable life span of the building. Reusing the existing property, instead of disposal and building new beds to offset loss, will have the benefit of utilising the existing embodied carbon that exists with the building. The building utilises electric heating which has a reduced reliance on gas when compared with a traditional wet heating system that is fuelled by gas boilers. The building has previously been connected to the University's Combined Heat and Power (CHP) system and new LED light fittings have been installed throughout the circulation spaces. Additionally, the project includes for installing new low energy use LED light fittings to the bedrooms and is therefore on a pathway to lowering its carbon use. This is particular true in the case of electric heating as the electrical grid is decarbonising over time.

27. The project will support the following Sustainable Development Goals:

Ensure healthy lives and promote well-being for all at all ages by supporting students in their transition to University and provide them with a safe and supportive place to live

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by considering the accessibility challenges faced by residents and creating a compliment of support, both financial and physical.

8 DECENT WORK AND ECONOMIC GROWTH Promote inclusive and sustainable economic growth, employment and decent work, make sure we continue to offer homes to student and employment for our staff.

11 SUSTAINABLE CITIES AND COMMUNITIES Make cities inclusive, safe, resilient and sustainable by addressing issues around accommodation costs, financial support and the changing pattern of both disability and gender

The presence of our students contributes hugely to the local communities in which they live. ACE tenants, including those in nominated properties, made charitable donations of second-hand goods, equating to 2,009 bags, to the British Heart Foundation during 2022. This equated to £28,126 of income for the charity and 16 tonnes diverted from landfill, saving 1,585,000 kg of CO_2 emissions. In the current year, we delivered our stretched target of 1,902,000 kg of CO_2 emissions diverted from landfill.

Equality & Diversity
28. ACE have already assessed the project in relation to the Equality Act 2010 and, if funding is approved a full Equality Impact Assessment will be undertaken.

Paragraph 29: closed section

Consultation
30. This paper has been prepared in consultation with ACE and the Estates and Finance Departments.

Further information

Author	*Presenter*
Michelle Christian	Catherine Martin
Director of Property at ACE	Vice Principal Corporate Services

Steven Poliri
Senior Estate Development Manager

Colin White
Finance Business Partner

30 April 2024

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31. Open version

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17 June 2024

Sport & Active Wellbeing Facilities Development Recommendations Report

Paragraphs 1-35: closed section

36. **UN SDGs Supporting Information:**

These facility enhancements will replace and expand the opportunities for all students, staff and the local community to exercise and participate in sport and active wellbeing activities in safe and supported environments.

The identification of sport and active wellbeing facility projects is expected to offer indirect support to various interdisciplinary teaching and research initiatives aimed at advancing the University's research priorities. These projects are aligned with themes such as work and economy, energy and sustainability, future cities, and social identities, inequalities, and health and wellbeing, thus complementing existing academic endeavours.

By enhancing the sport and active wellbeing infrastructure we will create more opportunities for women and girls to engage in sport. Our programmes, communities and societies will empower women and girls on an individual level, by promoting self-confidence, leadership, teamwork skills and a sense of achievement. We will continue to challenge existing gender norms and roles within society using the power of 'sport' at the University of Edinburgh.

In summary, investing in university sports and active wellbeing facility infrastructure not only promotes physical health and community engagement but also drives economic growth, creates employment opportunities, and fosters social inclusion and environmental sustainability. By prioritising these initiatives, The University can play a significant role in building vibrant, resilient, and inclusive communities.

By investing in university sports and active wellbeing facility infrastructure not only enhances the physical health and wellbeing of students and communities but also drives innovation, fosters entrepreneurship, and promotes sustainable development across multiple sectors (research and development hubs, experiential learning opportunities, community engagement and outreach, health and wellbeing innovation, sustainable supply chains, integrated design and technology). By leveraging their resources, expertise, and partnerships, universities can play a

leading role in building resilient, inclusive, and sustainable societies for future generations.

11 SUSTAINABLE CITIES AND COMMUNITIES Increasing and improving University sports and active wellbeing facility infrastructure in Edinburgh can contribute significantly to fostering an inclusive, safe, resilient, and sustainable city. By providing accessible and diverse recreational opportunities for students, staff, and the wider community, these facilities promote social inclusion, physical health, and mental wellbeing, ensuring that individuals of all backgrounds and abilities can participate and thrive in safe environments. Moreover, investing in sustainable design and operations reduces environmental impact, enhances resilience to climate change, and sets a precedent for responsible resource management. Collaborative partnerships with local authorities, businesses, and community organisations further strengthen the city's resilience by leveraging resources, expertise, and innovative solutions to address shared challenges.

12 RESPONSIBLE CONSUMPTION AND PRODUCTION Increasing and improving our University sports and active wellbeing facility infrastructure plays a crucial role in ensuring sustainable consumption and production patterns by promoting responsible resource management and environmental stewardship. Through sustainable design, construction, and operation practices, such as energy-efficient buildings, water-saving technologies, and waste reduction strategies, these facilities minimize resource consumption, greenhouse gas emissions, and environmental impact.

13 CLIMATE ACTION Increasing and improving our University sports and active wellbeing facility infrastructure is essential for taking urgent action to combat climate change and its impacts. By implementing sustainable design principles, adopting renewable energy sources, and reducing carbon emissions in construction and operation, these facilities can significantly mitigate their environmental footprint. Moreover, promoting sustainable transportation options, such as cycling and walking infrastructure, and incorporating green spaces and natural habitats into the design contribute to carbon sequestration and biodiversity preservation.

Equality & Diversity

37. Investing in the University's sporting infrastructure aligns closely with the principles of equality and diversity, reflecting the institution's commitment to fostering an inclusive and accessible environment for all members of the community. By enhancing sports and active wellbeing facilities, and promoting wellbeing initiatives, the University ensures that individuals from diverse backgrounds, including those with disabilities or from marginalised groups, have equal opportunities to participate in physical activity and sports programmes.

38. Furthermore, the investment demonstrates proactive consideration of equality and diversity, acknowledging the legal obligations outlined in the Equality Act 2010 and supporting Regulations. As part of this commitment, any proposed new or revised policies or practices related to the sporting infrastructure will, as due process, undergo thorough Equality Impact Assessments (EIAs) to identify and address potential disparities or barriers to access. Through these assessments, we

can evaluate whether equality and diversity have been adequately considered, and assesses any major equality impacts to ensure that investments in sporting infrastructure contribute to a more equitable and inclusive campus environment.

Paragraphs 39-40: closed section

Consultation

41. This paper has been prepared in consultation with the Sport & Exercise unit, EU Sports Union, plus the Estates and Finance Departments. The proposals have also been discussed and agreed at the Sport & Active Wellbeing Infrastructure Project Board, Capital Projects Group on 26 March 24 and 17 April 2024 and Estates Committee on 15 May 2024.

Further information

Author
Mark Munro
Director of Sport & Active Health
20 May 2024

Presenter
Catherine Martin
Vice-Principal, Corporate Services

Freedom of Information

42. Open version

UNIVERSITY COURT

17 June 2024

CRIC 4 - National Total-Body Positron Emission Tomography facility at Edinburgh Imaging – Estates Project

Description of paper
1. This paper is presented to request approval of capital funding to progress works to completion for the project CRIC 4 - National Total-body PET facility at Edinburgh Imaging.

2. The proposals in the paper will contribute to the following outcomes set out in Strategy 2030:
    i. We will see our research having a greater impact as a result of partnership, international reach and investment in emergent disciplines.
    ii. We will be a global leader in artificial intelligence and the use of data with integrity.
    iii. We will be leading Scotland's commitment to widening participation.
    iv. We will have created opportunities for partners, friends, neighbours and supporters to co-create, engage with the world and amplify our impacts.
    v. Multidisciplinary postgraduate education pathways will support flexible whole-life learning.
    vi. Our estate will be fit for purpose, sustainable and accessible. We will support learning, research and collaboration with our neighbours, businesses and partners.

Paragraphs 3-25: closed section

Responding to the Climate Emergency & Sustainable Development Goals
26. As a partial refurbishment of a specialist facility, the options for improving sustainability are limited, however opportunities for reducing energy use will be considered by both the design team and core user group. Whilst no specific targets have been set at this stage, efforts will be focused on the alterations to the mechanical and electrical installations and reducing energy consumption.

27. Examples of improvements to energy efficiency are:
    *   All new ventilation equipment will include high efficiency heat recovery (plate heat exchanger)
    *   All new ventilation equipment will include demand control and variable volume flow.
    *   New lighting will contain LED lamps.

28. The project will support the following Sustainable Development Goals:
    *   SDG 3 – Ensure healthy lives and promote well-being for all at all ages; and
    *   SDG 4 – Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Equality & Diversity

29. QMRI has full disabled access and consultations will take place with the University Disability Office, Estates Disability Access and Equality Manager and the CMVM Equalities and Disabilities co-ordinator to inform the design. An Equality Impact Assessment (EIA) will be carried out.

Next steps/implications

30. If the funding is approved by Court, the project team will progress works to Completion.

Consultation

31. The Full Business Case has been prepared in conjunction with academic leads, the College, the Estates Department and Finance Business Partners. The Project Board has approved the scope of works and Estates Committee approved the Full Business Case on 15 May 2024.

32. The paper has been reviewed by the Head of Estates Planning, College Registrar and the Director of Estate Development.

Paragraph 33: closed section

34. *Author*   *Presenter*
Angus Cowie   Damien Toner
Estates Development Manager EBQ   Director of Estates

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35. Open version

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17 June 2024

Queen's Medical Research Institute Collaboration Works – Estates Project

Description of paper
1. This paper is presented to request approval of funding for the Queen's Medical Research Institute ("QMRI") Collaboration refurbishment project.

2. The proposals in the paper will contribute to the following outcomes set out in Strategy 2030:

    I.   We will see our research having a greater impact as a result of partnership, international outreach and investment in emergent disciplines.
    II.   Student Experience - Improve and sustain student satisfaction and wellbeing.
    III.   Staff Engagement - Foster a welcoming community, where staff, students, alumni and friends feel proud to be part of the University.
    IV.   Our estate will be fit for purpose, sustainable and accessible. We will support learning, research and collaboration with our neighbours, businesses and partners.

Paragraphs 3-29: closed section

Risk Management
30. A project risk register has been prepared and the key risks and mitigation measures reviewed by the Project Board.

Responding to the Climate Emergency & Sustainable Development Goals
31. As a relatively new building, QMRI is fundamentally more energy efficient than the centrally occupied buildings Hugh Robson and 1 George Square. In relocating to QMRI, CDBS will occupy c14% less space, more efficiently (6,400sqm centrally to 5,500sqm in QMRI) and in doing so, surrender centrally utilised space with two highly serviced BRF units for decommissioning.

32. Opportunities for efficiencies are being exploited to reduce overall footprint and foster increased sharing of energy hungry facilities across the wider Institute of both QMRI and Chancellor's buildings. Both buildings will continue to look to further sustainable practices in laboratories through the University's Sustainability Awards, implementing efficient practices across energy and material use.

33. As a partial refurbishment of this specialist facility, the options for improving sustainability are limited however opportunities for reducing energy use have been considered by both the design team and core user group. Whilst no specific targets have been set as yet, efforts have been focused on the alterations to the mechanical and electrical installations and reducing energy consumption. Examples of improvements to energy efficiency are;
- All new ventilation equipment will include high efficiency heat recovery (plate heat exchanger)

- All new ventilation equipment will include demand control and variable volume flow.
- New lighting will be based upon LED lamps.

34. This project does not directly contribute to the Sustainable Development Goals as the project is to refurbish existing office space, however the co-location does allow the existing building to be utilised in a space efficient way and adopts New Ways of Working principles.

Equality & Diversity

35. QMRI has full disabled access and consultations will take place with the University Disability Office, Estates Disability Access and Equality Manager and the CMVM Equalities and Disabilities co-ordinator to inform the design. An Equality Impact Assessment (EIA) will be carried out.

Paragraph 36: closed section

Consultation

37. The Full Business Case has been prepared in conjunction with CMVM, the Estates Department and Finance Business Partners and was presented to the Project Board on 29 March 2024, gaining approval. Estates Committee approved the Full Business Case on 15 May 2024.

38. The paper has been reviewed by the College Registrar, CMVM and the Director of Estate Development.

Paragraph 39: closed section

40. *Author*   *Presenter*
    Angus Cowie   Damien Toner
    EBQ Estates Development Manager   Director of Estates

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41. Open version

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17 June 2024

Midlothian Centre of Excellence and First Opinion Practice – Estates Project

Description of paper

1. This paper is presented to request approval of Capital Funding to progress the project to completion, noting the proposed external contributions.

2. The proposals set out in this paper will contribute to the following outcomes set out in Strategy 2030. Further details on alignment with School, College and Campus strategies are provided at Section 2.3 of the Full Business Case.
   i.   Teaching and Learning: Our teaching will match the excellence of our research. We will improve and sustain student satisfaction and wellbeing.
   ii. Staff Engagement - Foster a welcoming community, where staff, students, alumni and friends feel proud to be part of the University.
   iii. Social and Civic Responsibility– Our teaching and research is relevant to society and we are diverse, inclusive and accessible to all.
   iv. Our estate will be fit for purpose, sustainable and accessible. We will support learning, research and collaboration with our neighbours, businesses and partners.
   v.   Net Zero - Be on track to be a Carbon-Zero University by 2040.

Paragraphs 3-31: closed section

Risk Management

32. A project risk register has been developed and is included in the Full Business Case with mitigation measures.

Paragraphs 33-35: closed section

Passive measures

36. The FoP Stage 3 design has adopted passive measures and delivery of energy efficient design standards for example, by incorporating heat recovery, glazing ratios, insulation specification, lighting efficiencies and airtightness standards. In doing so, FoP will create opportunities to use new design principles that align to Net Zero. These measures will be evaluated based on timing, technical practicality and affordability with the principles of the fabric first (Passivhaus) approach, which will remain a focus for the project throughout its design and construction.

Sustainable Development Goals

37. The project will support the following Sustainable Development Goals:
   - SDG 4 - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all;
   - SDG 8 - Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all; and
   - SDG 9 - Build resilient infrastructure, promote inclusive and sustainable industrialisation and foster innovation.

Equality & Diversity

38. The project has been assessed in relation to the Equality Act 2010 and, if funding is approved a full Equality Impact Assessment will be undertaken.

Paragraph 39: closed section

Consultation

40. This paper has been prepared in consultation with the Hospital for Small Animals and the Estates and Finance Departments.

Further information

Author	*Presenter*
Julia Laidlaw	Damien Toner
Head of Estates Planning	Director of Estates

Rachel Caswell
Estate Development Manager

10 April 24

Freedom of Information

41. Open section

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UNIVERSITY COURT

17 June 2024

University Digital Strategy and Digital Estate

Description of paper
1.   This paper presents a high-level outline of the University Digital Strategy and Digital Estate.

Paragraph 2: closed section

Action requested/Recommendation
3.   The University Digital Strategy, Digital Estate Roadmap, and Digital Estates Capital Plan have been reviewed and recommended for approval by IT Committee, University Executive, Estates Committee, Policy & Resources Committee and Knowledge Strategy Committee (KSC). It is complemented by the Digital Estates Capital Plan within which projects are prioritised (see Paper Q), and a 10-year Roadmap for the Digital Estate (considered by Estates Committee and KSC).

4.   Court is asked to approve the Digital Strategy, on the recommendation of the committees named above.

The Digital Strategy can be accessed online by University staff. Further information about the strategy can be found here:
https://www.ed.ac.uk/about/strategy-2030/strategy-in-action/digital-strategy

Paragraphs 5-30: closed section

Consultation
31. The University Digital Strategy consultation is summarised earlier in this paper. The Strategy has been reviewed and endorsed by University Digital Strategy Board, University Executive, IT Committee, Estates Committee, Policy & Resources Committee and Knowledge Strategy Committee. The University Digital Estate Roadmap, years one to five, was shaped and advised by the Digital Estate Prioritisation Group and its sub-groups. A seminar was held for Estates Committee to review the Strategy and the Digital Estate Roadmap. The note for that seminar records the recommendation from Estates Committee for onward approval of the Strategy and Digital Estate Roadmap.

Further information
32. <u>Authors</u>
     Stephen Roy, Digital Strategy Portfolio Manager

     Paula Gellatly, Digital Estate Programme Manager

     Jo Craiglee, Head of Knowledge   Management & IS Planning

     3 June 2024

Freedom of Information
33. Open version

THE UNIVERSITY of EDINBURGH

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17 June 2024

Digital Estates Capital Plan – 2023-2029

Description of paper
1.   This paper presents an update on the Digital Estates 5-year capital envelope, 2023-2029.

2.   The proposals in the paper will contribute to the following outcomes set out in Strategy 2030: "Our estate will be fit for purpose, sustainable and accessible. We will support learning, research and collaboration with our neighbours, businesses and partners".

Action requested/Recommendation
3.   Court is invited to note the update on Digital Estates capital expenditure projected for 2023/24 and forecast to 2028/29.

Paragraphs 4-11: closed section

Risk Management
12. Each project has its own risk register which is monitored by individual Project Boards.

Paragraph 13: closed section

Responding to the Climate Emergency & Sustainable Development Goals
14. There are no direct Climate Emergency and Sustainable Development Goals impacts as a result of this summary paper. However, any subsequent prioritised Digital Estates projects will address climate impact and sustainable development considerations when presenting their case for investment.

Equality & Diversity
15. There are no direct Equality & Diversity issues associated with this summary document.

Next steps/implications
16. The Digital Estates Capital Envelope will be updated and refreshed based on the long-term planning recommendations coming from the Capital Digital Estates Planning Group and the output from the University's 5-year planning round.

Next steps/implications
17. This paper has been reviewed by the Vice Principal, CIO and Librarian to the University and presented to Capital Projects Group, Policy & Resources Committee and Knowledge Strategy Committee.

Further information

18. *Author*
     Andy McKenzie
     Head of Finance, ISG & DDI

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19. Open version

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17 June 2024

Annual Recognition of Alumni Clubs

Description of paper
1.   This paper recommends the annual formal recognition of University of Edinburgh alumni clubs.

2.   Development & Alumni continue to identify and develop opportunities to engage alumni in programming that enables them to participate in facilitating the University's global impact and play a role in shaping the futures of our graduating students, both of which contribute to aspects of a number of the University's goals under Strategy 2030.

Action requested/Recommendation
3.   Court is invited to renew formal recognition of the nine University of Edinburgh alumni clubs currently recognised and note activity over the past 12 months.

Background and context
4.   Court approved a paper on the governance of Alumni Clubs in February 2018, which set out proposals to introduce a more systematic approach to the development and support of the range of alumni groups acting on behalf of the University in locations around the world and to manage the reputational risk involved.

5.   Nine alumni clubs have been approved for formal recognition to date, an initial seven alumni clubs in June 2018 followed by two further clubs, in October 2018 and June 2020 respectively. In addition, we currently have over 45 alumni groups and regional alumni contacts connecting local alumni or acting as a key point of contact across the world.

Discussion
6.   We have seen a stable level of activity across the alumni network over the past year, with at least 32 volunteer-led events taking place across the globe. These have been a mixture of smaller social gatherings and larger scale activities, with events taking place in locations including New York, Washington DC, Chicago, Miami, Boston, Toronto, Hong Kong, Hangzhou, Guangzhou, Shenzhen, Beijing, Shanghai, Vilnius, Brussels, Istanbul, Paris and London.

7.   The Burns Night celebrations at the start of the year remain an annual highlight with events taking place in Washington DC, New York, Boston, Connecticut, Toronto, and Guangzhou throughout January and February. Other highlights include inaugural volunteer-led events in Vilnius and Miami last summer, as well as the Edinburgh University Brussels Society annual Careers Day event connecting International and European Politics students with alumni working in institutions and companies in Brussels, and the Edinburgh University Club of Toronto Annual Dinner in April, at which the Principal was the guest speaker.

8.   We have also been pleased to continue to connect our clubs and groups with a range of academics. This includes the Edinburgh University Club of Toronto hosting Professor John Devaney, Centenary Chair of Social Work and Head of the School of Social and Political Science, and colleagues including Professor Ramona Alaggia from the University of Toronto, and Mary Glasgow, Chief Executive of Children 1st, for an event last autumn. This event focussed on the joint seed funded project with the University of Toronto looking at trauma-informed care for children and youth, and bridging knowledge and practice. Feedback for this event, which dealt with a difficult topic, was overwhelmingly positive, with the club and their guests noting what an informative and engaging evening it was, showcasing the expertise of Edinburgh academics such as Professor Devaney in engaging audiences in their work.

9.   Meanwhile in Santiago, an alumni event took place bringing together the local alumni group with visiting colleagues including Professor Tilo Kunath, Chair of Regenerative Neurobiology, Professor Eric Schirmer, Personal Chair of Nuclear Envelope Biology, and Dr Chris Wood, Lecturer in Biotechnology, for an evening of whisky tasting and a talk on "The metabolomics of whisky" by Dr Karl Burgess, Senior Lecturer in Biological Mass Spectrometry.

10. Our own international alumni events continue to play a key role in supporting local activity and stewarding clubs and volunteers, both in terms of well-established clubs in priority regions and also in locations with nascent activity. Highlights over the past year include events in New York, DC and Palo Alto in November 2023 featuring the Principal and Professor Shannon Vallor, an event in Hong Kong this April, as well as an event in Nairobi bringing together alumni, students and partners in May. As part of our international event planning, we will continue to look to support alumni clubs and groups in this way, particularly in locations of strategic priority.

11. In addition to supporting clubs and groups with their own activities, we continue to engage our alumni network and volunteers in a range of strategic and priority programmes including support for student recruitment and student engagement initiatives such as the Insights Programme, with volunteer-led events featuring as part of the visits to London, New York, Washington DC and Boston.

12. The following nine clubs are recommended for renewed formal recognition:
- Edinburgh University Club of Toronto (EDUCT)
- Edinburgh University Boston Club
- Edinburgh University Club of New York
- Edinburgh University Alumni Club of Washington DC
- Edinburgh University Club of London
- Edinburgh University Brussels Society
- University of Edinburgh London Alumni Network
- University of Edinburgh Alumni Association of Hong Kong
- University of Edinburgh Alumni Association of Shenzhen

Resource implications
13. There are no specific resource implications associated with the paper.

Risk Management
14. There are no significant risk implications arising from this paper.

Responding to the Climate Emergency & Sustainable Development Goals

15. This paper is fulfilling operational governance. However, alumni relations programming, which enables the participation of our graduates in the life and work of the University, supporting the delivery of University strategy and objectives, will tie in with the University's work across climate mitigation and the SDG goals in a number of ways.

Equality & Diversity

16. No Equality and Diversity issues are identified.

Next steps/implications

17. We will continue to look to evolve our approach to ensure that we are enabling alumni in different parts of the world to engage with the University community and their fellow graduates in the most meaningful way possible, while also ensuring alignment with wider alumni relations priorities and strategy.

18. We will continue to identify, develop and deliver engagement opportunities and initiatives to ensure our global alumni network continues to feel a strong connection to the University community and appropriately supported in organising their own activities.

Consultation

19. This paper has been prepared by the Alumni Relations team and approved by the Vice-Principal Philanthropy & Advancement.

Further information

20. *Author*
    Natalie Fergusson
    Global Alumni Manager, Development & Alumni
    28 May 2024

Freedom of Information

21. Open paper.

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UNIVERSITY COURT

17 June 2024

Development & Alumni: Donations and Legacies and Alumni Relations Activity

Description of paper
1.   The paper provides: a report on legacies and donations received by the University of Edinburgh Development Trust or directly by the University of Edinburgh from 24 March 2024 to 12 May 2024 and an update on current alumni relations activities.

2.   All gifts contribute to different aspects of the University's goals under Strategy 2030 and due diligence procedures ensure there is no conflict with the values summarised in the strategy.

Action requested/Recommendation
3.   Court members are asked to note the legacies and donations received and current alumni relations activities.

Paragraphs 4-6: closed section

Global Alumni Events

7.   Upcoming global alumni events

New York, Washington DC, Boston, North America Insights programme activities	June 2024
London, UK Insights programme activities	June 2024
The Hague, Netherlands Launch of The Hague Global Futures Hub	June 2024
Edinburgh, UK Race, Slavery and the University of Edinburgh	June 2024
Zürich, Switzerland Informal alumni event hosted by Chris Cox, Vice Principal Advancement	June 2024
Dallas, USA Informal alumni event hosted by Ashley Warmington, Regional Development Manager	June 2024

Recent Global Events
8.   In April, the Principal led the University of Edinburgh delegation comprising alumni, current students, friends and staff in the annual New York City Tartan Day Parade. The delegation was joined by bands, pipers, dancers and clans from

Scotland, the United States and Canada, and fellow Scottish universities. A very successful post-parade reception followed.

9.   Later that week, The Edinburgh University Club of Toronto hosted their Annual Dinner, with the Principal as guest speaker. The club had one of their highest ever turnouts, with all guests thoroughly enjoying the evening.

10. The Principal hosted an event in Hong Kong for 120 alumni, supporters, current students and key contacts at the end of April. As well as a keynote update from the Principal, guests heard about local partnership and engagement from Prof Ralf Jauch, Associate Professor in the School of Biomedical Sciences at HKU, and an inaugural holder of the Hong Kong Foundation and University co-funded Semester Abroad Scholarship, Ms Schum Cheung (Foxy). Grace Guan, Regional Director East Asia, updated on wider regional activity, and guests also had the opportunity to hear about and connect with representatives of the University of Edinburgh Alumni Association of Hong Kong and Directors of the Hong Kong Foundation. There was a real buzz in the room with guests enjoying the opportunity to network during the cocktail reception following the presentations.

11. We hosted a University of Edinburgh reception on the campus of our partners ILRI in Nairobi in May for alumni, current students, online learners, key partners and Jameel Observatory Community of Practice participants. Guests heard from Prof Geoff Simm, Assistant Principal and Director of the Global Academy of Agriculture and Food Systems, as well as Dr Guyo Roba, Head of the Jameel Observatory, and current Mastercard Scholar Saline Owaga. We had over 100 RSVPs for this event, which was very well received by all guests, as we continue to build on alumni engagement and support the development of the Edinburgh community in Kenya. Earlier in the same delegation visit, Seth Amanfo, Regional Director Africa, and alumnus Zia Manji hosted an informal alumni gathering in Nairobi.

12. We hosted a campus visit for British Council Study UK Alumni Award Winner, Iskandar Sattibaev, and his wife Nazokat on 15 May. Iskandar, a 2008 MSc Comparative and General Literature graduate, is the winner of the Culture and Creativity award and had not been back to Edinburgh since graduation. This visit was part of a wider week-long programme for the four 2023 Global Winners of these awards, taking in activity in London and Birmingham including a reception at Central Hall Westminster hosted by Minister of State Baroness Neville-Rolfe DBE CMG and a GREAT Scholars event.

Student Engagement

13. In April, the Edinburgh University Brussels Society held their annual Careers Day which connects postgraduate students in International and European Politics with alumni working in institutions and companies in Brussels.

14. The disbursement of all 54 successful Student Experience Grants from the Autumn 2023 round is now complete. The annual PhD Horizons Conference, which offers career insights to PhD students, will take place on 19 June in McEwan Hall featuring a series of alumni panel discussions throughout the afternoon.

Alumni support for Student Recruitment

15. Throughout April, 30 alumni ambassadors supported 12 undergraduate and postgraduate offer-holder events across the US and Canada, hosted by the International Recruitment Team. Locations included Houston, New York City, Washington DC, Boston, Chicago, San Francisco, San Diego, Toronto and Vancouver. Alumni ambassadors, some of our most recent graduates, shared their experience of living and learning in Edinburgh and answered questions from offer-holders.

16. Alumni ambassadors also supported offer holder events in Kuala Lumpur, Singapore and Jakarta in April, and in mid-May supported an online offer-holder event for students in Europe. Further alumni ambassador supported events will take place in-person at the end of May in Paris, Madrid and Berlin, as well as online events for offer-holders from China, Hong Kong, Macau, Taiwan, Japan and South Korea at the start of June.

17. In May, the alumni team hosted the second CAHSS offer-holder "Linking Students with Alumni" event to educate prospective students on how they can engage with the alumni network during their studies and beyond.

18. Alumni will participate in panel sessions for Postgraduate Online Learning Open Days in May and the Introduction to Postgraduate Research event in June, where prospective students can put their questions directly to our alumni panellists to help them inform their decision-making.

Digital Communications

19. A new digital newsletter, 'Events and Opportunities,' was launched in March 2024. The first edition was opened by an impressive 79,000 alumni. A follow-up mailing with further opportunities and events has since been sent and opened by 73,000 alumni.

20. Issue 6 of the digital Enlightened magazine was published in February, featuring more alumni impact stories. Work on Issue 7 is currently underway and is due to be released at the end of May.

21. The Multi Story Edinburgh newsletter continues to be sent monthly to all new graduates in collaboration with the Careers Service. The latest edition in April was opened by 62% of recipients.

22. A new edition of DigestEd, our update for alumni and philanthropic senior volunteer leaders, was sent in May and opened by 70% of recipients.

Print Communications

23. The Communications team continues to produce the Multi Story Edinburgh graduation handbook. The publication contains advice, insight and signposts to further support, together with features on recent graduates and their experiences to share. Over 3,000 copies were mailed this spring to alumni who could not attend their graduation ceremony in winter 2023. Work on the summer 2024 edition is currently underway.

Podcasts

24. We continue to develop the [Multi Story Edinburgh podcast](#) which has had over 9,000 downloads to date. Planning for season 6 has commenced, with recruitment underway for a student intern host to work on the podcast during summer 2024.

Resource implications

25. There are no specific resource implications associated with this paper.

Risk Management

26. There are policies and procedures in place to mitigate risks associated with funding activities including the procedure for income due diligence across campus.

Responding to the Climate Emergency & Sustainable Development Goals

27. The preference of many donors to make a difference in the world through their support of our teaching and research ensures that a number of specific gifts tie in directly with the University's work across climate mitigation and the SDGs.

Equality & Diversity

28. There are no specific equality and diversity issues associated with the paper. However, cognisance is taken of the wishes of donors to ensure these reflect the University's approach to equality and diversity and that these comply with legal requirements. We also actively promote a range of EDI-related scholarships and wider programmes to donors, including the MCF programme highlighted above, the Black British Scholarships programme, the Nyerere Scholarship and specific PhD scholarships to attract candidates from under-represented groups.

29. D&A is also closely connected to the current Review of the University's History and Race, ensuring alumni engagement with the findings and recommendations as they emerge. We also help alumni to understand the University's position on a range of EDI-related issues.

Next steps/implications

30. The University is grateful for the support provided to enable it to continue to provide high quality learning and research.

Consultation

31. This paper has been reviewed and approved by Chris Cox, Vice-Principal Philanthropy & Advancement and Executive Director of Development & Alumni.

Further information

32. *Authors*   *Presenter*
    Gregor Hall   Chris Cox
    Finance Manager   Vice-Principal Philanthropy &
    Emily Gwiazda   Advancement
    Alumni Relations Project Officer
    Development & Alumni

Freedom of Information

33. Open version

THE UNIVERSITY of EDINBURGH

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UNIVERSITY COURT

17 June 2024

Prevent Duty Annual Update

Description of paper
1.   The paper provides an update to Court on the University's obligations under the Prevent duty for 2023/24.

Action requested/Recommendation
2.   To note this update and the ongoing work in response to changes set out by the UK and Scottish governments with regard to the Prevent Duty.

Background and context
3.   The Counter-Terrorism and Security Act (2015) imposes a duty on universities and other public bodies to have due regard to need to prevent people being drawn into terrorism. This duty is commonly referred to as "the Prevent duty".

4.   Under the guidance published for Scottish universities, "Monitoring and Enforcement" is understood to be the responsibility of each institution's governing body. This guidance sets out high-level expectations for the University in the areas of: external speakers and events, leadership, engagement with local Prevent or CONTEST multiagency groups, staff training, safety online and welfare and pastoral care.

5.   In 2019, the UK government committed to carrying out an Independent Review of Prevent. The Review and the government's response were published on 8 February 2023.

Updated Prevent Duty Guidance of Scotland
6.   One of the outcomes of the UK government review has been the recent publication of the newly updated Prevent Duty Guidance for Scotland (2024). The refreshed 2024 guidance is available online here: Prevent duty guidance: Guidance for specified authorities in Scotland. A Home Office produced factsheet on the guidance is available here: Scottish Prevent duty guidance factsheet.

7.   This guidance will become statutory on 19 August 2024. Until then, the 2015 guidance will remain as statutory. The 2024 general election will not impact the status of the new guidance.

8.   Key changes to the statutory guidance to draw Court's attention to are:
   - Amending the first Prevent objective to "tackle the ideological causes of terrorism";
   - Outlining the new Security Threat Check, which consists of three questions, will ensure that high-level decision-making within Prevent is always informed by proper consideration of the terrorism threat picture and responds proportionately;
   - Communicating the need for genuine concern about an individual's path to radicalisation and that ideology should be a critical consideration (to improve the quality of referrals);

- Clearer advice on how to understand and manage risk, including through training and risk assessments; and
- Including 'Reducing Permissive Environments' as a key theme to tackle the ideological causes of terrorism and broader radicalising influences.

9. The sector-specific area of the guidance has continued to group all education providers together and therefore focused on schools: "the majority of higher education establishments within Scotland will be attended predominantly by adults and so the approach to Prevent will require an acknowledgement of the differences between child and adult protection and approaches to safeguarding. Higher education establishments are likely to draw upon the aforementioned 2010 Equality Act and Universities UK Guidance in how to apply relevant safeguarding approaches appropriately".

10. Relevant areas for Higher Education providers relate to training, assessment of speakers and events, regard to their duties relating to freedom of speech and academic freedom, relationships with Students Unions and IT policies using equipment and networks to access security sensitive research in the course of their learning and teaching and research. These are broadly the same as the previous guidance.

11. In September, the Scottish Government's Safeguarding and Vulnerability Team will provide briefing sessions on the updated Prevent Duty Guidance for Scotland. These will be provided on a sector basis i.e. one for Local Authorities and schools, one for FE/HE, one for Police etc. We will actively engage in this training.

Scottish Government's Prevent Assurance Return findings
12. Alongside the above, a Review of Prevent Governance within Scotland took place in 2021. The Scottish Government's Safeguarding and Vulnerability Team, in agreement with the UK Home Office, have created a Prevent Assurance Return Process. The findings shared from this review, specific to the HE Sector, are focused on training (common with other sectors) and information sharing. Training is expected to be enhanced with the new Guidance, noted above.

Paragraph 13: closed section

UK Government – 2024 definition of Extremism
14. In March this year, the UK Government department for Levelling Up, Housing and Communities announced a new definition of extremism. In Scotland, the new definition is not statutory and neither the definition nor its associated principles apply to Scottish Government engagement and funding.

15. Since neither the new definition of extremism nor the 2015 Home Office definition relating to Fundamental British Values are statutory or were adopted in Scotland, the Home Office has confirmed that neither will, for practical purposes apply to Prevent work in Scotland.

16. As such, neither definition will not be used as a threshold for making Prevent referrals or for awareness-raising work associated with Prevent across Scottish sectors. All referrals into Prevent will continue to be based on indications of susceptibility to support for or potential involvement in terrorism.

17. The Scottish Government published a programme of research in 2023 which looked at the understanding of extremism in Scotland and the impact of Prevent in addressing it. The government are moving into the next phase of research into extremism, enabling them to further strengthen understanding as it presents in Scotland, and shape policy in an evidence-based and proportionate way, informed by continuing engagement with partners.

Discussion

18. The University continues to approach application of the Prevent duty in a proportionate manner. This is also consistent with the government guidance referenced above, which states that: "…We do not envisage the new duty creating large new burdens on institutions and intend it to be implemented in a proportionate and risk-based way."

19. Our front-line student facing staff teams are required to complete the current Home Office Prevent duty training on an annual basis. This includes Residential Life and Wellbeing teams, as well as representatives from EUSA, Legal, Academic Services and Security. This ensures that our staff know how to recognise signs of radicalisation and how to respond to concerns. We seek to promote awareness so we can intervene early and support students and staff. This will be reviewed in line with the training being developed with regard to the new Prevent Duty Guidance, noted above.

20. Through their membership of the Scottish Higher Education Prevent Group, the Deputy Secretary Students works in partnership with representatives of the Scottish Safeguarding team and the Police, as well as other Scottish university Prevent leads.

21. Any high-risk events with external speakers, and any cases of concern for students, are referred to the University Compliance Group, which is chaired by the University Secretary. Following a recent review of the operation of the Compliance Group, and a recently approved proposal on CONTEST presented to University Executive, the Terms of Reference and membership of the Compliance Group have been updated and have been submitted to the University Executive for approval on 11 June.

Paragraph 22: closed section

Resource implications

23. Not applicable.

Risk Management

24. The University has a legal duty to have "due regard to the need to prevent people from being drawn into terrorism." Failure to comply with the duty may lead to the Prevent Oversight Board recommending that the Secretary of State use the power of direction under section 30 of the Counter-Terrorism Act (2015). This power would only be used when other options for engagement and improvement had been exhausted.

Equality & Diversity

25. An Equality Impact Assessment was 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

26. We will engage with the training and other implementation activities related to the newly updated Prevent Guidance.

Consultation

27. Updates on Prevent Duty are regularly shared with members of the University Compliance Group.

28. The Deputy Secretary Students and Prevent Lead for the University participates in the Scottish Higher Education Prevent Group.

Further information

29. _Author & Presenter_
    Lucy Evans
    Deputy Secretary Students

Freedom of Information

30. Open version

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY COURT

17 June 2024

Education Act 1994 requirements in relation to the Students' Association

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

Action requested/Recommendation
2.   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.

4.   Within this requirement it is determined that any 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

Discussion
5.   Court 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.

6.   The Association last reviewed its written constitution in the form of the Articles of Association and the associated regulations in June 2021, with that review being reported to, and approved by, Court at the time. The next formal review will be due in June 2026.

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

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

Risk Management
9.   There are no specific risk implications associated with the paper.

Equality & Diversity

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

Next steps/implications

11. 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.

Consultation

12. This paper has been reviewed by Students' Association colleagues and the Deputy Secretary Students.

Further information

13. *Authors*   *Presenter*
Stephen Hubbard   Lucy Evans
CEO, Edinburgh University Students'   Deputy Secretary, Students
Association

Lucy Evans
Deputy Secretary, Students

Freedom of Information

14. Open paper.

Code of Practice relating to the

Edinburgh University Students' Association

THE UNIVERSITY
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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	Lucy Evans	Deputy Secretary, Students	lucy.evans@ed.ac.uk

Document control

Dates	Approved: June 2024	Starts: June 2024	Equality impact assessment: N/A	Amendments: N/A	Next Review: June 2025
Approving authority		University Court			
Consultation undertaken		EUSA, Deputy Secretary Students			
Section responsible for Code of Practice maintenance & review		EUSA, Deputy Secretary Students			
Related policies, procedures, guidelines & regulations		N/A			

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 Governance Subcommittee of the Trustee Board 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.

Finance

The financial affairs of the students' union should be properly conducted and appropriate arrangements should exist for the approval of the students' union's budget and the monitoring of its expenditure by the governing body.

The Students' Association is to publish a financial report annually or more frequently. The report is to be made available to the governing body and to all students and will contain, in particular, a list of external organisations to which the Students' Association has made donations during the period to which the report refers and details of those donations.

16.   The Students' Association Finance, Risk & Audit Subcommittee shall prepare an annual budget and forward business plan prior to the commencement of each financial year, which shall be submitted to the Students' Association Trustee Board for approval. The annual budget shall be presented for ratification to the University Policy & Resources Committee acting on behalf of the governing body.

17.   The Students Council shall receive the annual audited accounts of the Students' Association for information and the Students' Association Trustee Board shall receive the annual audited accounts of the Students' Association for approval. The annual audited accounts shall be presented for information to the University Policy & Resources Committee acting on behalf of the governing body.

18. The Students' Association will provide Financial and Management Information to the University Secretary and Director of Finance in line with the requirements set out in the University's annual letter of grant. The Director of Finance will report any points of note to the University Policy and Resources Committee.

18.   The accounts shall contain details of any donations made to external organisations during the financial year.

The procedure for allocating resources to groups or clubs should be fair and should be set down in writing and be freely accessible to all students.

19.   The allocation of resources to groups and societies affiliated to the Students' Association are managed by the Finance, Risk & Audit Subcommittee of the Trustee Board. The procedures are included in the Regulations which are available to any student, on request, from the President of the Students' Association. The procedures and opportunities for funding are also available on the Students' Association website under the Student Opportunities / Resources section.

Affiliations and Donations

If the student union decides to affiliate to an external organisation it must publish notice of its decision, stating the name of the organisation and details of any subscription or similar fee paid or proposed to be paid and of any donation made or proposed to be made to the organisation and such notice is to be made available to the governing body and to all students.

20.   All affiliations and donations made by decision of a Referendum, Students' Council, Standing Committees, Representative Committees or Students' Association Executive Officers shall be published in the annual accounts of the Students' Association.

When a student union is affiliated to any external organisation there are to be procedures for the review of affiliations under which the current list of affiliations is submitted for approval by members annually or more frequently, and at such intervals of not more than a year as the governing body may determine, a requisition may be made by such proportion of members (not exceeding 5 per cent) as the governing body may determine, that the question of 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, 17 June 2024 **[TBC]**

UNIVERSITY COURT

17 June 2024

Resolutions: Degree Programme Regulations

Description of paper

1. This paper invites Court to approve two Resolutions presented in final form, containing annual updates to the degree programme regulations.

2. These Resolutions contribute to the following University Strategy 2030 outcomes:
    *   We will have more user-friendly processes and efficient systems to support our work
    *   Multidisciplinary postgraduate education pathways will support flexible whole-life learning

Action requested/Recommendation

3. To approve the following Resolutions presented in final format:
    *   Resolution No. 4/2024: Undergraduate Degree Programme Regulations
    *   Resolution No. 5/2024: Postgraduate Degree Programme Regulations

Background and context

4. The Universities (Scotland) Act 1966 enables the Court to exercise by Resolution approval for 'any additions or amendment to regulations for existing degrees' on the recommendation of the Senate, with Senate having delegated responsibility for detailed work on the academic regulatory framework to its Academic Policy and Regulations Committee (APRC). APRC has undertaken its annual review of the undergraduate and postgraduate degree regulations and has recommended some amendments following consultation with Colleges and Schools. Draft Resolutions have been formulated to incorporate the recommended changes and attached to these draft Resolutions are a list of degrees to which these regulations apply.

Discussion

5. The key changes proposed to the Undergraduate Degree Programme Regulations 2024/25 are as indicated in the table below. Links within the regulations to other information have been updated as necessary.

Regulation Updated	What has changed
22 and 23 Recognition of Prior Learning (RPL)	22 - This regulation has been amended to more closely reflect the wording relating to RPL in the Postgraduate Degree Regulations. A clarification has also been added to state that credit limits relating to RPL do not apply in cases where a student is transferring between degree programmes within the University. 23 – The link has been updated to the latest RPL policy for admissions.
29 Optional Study Abroad	Reference to Erasmus exchange has been removed, since students from the University are no longer eligible for this scheme.
88 Bachelor of Veterinary Medicine & Surgery (BVM&S) Progression	The requirements relating to progression on this programme have been amended, based on updated information from the Veterinary School.

6.   The key changes proposed to the Postgraduate Degree Programme Regulations 2024/25 are as indicated in the table below. Links within the regulations to other information have been updated as necessary.

Regulation Updated	What has changed
24 Attendance and Participation	A clarification has been added to state that students on on-campus programmes are expected to continue in-person attendance during the dissertation or research project component of taught postgraduate Master's programmes. This has been added following concerns raised by the Student Immigration Service about visa-holding taught postgraduate students leaving the UK during the summer period to complete their dissertation or research project. In-person attendance is expected by UK Visas & Immigration for the entirety of programmes, so there is a risk to the University's status as a visa sponsor if students leave during this period.
28 Reductions to the Prescribed Period of Study	Amended to refer to regulation 18 of the Postgraduate Assessment Regulations for Research Degrees for information about early submission on doctoral or MPhil degrees. An additional process for reduction to the prescribed period of study is not required in cases where early submission is supported by the relevant College.

33 Authorised Interruption of Study	A clause has been added stating that, on programmes with a prescribed period of full-time study of 9 months, the total permitted period of Authorised Interruption of Study is 12 months. This was approved by APRC on 21 September 2023. A further clause has been added to state that, on part-time continuous Masters programmes with a prescribed period of study of 36 months, the total permitted period of Authorised Interruption of Study is 24 months. This replaces the existing provision of 12 months for these students, and is based on experience of concessions cases from the College of Medicine & Veterinary Medicine in particular. On a programme of three years' duration, it is not uncommon for students to have more than one period where they need to take an extended break from study, for example due to ill health or maternity leave. As such, this proposed change offers potential benefits to all students, and especially those in protected groups, especially women and students with disabilities. The proposed change also reduces the administrative burden currently presented by needing to escalate concessions cases to APRC for decisions. We do not foresee any risks or resource implications presented by this change.
34 Extensions of Study	We have added a statement that additional periods of study offered for the completion of corrections or resubmission of a thesis following examination on a PhD or MPhil programme do not count towards the total maximum period of permitted extensions. Currently, where students who have exhausted the maximum allowable period for extensions are offered a period of corrections or resubmission following examination, this requires approval of a concession by APRC to allow a further extension. This is an additional administrative hurdle which serves no purpose, since the APRC Convener would not reject a request of this nature, where the examiners have indicated that the student has a clear path to successful completion of the thesis. This change will save staff time and reduce uncertainty for students.

43 Termination of supervision	This regulation has been amended to refer to a separate document, which outlines the process for consideration of termination of supervision. This process was approved by APRC's predecessor Committee, the Curriculum & Student Progression Committee, in April 2017.
45 Request for Reinstatement on Doctoral and MPhil degrees	This regulation has been amended to include coverage of students who withdraw before the end of their programme, who may also be permitted to apply for reinstatement. While students who have been excluded for lapse of time will be permitted only to return to submit a completed thesis, students who withdrew with time remaining in their programme may be offered this time to complete their thesis before submission. The proposed change carries minimal risk, since Colleges retain the right to refuse reinstatement for any reason, but especially where they are not satisfied that the student will successfully complete a passable thesis, or where appropriate supervision is not available. Students who have been excluded for any reason other than lapse of time (e.g. due to failure to progress following an annual review) will not be permitted to apply for reinstatement. The amended regulation advises that students who require a Student Visa to study must contact the Student Immigration Service for advice before applying for reinstatement.
46 Vacation Leave for Research Students	Clarification has been added that the allowance of eight weeks' vacation leave applies to each year of study, and that this is included in the prescribed period of study.
48 PhD Thesis Length – Word Count	Clarification has been added regarding what constitutes "preface material": table of contents, acknowledgements, list of abbreviations, list of illustrations.
68 PhD – Submission by Portfolio in Art, Design and Landscape Architecture	Amended to state that the bibliography is not included in the word count for the thesis. This reflects the position for other PhD degrees.

7.   The draft Resolutions were circulated to General Council with no observations received and were considered by Electronic Senate from 24 April – 8 May 2024. For Postgraduate degree regulation 88. Masters in Surgical Sciences, a Senate member noted that this programme-specific regulation no longer applies and should be removed. The School confirmed this was correct so this regulation was removed and the subsequent regulations renumbered.

Resource implications

8. APRC has given due consideration to any potential resource implications and there are none to be raised to Court.

Risk Management

9. The proposed amendments include clarification regarding in-person attendance for students on campus-based programmes, which helps to reduce the risk of non-compliance with visa sponsor regulations from the UK Home Office. APRC did not consider that there were other risk implications to be raised to Court.

Responding to the Climate Emergency & Sustainable Development Goals

10. The proposals relating to extending the interruption of study period support SDG3 regarding good health and wellbeing; SDG4 by offering more inclusive and equitable opportunities for education, particularly for students experiencing mental ill health, who are more likely to need interruptions of study; and SDG5 regarding gender equality given that women are more likely to need periods of interruption of study for pregnancy and maternity.

Equality & Diversity

11. APRC has given due consideration to equality and diversity issues, and considered that the proposed amendments include enhancements and clarifications that will have some positive effects for students, e.g., by providing more generous concessions to students who would benefit from an interruption of study period. APRC noted no negative implications for equality and diversity from the proposed amendments. The proposed amendments are minor and do not therefore require an Equality Impact Assessment.

Next steps/implications

12. Senate and the General Council will be informed of the approval of the final Resolutions and the degree regulations will come into effect on 1 August 2024. The list of approved Resolutions is annually reviewed and published on the University's website.

Consultation

13. Academic Services consulted widely on the revisions to the degree regulations and these have been reviewed and recommended for approval by Senate's Academic Policy & Regulations Committee. Court reviewed them in draft form at the April meeting, following which they were circulated to Senate and the General Council before returning to Court for approval.

Further information

14. *Authors*
    Cristina Matthews and Dr Adam Bunni
    Academic Services
    May 2024

Freedom of Information

15. Open paper.

UNIVERSITY OF EDINBURGH

Resolution of the University Court No. 4/2024

Undergraduate Degree Programme Regulations

At Edinburgh, the Seventeenth day of June, Two thousand and twenty four.

WHEREAS the University Court deems it desirable to produce one comprehensive set of Undergraduate Degree Regulations, including Assessment Regulations (2024/25);

AND WHEREAS the University Court considers it expedient to promulgate this Resolution to set out these Regulations in full to give effect to the essential elements contained within these Regulations including Assessment Regulations (2024/25):

THEREFORE the University Court, on the recommendation of the Senatus Academicus and in exercise of the powers conferred upon it by Section 3 of the Universities (Scotland) Act 1966, with special reference to paragraphs 2 and 8 of Part II of Schedule 2 to that Act, hereby resolves:

1.   The Undergraduate Degree Regulations are hereby set out:

Degree Regulations and Programmes of Study Undergraduate Degree Programme Regulations 2024/25

A.   General Undergraduate Degree Regulations

Compliance

Mode of Study

Study Period

Degree Regulations and Programmes of Study Undergraduate Degree Programme Regulations 2024/25

Recognition of Prior Learning (RPL)

Attendance and Participation

Optional Study Abroad

Withdrawal and Exclusion

Progression and Permissible Credit Loads

Transfer to Different Degree Programme

Degree Regulations and Programmes of Study
Undergraduate Degree Programme Regulations
2024/25

Degree Regulations and Programmes of Study Undergraduate Degree Programme Regulations 2024/25

D   College of Science and Engineering Undergraduate Degree Regulations: Degree Specific Regulations

Degree Regulations and Programmes of Study Undergraduate Degree Programme Regulations 2024/25

A   General Undergraduate Degree Regulations

Compliance

1.   These regulations apply to all categories of undergraduate study at the University of Edinburgh, except for those qualified by a Senatus approved Memorandum of Agreement or Understanding for joint or collaborative awards. Every undergraduate student must comply with these regulations. In exceptional circumstances a concession to allow relaxation of a specific regulation may be granted by the appropriate Head of College (or delegated nominee). Where the Head of College does not have authority to award a particular concession then the Academic Policy and Regulations Committee may award the concession.

2.   Where the Head of College has the authority to grant permissions and concessions, this authority may be delegated to appropriate nominees in the College or Schools. Students must consult their Student Support Team or Student Adviser as to the appropriate point of contact, and must not approach the Head of College directly.

3.   Students must comply with any requirements specific to their degree programme as set out in the Degree Programme Tables, the relevant College Regulations specified in sections B, C and D below and the University's Taught Assessment Regulations for the current academic session: www.ed.ac.uk/schools-departments/academic-services/staff/assessment/assessment-regulations

4.   Where a student's degree programme is subject to Fitness to Practise requirements, the relevant College Committee must be satisfied at all times that in respect of health, conduct and any other matters which the Committee may reasonably deem relevant, whether such matters relate to the student's University programme or are unrelated to it, the student will not constitute a risk to the public, vulnerable children or adults or to patients and is a suitable person to become a registered member of the relevant professional body. Students are subject to the Fitness to Practise regulations both while actively studying and while on an interruption of study. Any student who fails to satisfy the relevant College Committee, irrespective of their performance in assessment, will be reported to the Head of College who has power to recommend exclusion from further studies and assessments or Professional Examinations, or to recommend the award of the degree be withheld, or other penalty set out in College procedures. An appeal against this decision may be submitted to the Student Fitness to Practise Appeal Committee.

- See the Student Appeal Regulations at: www.ed.ac.uk/files/atoms/files/studentappealregulations.pdf.
- See section 63 below for the College of Arts, Humanities and Social Sciences Fitness to Practice Procedure.
- See section 71 below for the College of Medicine and Veterinary Medicine Fitness to Practice Procedure.

5.　　The University considers that certain types of criminal offences may constitute a breach of the Code of Student Conduct and/or a degree programme's Fitness to Practise requirements. Accordingly, students must inform the Student Conduct Team if they have:

- a relevant pending charge or relevant unspent criminal conviction on matriculating at the University (students must provide this information no later than one week after matriculation); or
- been charged or convicted of a relevant criminal offence since matriculating at the University (students must provide this information no later than one week after the date of the charge or conviction).

Information about offences considered relevant and which should therefore be reported under this regulation is provided on the University website, and may be updated on occasion: www.ed.ac.uk/academic-services/students/conduct/criminalconvictions

Where a student discloses a relevant charge or conviction, the Student Conduct Team will refer the case to the Deputy Secretary, Student Experience (or delegated authority), who will decide whether to:

- take no further action; or
- refer the matter for investigation under the Code of Student Conduct; or
- (where a student's degree programme is subject to Fitness to Practise requirements) refer the matter for consideration under the relevant College's Fitness to Practice procedures.

Alternatively, action may be taken under both the Code of Student Conduct and relevant Fitness to Practise procedures, where the Deputy Secretary (or delegated authority) and the relevant College consider this appropriate.

6.　　The University awards the following types of undergraduate degrees, diplomas and certificates. The University's undergraduate awards and degree programmes are consistent with the Scottish Credit and Qualifications Framework (SCQF, www.scqf.org.uk/), unless an exemption has been approved by the Academic Policy and Regulations Committee. The credit levels required for each programme are specified within the appropriate Degree Programme Table (DPT).

I	Undergraduate Certificate of Higher Education	At least 120 credits of which a minimum of 90 are at level 7 or higher.
Ii	Undergraduate Diploma of Higher Education	At least 240 credits of which a minimum of 90 are at level 8 or higher
A.	Single Honours (in a named subject/discipline)	At least 480 credits of which a minimum of 180 is at levels 9 and 10, including at least 90 at level 10.
B.	Single Honours (with a subsidiary subject)	At least 480 credits of which a minimum of 180 is at levels 9 and 10, including at least 90 at level 10.

C.	Combined Honours (in two disciplines)	At least 480 credits of which a minimum of 180 is at levels 9 and 10, including at least 90 at level 10.
D.	Group Honours (more than two disciplines)	At least 480 credits of which a minimum of 180 is at levels 9 and 10, including at least 90 at level 10.
E.	Non-Honours Degrees	At least 360 credits of which a minimum of 60 is at level 9.
F.	General and Ordinary	At least 360 credits of which a minimum of 60 is at level 9.
G.	Intercalated Honours Degrees	See appropriate Degree Programme Table
H.	Integrated Masters with Honours (in named subject/discipline)	At least 600 credits of which a minimum of 120 is at level 11.
	Integrated Masters (with a subsidiary subject)	At least 600 credits of which a minimum of 120 is at level 11.
	Integrated Masters (with combined honours in two disciplines)	At least 600 credits of which a minimum of 120 is at level 11.
I.	MBChB (5 year programme)	720 credits
	MBChB (6 year programme)	780 credits
J.	BVM&S Graduate Entry Programme	560 credits
	BVM&S 5 Year Programme	640 credits

7.   Every student must comply with the detailed requirements of the curriculum for the degree as set out in the appropriate Degree Programme Table, the programme handbook, the course handbook, the order in which courses are attended and the assessment for the programme, which are published in the University Degree Regulations and Programmes of Study. In exceptional cases, the Head of College may approve a concession allowing a student to substitute a course marked as compulsory in the relevant Degree Programme Table with another course (or courses) with the same credit volume and SCQF level.

8.   When selecting courses, students must comply with the pre-requisite, co-requisite and prohibited combination requirements for the degree programme, unless a concession is approved by the relevant Head of College.

9.   Students should commence their degree programme at the start of the academic year, and should commence the courses that they are enrolled on at the start of semester in which the courses are taught. No student may commence any year of their degree programme more than two weeks after the start of the relevant academic year without the permission of the Head of College. No student will be enrolled on a course more than two weeks after the start of semester in which the course is taught without the permission of the Head of College. Where a student withdraws from a course more than six weeks after the start of the relevant semester, the course enrolment remains on the student's record. Students in Honours years are not permitted to withdraw from a course marked as optional on the Degree Programme Table more than six weeks after the start of the relevant semester in order to substitute the course with another optional course in a subsequent semester, unless the relevant Board of Examiners has awarded a null sit for the course

under the Special Circumstances procedure, and the requirement above to enrol on the course within the first two weeks of the relevant semester can be met.

Mode of Study

10.   Programmes are offered on a full-time or part-time basis. Students' mode of study is defined when they are admitted to the degree programme.

11.   Only in exceptional circumstances, and with the permission of the Head of College, is a student allowed to change mode of study. For academic reasons, the University may require a student to change their mode of study.

Study Period

12.   A student must complete the requirements of the degree programme within the period of study specified in the Degree Programme Table, unless given a concession with the approval of the Head of College.

13.   The maximum period for completion of an Ordinary or General degree programme is 8 years. The maximum period for completion of an MBChB or Honours degree programme is 10 years. This maximum period includes any concessions and any authorised interruptions of study.

14.   With the annual permission of the Head of College, a student may take longer than the study period specified in the Degree Programme Table to undertake an Ordinary, General or Honours degree programme, provided that a minimum of 40 credit points are undertaken in each year of study.

15   Where a student needs to meet specific progression requirements, the Head of College may approve a student taking fewer than 40 credit points.

16.   Certain elements of a degree programme may require full-time attendance. Students given permission to undertake study over an extended period must comply with any requirements specified for a particular degree programme.

17.   For the award of a University of Edinburgh degree a student must study University of Edinburgh courses for a minimum period of two years and obtain 240 credits or the pro-rata equivalent in the case of part-time study (for part-time study, the period of study will be longer but the same minimum credit levels must be achieved). This regulation does not apply to intercalating medicine and veterinary medicine students. In exceptional circumstances, the Head of College may approve a concession to allow the award of a University of Edinburgh degree to a student who has studied University of Edinburgh courses for a minimum of one year (obtaining 120 credits or the pro-rata in the case of part-time study). This may include students studying at the University of Edinburgh on 2+2 arrangements, or students entering the University directly into year 3 of study.

18.   A student studying for an Honours degree is not allowed to substitute study at another institution for the final year of their Honours programme.

19.   A student may apply for an authorised interruption of study and it may be authorised by the Head of College if there is good reason for approving the interruption. Students may be required to provide evidence to support their applications. Interruptions of study will not be applied retrospectively. Any one period of authorised interruption of study will not exceed one academic year, unless authorised by the Head of College. The total period of authorised interruption of study is the same for full-time and part-time students and will not exceed 100% of the prescribed period of full-time study**.**

20.   Study undertaken at another institution during a period of authorised interruption of study will not be credited to a student's programme of study at the University of Edinburgh.

21.   Students registered for the 5-year MBChB programme or the BVM&S may elect to take an intercalated Honours year, or undertake a postgraduate degree programme during their period of enrolment. This is not categorised as interruption of study.

Recognition of Prior Learning (RPL)

22.   RPL can only be recognised at the point of admission to the University. The Head of College has the power to recognise the transfer of a student's credit previously gained either at the University or another institution and to count it towards their intended award. Before approval is granted the College must be satisfied that the learning to be recognised and transferred provides an adequate basis for the programme or courses as set out in the appropriate Degree Programme Table. The Head of College can recognise the transfer of up to 240 credits of prior learning and on this basis to admit a student to the second or later years of a programme of study. This limit does not apply where students are transferring between programmes within the University, in line with regulation 48. University of Edinburgh courses which have a substantial curriculum overlap with any of the courses that contributed to a student's admission on the basis of RPL will not count towards the student's degree programme.

23.   The University can also consider prior learning for admissions purposes. [University RPL policy for admissions](#).

Attendance and Participation

24.   Students must attend and participate as required in all aspects of their programme of study. This includes being available for teaching sessions, assessment, examination and meeting with their allocated Student Adviser face to face and electronically. Except when registered on a designated online or distance learning programme, or where remote participation is specifically stated, students are expected to attend and participate in person. The Degree Programme Table and programme handbook sets out programme requirements for engagement. Certain students' visa requirements may require the University to monitor attendance and engagement in specific ways.

25.   It is a student's responsibility to provide a current postal contact address and to ensure that any legal requirements, including those imposed by their funding or grant authority, are met. All students are required to check their MyEd and University email account frequently for communications from the University and respond where appropriate.

University policy on contacting students by email:
www.ed.ac.uk/files/atoms/files/contacting_students_by_email.pdf

26.   Leave of absence is required where students undertake compulsory and optional activities related to, or as part of, the programme of study away from campus in Edinburgh. Students must have the formal approval of the College for any leave of absence to study away from Edinburgh that is 30 calendar days' duration or longer. Study location changes of less than 30 calendar days must be agreed with the Supervisor or Student Adviser. Where the activity is a compulsory part of the programme of study and is organised by the School or College, permission may be given by the College for a cohort of students without individual applications being made. Colleges and Schools must maintain records of all leaves of absence. Certain students' visa conditions may be affected by study away from Edinburgh. This regulation does not apply to students on a recognised distance learning programme.

Optional Study Abroad

27.   Students may be eligible to undertake Optional Study Abroad as part of their undergraduate degree programme, providing they meet the selection criteria. Periods of Optional Study Abroad must only be undertaken at a higher education institution with which the University of Edinburgh has a formal exchange agreement. Students are not permitted to arrange their own opportunities to study at another higher education institution. Periods of Optional Study Abroad may be for one academic year, or one semester depending on the exchanges offered in each discipline.

28.   Students must have achieved 240 credits before participating in Optional Study Abroad in year 3. All year 2 courses must be passed at the first attempt; resits during the summer diet are not permitted. Students must have achieved 360 credits before participating in Optional Study Abroad in year 4 of a 5 year programme.

29.   Students undertaking Optional Study Abroad are required to complete a Learning Agreement in consultation with their School Exchange Coordinator prior to departure. Learning Agreements must be agreed and signed by the student, their School Exchange Coordinator, and the partner university. In the case of joint degree programmes, the Learning Agreement must be approved by both Schools, but the School which owns the programme is ultimately responsible for the Learning Agreement. If any amendments are required to the Learning Agreement at any time, including on arrival at the partner university, students must agree these changes with the School Exchange Coordinator. The Exchange Coordinator is responsible for confirming that the amended Learning Agreement corresponds appropriately with the University of Edinburgh degree curriculum for the relevant year of study.

30.   Students who undertake Optional Study Abroad must undertake the equivalent volume of credits and level of courses at the partner university to that which they would study if they were remaining in Edinburgh. Credit achieved at a partner university is converted to University of Edinburgh credit, and counts towards the total credit required for the award of an Edinburgh degree. Individual marks/grades achieved at a partner university are not converted to University of Edinburgh marks/grades.

- Students studying abroad for one semester must enrol in the equivalent of 60 University of Edinburgh credits;
- Students studying abroad for an academic year must enrol in the equivalent of 120 University of Edinburgh credits.
- For students studying at European institutions, 60 Edinburgh credits are equivalent to 30 ECTS (European Credit Transfer System) credits and 120 Edinburgh credits are equivalent to 60 ECTS.
- For students studying at non-European institutions, the credit load and level required to be undertaken at the chosen partner university will be as approved Colleges, in consultation with Edinburgh Global.

31.   Students who attempt but do not achieve the required credit at the partner university may be eligible for the award of Credit on Aggregate (CA). CA can only be awarded when the student has enrolled in and attempted assessment for the equivalent to a full University of Edinburgh credit load at an appropriate level, and in accordance with the regulations and guidance available in the Taught Assessment Regulations for awarding credit on aggregate. Progression decisions for students returning from Optional Study Abroad are the responsibility of the appropriate College Study Abroad Progression Board. Terms of Reference for the College Study Abroad Progression Boards are available here:

www.ed.ac.uk/files/atoms/files/studyabroadcollegeboards-termsofreference.pdf

32.   In cases where assessment is optional at a partner university, students are required to undertake assessment. Credit awarded on a "pass/fail" basis will only be accepted in exceptional circumstances or where the partner institution confirms there is no alternative, and with advance approval of the appropriate College.

Withdrawal and Exclusion

33.   Any student may withdraw permanently from their programme of study at any point in the year. Students may be excluded for reasons outlined within the procedure for Withdrawal and Exclusion from Studies:
www.ed.ac.uk/files/atoms/files/withdrawal_exclusion_from_study.pdf

Progression and Permissible Credit Loads

34.   To gain a specific degree award, students must achieve the Scottish Credit and Qualifications Framework (SCQF, www.scqf.org.uk/) credit point and level requirements of the particular programme, as set out in the appropriate Degree Programme Table.

35.   Full-time undergraduate study comprises 120 credit points in each year of study. Part-time study is defined on a pro-rata basis in the relevant Degree Programme Table.

36.   Students must attain the credits and other requirements for each stage of study, as outlined in the relevant Degree Programme Table and Programme Handbook. In addition, students must meet any other requirements set out in their Programme and/or Course Handbook.

37.   Any student who has not attained the full volume of credit points for their year of programme by the end of the relevant session (e.g. 120 credits for full-time students) may be required to take resit exams, supplementary or alternative assessments, or additional courses to make good the deficit.

38.   In order to progress to the next year of programme, a student must attain the following minimum number of credits:

- 80 credit points by the end of Year 1 of programme;
- 200 credit points by the end of Year 2 of programme;
- 360 credit points by the end of Year 3 of programme;
- 480 credit points by the end of Year 4 of programme;
- 600 credit points by the end of Year 5 of programme for Integrated Masters

39.   Where a programme requires students to attain more than the minimum number of credits in order to progress, this will be specified in the relevant Degree Programme Table and Programme Handbook.

40.   Where students are allowed to progress with a credit deficit, they will be required to obtain the missing credits in order to qualify for the relevant award.

41.   Students who do not attain sufficient credits to progress within the specified period may be excluded for unsatisfactory academic progress. The College will follow the procedure for Withdrawal and Exclusion from Studies:
www.ed.ac.uk/files/atoms/files/withdrawal_exclusion_from_study.pdf

42.   The College may offer students who are unable to progress due to a credit deficit the opportunity to return to study the following year in order to seek to address this deficit. Such a return to study without progression may be offered on a full-time, part-time, or assessment-only basis.

43.   In pre-Honours years, a student may be allowed to take up to 40 credits of additional Scottish Credit and Qualifications Framework (SCQF, www.scqf.org.uk/) level 7 and 8 courses (in addition to the normal 120 credits), subject to the approval of the Director of Teaching or delegated nominee (e.g. student's Student Adviser).

44.   Exceptionally, students in their honours years, with College approval, may take up to 40 credits of additional Scottish Credit and Qualifications Framework (SCQF, www.scqf.org.uk/) level 7 or 8 credit and, more rarely, up to 10 credits at levels 9-11 in the Honours years.

45.   Students may attend courses on a class-only basis (i.e. not for credit), with the agreement of the Course Organiser and the approval of the Director of Teaching or delegated nominee (e.g. Student Adviser). Decisions will be based on the overall load (credit and non-credit bearing) on the student, which must not exceed 160 credits.

46.   A student who has previously submitted work for one course at the University must not submit the same work to attempt to achieve academic credit at the University through another course.

47.   Students registered on a programme of study at this University may not undertake any other concurrent credit bearing studies in this (or in any other) institution, unless the College has granted permission. The College must be satisfied that any additional credit-bearing studies will not restrict the student's ability to complete their existing programme of study.

Transfer to Different Degree Programme

48.   A student may be allowed to transfer to a different degree programme in the University by permission of the receiving College. The College may approve the transfer of some or all of the credits the student has attained for their previous programme into the new programme, as appropriate.

49.   Unless granted a concession by the Head of the receiving College, students must comply with the pre-requisite and co-requisite requirements of the new programme shown in the Degree Programme Table.

Awards and Qualifications

50.   In order to achieve the award of the Undergraduate Certificate of Higher Education students must have attained a minimum of 120 credit points (of which a minimum of 90 are at level 7 or higher) gained from passes in courses of this University which count towards graduation.

51.   In order to achieve the award of the Undergraduate Diploma of Higher Education students must have attained a minimum of 240 credit points. At least 120 credit points must be gained from passes in courses of this University counting towards graduation and at least 90 of the 120 credit points gained from courses passed at this University must be in courses at level 8 or above.

52.   The attainment requirements for students for General and Ordinary degrees are specified in the relevant College regulations below.

53.   The attainment requirements for students for MBChB and BVM&S degrees and the BSc in Oral Health Sciences are specified in the College of Medicine and Veterinary Medicine regulations below (Section C).

54.   The award of Honours is based on the student's performance in assessment in the Honours year(s). For information on the award of Honours see the Taught Assessment Regulations for the current academic session: www.ed.ac.uk/schools-departments/academic-services/staff/assessment/assessment-regulations

55.   A student who satisfies the examiners in the Honours assessment shall be awarded Honours in one of following classifications: First Class, Second Class Division I, Second Class Division II and Third Class.

56.   Students who have been assessed, classed or failed for Honours may not present themselves for re-assessment in the same programme, or assessment in a closely related programme. The Head of College determines whether a programme is closely related.

57.   During a single period of continuous registration, a student may be awarded only the University qualification with the highest status for which they have attained the required credits.

58.   A candidate who already holds a General or Ordinary degree may be permitted by the appropriate Head of College to apply for the degree with Honours, provided that not more than three years have elapsed between their first graduation and acceptance as a candidate for the subsequent degree with Honours. Such a candidate will normally be required to achieve a further 240 credit points, or credit points as deemed appropriate by the Head of the receiving College, at the levels stipulated in the appropriate Degree Programme Table. Candidates who have exited the University with a General or Ordinary degree due to failure to meet relevant requirements for an Honours degree are not eligible to apply for readmission on this basis.

59.   In exceptional circumstances, notwithstanding any existing Resolutions to the contrary, the University may confer all existing Honours degrees with unclassified Honours if insufficient information is available to the relevant Board of Examiners to classify those degrees. Where a Board of Examiners has insufficient information to enable an unclassified Honours degree to be conferred on a candidate for Honours, a General or Ordinary degree may be awarded to that candidate where they are qualified for such a degree under the existing Regulations. Conferment of an unclassified Honours degree or General or Ordinary degree in these cases is an interim measure: final awards will be confirmed when sufficient information is available to the relevant Board of Examiners.

60.   Senatus may authorise the conferment of posthumous degrees, diplomas and certificates if proposed by the College and approved by the Academic Policy and Regulations Committee. A posthumous award is conferred where the student has significantly completed the relevant year of study at the time of death.

61.   In exceptional circumstances Senatus may authorise the conferment of aegrotat degrees, which are unclassified. Each such conferment requires a proposal from the College concerned to be approved by the Academic Policy and Regulations Committee. An aegrotat degree is conferred only where the student was nearly qualified to receive the degree and was unable to complete it due to circumstances beyond their control. Before any proposal is referred to Senatus, the College must check that the student is willing to receive the degree aegrotat.

Degree Regulations and Programmes of Study
Undergraduate Degree Programme Regulations
2024/25

THE UNIVERSITY
of EDINBURGH

B   College of Arts, Humanities and Social Sciences Undergraduate Degree Regulations: Degree Specific Regulations

62.   These degree programme requirements relate to undergraduate programmes in the College of Arts, Humanities and Social Sciences. They are additional to, and should be read in conjunction with, the General Undergraduate Degree Regulations above, which apply to all undergraduate programmes, unless otherwise stated.

63.   The College Fitness to Practise policy is available at: https://www.ed.ac.uk/arts-humanities-soc-sci/taught-students/student-conduct/fitness-to-practise

General and Ordinary Degrees

64.   BA (Arts, Humanities and Social Sciences)

To qualify for the award of the degree of BA (Arts, Humanities and Social Sciences) students must have obtained 360 credit points from passes (or accreditation of prior learning) normally at the rate of 120 credit points per year.

The overall curriculum must include at least:

360 credit points, of which at least 240 credit points must be at SCQF level 8, 9 or 10. Courses at SCQF level 8, 9, or 10 must include:

- A minimum of 200 credit points from courses in Arts, Humanities and Social Sciences.
- A minimum of 140 credit points in a major subject of study in Arts, Humanities and Social Sciences (which may be part of the 200 credit points listed in the point above) comprising related and consecutive courses in this subject over three years of which 60 credit points must be at SCQF level 9 or 10.

In addition, there must be at least 40 credit points at SCQF levels 7-10 in each of a minimum of two other subjects of study.

Students have a free choice of the remaining credits at SCQF levels 7-10.

BA (Arts, Humanities and Social Sciences) in a designated discipline:

To qualify for the award of the BA (Arts, Humanities and Social Sciences) in a designated discipline students must have obtained 360 credit points (or accreditation of prior learning) normally at the rate of 120 credit points per year.

The overall curriculum must include at least:

360 credit points, of which at least 240 credit points must be at SCQF level 8, 9 or 10. Courses at SCQF level 8, 9, or 10 must include:

- A minimum of 200 credit points from courses in Arts, Humanities and Social Sciences.

- A minimum of 160 credit points in a major subject of study in Arts, Humanities and Social Sciences (which may be part of the 200 credits listed in the point above) comprising related and consecutive courses in this subject over three years of which 80 credit points must be at SCQF level 9 or 10.

In addition, there must be at least 40 credit points at SCQF levels 7-10 in each of a minimum of two other subjects of study.

Students have a free choice of the remaining credits at SCQF levels 7-10.

Merit and Distinction

65.   General and Ordinary degrees may be awarded with Merit or Distinction.

For Merit a student must achieve grade B or above at first attempt, in courses totalling 180 credit points, of which at least 40 credits points must be at level 9 or 10, and at least 80 of the remaining credit points must be at level 8 or higher.

For Distinction, a student must achieve grade A at first attempt, in courses totalling at least 160 credit points, of which at least 40 credit points must be at level 9 or 10, and at least 80 of the remaining credit points must be at level 8 or higher.

66.   The LLB Ordinary, Graduate Entry degree may be awarded with Merit or Distinction.

For Merit a student must achieve grade B or above at first attempt, in courses totalling 120 credit points.

For Distinction, a student must achieve grade A at first attempt, in courses totalling at least 100 credit points.

67.   Students of the MA Fine Art with Honours degree will be awarded a Distinction in either Art or History of Art if their performance in the subject is of first class standard but their overall degree result is lower than first class. Students are eligible for distinction in History of Art or Art Practice.

Distinction in Oral Language

68.   Students of the MA with Honours which includes an Honours oral examination in any one of the following languages will be awarded a Distinction in Oral Language if their performance at the oral examination is of first-class standard: Arabic, Chinese, Danish, French, Gaelic, German, Italian, Japanese, Norwegian, Persian, Portuguese, Russian, Spanish and Swedish.

Degree of Bachelor of Medical Sciences and Bachelor of Science in Veterinary Science with Honours

69.   The degree programme requirements of the Bachelor of Medical Sciences and Bachelor of Science in Veterinary Science are in the College Undergraduate Degree Regulations of the College of Medicine and Veterinary Medicine (Section C).

C   College of Medicine and Veterinary Medicine Undergraduate Degree Regulations: Degree Specific Regulations

70.   These degree programme requirements relate to undergraduate programmes in the College of Medicine and Veterinary Medicine. They are additional to, and should be read in conjunction with, the General Undergraduate Degree Regulations above, which apply to all undergraduate programmes, unless otherwise stated.

71.   The College Fitness to Practise policy is available at https://www.ed.ac.uk/medicine-vet-medicine/edinburgh-medical-school/medicine/the-student-experience/professionalism

MBChB

Compliance

72.   Students should refer to the Programme Handbook and Virtual Learning Environment for detailed curriculum and assessment information.

73.   Students entering the first year of the MBChB programme are subject to a check, carried out by Disclosure Scotland, under the Protection of Vulnerable Groups legislation. Admission to the medical profession is excepted from the provisions of Section 4 (2) of the Rehabilitation of Offenders Act 1974 by virtue of the Rehabilitation of Offenders Act 1974 (Exceptions) (Amendments) Order 1986. Students on the MBChB programme are therefore not entitled to withhold information about any conviction on the grounds that it is, for other purposes, spent under the Act. Subject to the provisions of the Rehabilitation of Offenders Act 1974, failure to disclose a conviction may result in the withdrawal of an offer of admission or exclusion from a programme of studies.

74.   Students are subject to blood borne virus checks as they are admitted to the MBChB programme. Students declining testing or found to be infected by a blood borne virus will be allowed to continue on their degree programme leading to full Medical Registration, provided that they formally accept the requirement they will not be allowed to perform Exposure Prone Procedures (EPPs), and recognise that careers in some specialties may not be open to them if their infection persists.

Attendance and Participation

75.   Students on the MBChB programme are required to attend all teaching throughout the year. Students should consult Course Handbooks on the Virtual Learning Environment for detailed attendance and timetable information.

76.   Students in the final three years of study are required to undertake placements in hospitals across the South East of Scotland.

77.	In exceptional circumstances students may be permitted to interrupt studies or repeat a year of study because of ill-health, service or sporting commitments, or an episode of academic failure. Only in highly exceptional circumstances will students be permitted more than two such years of interrupted progress, whether taken consecutively or at intervals throughout the programme. Exceptions are very unlikely to be considered in the case of prolonged or repeated academic failure. Students who wish to be considered for a further interruption or repeat year of study must apply to the Progression Review Committee. Approved study for an intercalated degree does not constitute interrupted progress.

Progression

78.	MBChB students are only entitled to two assessment attempts for courses which are part of the MBChB programme. This regulation supersedes the resit assessment regulation within the Taught Assessment Regulations.

79.	A student who fails the professional requirements (attendance, engagement, and conduct) of the programme may be required by the relevant Board of Examiners to undertake additional clinical attachments before being permitted to progress.

80.	No student may proceed to the next year of study for the MBChB programme until they have passed all components of the previous year of the programme, unless the Board of Examiners or Progression Review Committee has exceptionally granted permission.

81.	Students on the 6-year MBChB programme may omit Year 3 of the MBChB Programme if they enter with an approved BSc degree. In this situation students proceed directly from Year 2 to Year 4 of the 6-year MBChB Programme.

82.	Students on the 6- year MBChB programme may be permitted to interrupt their studies during the honours year with medical evidence and proceed directly into Year 4 of the MBChB programme the following academic year with approval of the Progression Review Committee.

Awards

Passes with Distinction

83.	MBChB Distinctions are awarded for outstanding performance over a whole year of the programme.

Honours at Graduation

84.	The award of MBChB with Honours may be conferred upon students who have performed at an outstanding level in the Professional Examinations throughout the degree programme.

BVM&S

Compliance

85.   Students should refer to the appropriate Course Books for detailed curriculum and assessment information. Students should refer to the Animal Husbandry and Clinical Extramural Studies (EMS) Handbooks for all detailed EMS information and arrangements.

86.   Students are subject to health clearance as they are admitted to the BVM&S programmes. Failure to comply with this regulation may result in exclusion from a programme of studies.

Attendance and Participation

87.   In exceptional circumstances students may be permitted to interrupt studies or repeat a year of study because of ill-health, service or sporting commitments, or an episode of academic failure. Only in highly exceptional circumstances will students be permitted more than two such years of interrupted progress, whether taken consecutively or at intervals throughout the programme. Exceptions are very unlikely to be considered in the case of prolonged or repeated academic failure. Approved study for an intercalated degree does not constitute interrupted progress.

Progression

88.   Students are required to complete a specified number of animal husbandry extramural studies (AHEMS) and clinical extramural studies (cEMS). Students must submit satisfactory evidence of completion of the specified number of weeks of approved animal husbandry extramural studies (AHEMS) by the submission deadlines provided by the School. Students who fail to satisfy the AHEMS requirement will be unable to progress into third year of the BVM&S programme and will be reported to the BVM&S Progression Committee. Students who have not completed the specified number of weeks of approved cEMS prior to the end of final year will be unable to graduate. The specified number of AHEMS and cEMS weeks for each cohort are provided in the programme handbook.

89.   Clinical EMS can be started in the summer vacation between second and third year, provided all animal husbandry EMS has been signed off as complete in line with the arrangements and deadlines approved by the School, and provided the Clinical EMS Driving License has been completed.

90.   Students who fail to submit required clinical EMS evidence by the deadline set by the School each year will not have that EMS added to their total and will be reported to the BVM&S Progression Committee. The deadline for each preceding year is 31st January, e.g. deadline for all EMS submissions for 2017 is 31st January 2018.

91.   No student may proceed to the next year of study for the BVM&S programme until they have passed all components of the previous year of the programme, unless a concession is awarded by the Head of College. Students failing to complete all components will be reported to the BVM&S Progression Committee and exclusion from further attendance at courses and examinations may be recommended.

Awards

Distinction at Graduation

92.   Students who entered the BVM&S prior to the 2022/23 academic year and have displayed special merit in the Professional Examinations over the whole degree programme will be awarded BVM&S with Distinction at the time of graduation. Awards are made based on calculations equally across all years and are weighted by course credit value. For students who entered the BVM&S in the 2022/23 academic year, criteria for the award of Distinction at graduation are set out in the relevant programme handbook. BVM&S with Distinction will not be awarded for students who entered the BVM&S from the 2023/24 academic year onwards.

Bachelor of Medical Sciences

Honours Degree

93.   Every student admitted for the degree must also be a student for the degree of MBChB. A student in another University studying for a recognised primary medical undergraduate qualification may be admitted as a student for the degree of Bachelor of Medical Sciences with Honours, subject to the approval of the College of Medicine and Veterinary Medicine.

94.   In addition, every student must pursue studies for at least one academic year in the University of Edinburgh in one of the Honours Degree Programmes available at www.ed.ac.uk/schools-departments/medicine-vet-medicine/undergraduate/medicine/mbchb/intercalated-honours

95.   For students on the 5-year MBChB programme, the Bachelor of Medical Sciences degree is intercalated after Year 2. For students on the 6-year MBChB programme, the course marks gained in Year 3 determine their classification for the Bachelor of Medical Sciences degree. Students entering the 6-year MBChB programme in Year 4 who do not already hold an Honours degree may exceptionally be permitted to take the Bachelor of Medical Sciences degree after Year 4, subject to the approval of the College of Medicine and Veterinary Medicine. The BMedSci (Hons) will be awarded to students who have attained 480 credits and met the other requirements for Honours degrees outlined in Regulation 6 of the General Undergraduate Degree Regulations above. This may include credits awarded on aggregate.

96.   Limitation on Courses Taken in Honours Years: Students in all Honours years may take Honours curriculum courses to a maximum value of 120 credit points, all of which count in the final Honours award and classification.

Ordinary Degree

97.   The Ordinary degree of Bachelor of Medical Sciences may be offered as an exit award to students on the 5-year or 6-year MBChB programme who have attained 360 credits and met the other requirements for Ordinary degrees outlined in Regulation 6 of the General Undergraduate Degree Regulations. This may include credits awarded on aggregate.

98.   The compliance, attendance and participation, and progression requirements for the degrees of MBChB apply.

BSc in Veterinary Science

Honours Degree

99.   Every student admitted for the degree must also be a student for the degree of BVM&S, or have obtained the BVM&S degree not more than five years before the date of admission as a student for the Honours Degree. A student in another University studying for a recognised primary veterinary undergraduate qualification may be admitted as a student for the degree of BSc in Veterinary Science, subject to the approval of the College of Medicine & Veterinary Medicine.

100.   Every student for the degree must normally attend in the University of Edinburgh during not less than two academic years the courses of instruction in the classes of the first two years of the curriculum for the BVM&S degree and pass the assessments prescribed for these courses.

101.   In addition every student must pursue studies for at least one year in the University of Edinburgh in one of Honours Degree Programmes available at:
www.eevec.vet.ed.ac.uk/secure/page.asp?ID=in0000id

102.   The year of study in the Honours Degree Programme may be intercalated not earlier than the end of the second year of study, provided that a student has successfully completed the appropriate assessments and satisfied such conditions as the Head of the School concerned may require, subject to the approval of the College of Medicine & Veterinary Medicine.

103.   Students in all Honours years may take Honours curriculum courses to a maximum value of 120 credit points, all of which count in the final Honours award and classification.

Ordinary Degree

104.   No student shall be admitted as a student for the degree, except on transfer from candidature for the degrees of BVM&S 5 year programme or BVM&S 4 year Graduate Entry Programme. Students on the 5 year programme are eligible to be considered for the ordinary degree if they have successfully completed 240 credits from the First and Second Professional Examinations and, have shown sufficient attainment in the Third Year BVM&S assessments. Students on the graduate entry programme are awarded 120 credits of recognised prior learning. The Ordinary Degree of BSc (Veterinary Science) may not be conferred on any student who already holds, or is eligible to receive, the Degree of BSc in Veterinary Science with Honours.

BSc in Oral Health Sciences

Compliance

105.   Students should refer to the Programme Handbook and appropriate Course Handbooks for detailed curriculum and assessment information

106.   Students entering the Oral Health Sciences programme are subject to a check, carried out by Disclosure Scotland, under the Protection of Vulnerable Groups legislation. Admission to the profession is excepted from the provisions of Section 4 (2) of the Rehabilitation of Offenders Act 1974 by virtue of the Rehabilitation of Offenders Act 1974 (Exceptions) (Amendments) Order 1986. Students on the BSc in Oral Health Sciences programme are therefore not entitled to withhold information about a previous conviction on the grounds that it is, for other purposes, spent under the Act. Subject to the provisions of the Rehabilitation of Offenders Act 1974, failure to disclose a relevant conviction may result in the withdrawal of an offer of admission or exclusion from a programme of studies.

107.   Students are subject to a Hepatitis B, Hepatitis C and HIV status check prior to entering the BSc in Oral Health Sciences. Failure to comply with this regulation or a positive result will lead to admission being refused or to exclusion from studies.

Attendance and Participation

108.   Except in exceptional circumstances, the maximum period of enrolment on the BSc in Oral Health Sciences may not exceed five years, including any period of leave of absence.

Progression

109.   BSc in Oral Health Sciences students are only entitled to two assessment attempts for courses which are part of the Oral Health Sciences programme. This regulation supersedes the resit assessment regulation within the Taught Assessment Regulations.

110.   A student whose progress in any year is unsatisfactory may be required to undertake a period of remedial study before being permitted to resit.

111.   No student may proceed to the next year of study for the BSc programme in Oral Health Sciences until they have passed all components of the previous year of the programme.

Bachelor of Science

Honours Degree

112.   Limitation on Courses Taken in Honours Years: Students in all Honours years may take Honours curriculum courses to a maximum value of 120 credit points, all of which count in the final Honours assessment. Students may attend additional Honours courses on a class-only basis (i.e. not for credit), with the agreement of the Programme Organiser and the approval of the Director of Teaching or delegated nominee (e.g. Student Adviser).

Where a student takes level 9 courses in year 2, such courses should be regarded as part of the non-Honours curriculum and, if failed, may be repeated as a resit in Junior Honours. These courses will not be included in the degree classification.

Students intending to graduate with an Ordinary degree may resit a failed level 9 course for the purposes of gaining the required number of credits, as specified in the Undergraduate Assessment Regulations.

Students in Junior Honours are permitted also to take up to 40 credit points of level 7/8 courses, which do not count towards the Honours assessment, as specified in the Undergraduate Assessment Regulations.

Students in Junior Honours must take 60 credit points of level 9/10 courses in semester 1 and 60 credit points of level 9/10 courses in semester 2.

Bachelor of Science General Degree

113.   To qualify for the award of the degree of BSc (General) students must have obtained 360 credit points from passes (or recognition of prior learning), normally at the rate of 120 credit points per year: 240 credit points in courses listed in Medicine and Veterinary Medicine Schedule T, Science and Engineering Schedules K-Q and from subject areas Language Sciences and Psychology in Schedule I; 200 credit points at Scottish Credit and Qualifications Framework (SCQF, www.scqf.org.uk/) level 8, 9 or 10; 80 credit points at SCQF level 8, 9, 10 in courses listed in Medicine and Veterinary Medicine Schedule T, Science and Engineering Schedules K-Q and from subject areas Language Sciences and Psychology in Schedule I; 60 credit points at SCQF level 9 or 10.

Bachelor of Science Ordinary Degree

114.   To qualify for the award of the degree of BSc Ordinary Degree in a Designated Discipline students must have obtained 360 credit points from passes (or recognition of prior learning, acceptable under General Undergraduate Regulations). The overall curriculum (including any concessions) must have met the requirement for entry to Senior Honours in that Discipline as indicated in years 3 and 4 of the Honours Degree Programme Table, subject to further restrictions and recommendations that may appear in the appropriate School Programme Guide (excluding the requirement for the Honours courses to have been passed at the first sitting, and excluding any elevated hurdles or prerequisites for Honours).

115.   The BSc Ordinary Degree is awarded in designated disciplines corresponding to every BSc Honours degree and with the same titles, with the exception that the titles of the following Ordinary degrees in the designated disciplines are changed as indicated:

a. subject specialisations for the BSc Biomedical Sciences, where the Designated Discipline will be Biomedical Sciences, i.e. without the subject specialisation

D   College of Science and Engineering Undergraduate Degree Regulations: Degree Specific Regulations

116.   These degree programme requirements relate to undergraduate programmes in the College of Science and Engineering. They are additional to, and should be read in conjunction with, the General Undergraduate Degree Regulations above, which apply to all undergraduate programmes, unless otherwise stated.

Qualifications

Bachelor of Science Ordinary Degree in a Designated Discipline or Combined Disciplines

117.   To qualify for the award of the BSc Ordinary Degree in a Designated Discipline or Combined Disciplines students must have obtained 360 credit points (or recognition of prior learning, acceptable under General Undergraduate Regulations). The overall curriculum (including any concessions) must include at least:

- 360 credit points, of which at least 60 credit points should be at SCQF 9 or above.
- 180 credit points in the subject area or in a cognate discipline of the designated degree.

118.   The BSc Ordinary Degree is awarded in designated disciplines corresponding to every BSc, BEng, MA, or Integrated Masters Honours degree offered by the College of Science and Engineering, with the same titles, with the exception that the titles of the following Ordinary degrees in the designated disciplines are changed as indicated:

- subject specialisations for the BSc Biological Sciences, where the Designated Discipline will be Biological Sciences, i.e. without the subject specialisation;
- subject specialisations within the School of Chemistry, where the Designated Discipline will be either Chemical Sciences or Chemical Sciences with Industrial Experience. The latter may be awarded to students who successfully complete the industrial experience component of the corresponding MChem programme;
- subject specialisations within the discipline of Ecological Science, where the Designated Discipline will be Ecological Science, i.e. without the subject specialisation.

119.   In the case of Combined Degree programmes, the Examiners will recommend the award of the BSc Ordinary Degree in single (as above) or combined disciplines in order to best reflect the achievements of the individual student.

Degree of Bachelor of Medical Sciences

120.   The Degree Programme Requirements of the Bachelor of Medical Sciences and Bachelor of Science (Veterinary Sciences) are in the College Undergraduate Regulations of the College of Medicine and Veterinary Medicine.

Professional requirements: School of Engineering

121. An Honours student who is eligible for progression or for the award of an accredited Honours degree by the University regulations but who fails a level 9, 10 or 11 course, for which a pass is required for reasons associated with breadth of professional knowledge and/or the stipulation(s) of one or more of the Professional Accreditation bodies will be required to "resit for professional purposes" the failed course.

122. A student requiring "resit(s) for professional purposes" will be ineligible for the degree of Bachelor of Engineering with Honours / Master of Engineering with Honours unless the necessary passes at "resit for professional purposes" are achieved, but may be eligible either for the award of the degree of Bachelor of Science (Ordinary) in a Designated Discipline or for the award of the unaccredited degree of Bachelor of Engineering Technology with Honours / Master of Engineering Technology with Honours in a Designated Discipline.

123. 'Resits for professional purposes' should be taken at the next available opportunity. The maximum number of attempts will equal that permitted for pre-Honours or non-Honours students in the Taught Assessment Regulations. Where students are offered a third attempt at an assessment, having failed twice, they will be offered an assessment-only repeat year. Where a student has exhausted the maximum number of attempts and has still yet to pass a course or courses, they will not be eligible for the accredited Honours degree or to progress, but will be considered for an exit award in line with Regulation 122.

124. Where resits for professional purposes are required, the first (fail) mark will be recorded for the Honours degree classification.

125. It will be for each Discipline within the School of Engineering to identify the requirements for each degree programme. This may be done on the basis of individual courses, and/or on the basis of an aggregate. The requirements for each Discipline will be stated in the relevant Degree Programme Handbook.

2.	These Regulations, including Assessment Regulations (2024/25), shall apply to degrees as set out in appendix 1 of this Resolution.

3.	This Resolution shall supersede those parts of all previous Resolutions and Ordinances dealing with undergraduate regulations and assessment regulations for degrees set out in appendix 1 and specifically revokes Resolution No. 8/2023.

4.	This Resolution shall come into force with effect from the commencement of the 2024/25 academic year on 1 August 2024.

For and on behalf of the University Court

LEIGH CHALMERS

University Secretary

Undergraduate Degree Programme Regulations

Degrees covered by these Regulations

College of Arts, Humanities and Social Sciences
Degrees of Master of Arts with Honours
Bachelor of Arts in Arts, Humanities and Social Sciences
Bachelor of Music
Bachelor of Music with Honours
Bachelor of Music Technology
Bachelor of Music Technology Honours
Bachelor of Arts (Health Studies)
Bachelor of Arts (Health Studies) with Honours
Bachelor of Nursing with Honours
Bachelor of Science (Social Work) with Honours
Bachelor of Arts
Bachelor of Arts with Honours
Bachelor of Architecture
Bachelor of Architecture with Honours
Master of Arts (Architecture) with Honours
Master of Arts (Architecture in Creative and Cultural Environments) with Honours
Bachelor of Divinity
Bachelor of Divinity with Honours
Master of Divinity with Honours
Bachelor of Arts (Divinity)
Master of Arts (Divinity) with Honours
Bachelor of Arts Religious Studies
Master of Arts Religious Studies with Honours
Bachelor of Arts (Community Education)
Bachelor of Arts (Community Education) with Honours
Bachelor of Arts (Education Studies)
Bachelor of Arts (Childhood Practice)
Bachelor of Education (Design and Technology) with Honours
Bachelor of Education (Physical Education) with Honours
Bachelor of Education (Primary Education) with Honours
Bachelor of Science (Applied Sport Science)
Bachelor of Science (Applied Sport Science) with Honours
Bachelor of Science (Environmental Archaeology) with Honours
Bachelor of Science (Sport and Recreation Management)
Bachelor of Science (Sport and Recreation Management) with Honours
Bachelor of Science (Psychology) with Honours
Bachelor of Laws
Bachelor of Laws with Honours
Bachelor of Medical Sciences with Honours
Bachelor of Arts: Arts, Humanities and Social Sciences in a designated discipline.
Bachelor of Veterinary Sciences with Honours

College of Science and Engineering
Bachelor of Science: Ordinary degree in a designated discipline and Honours degree
Bachelor of Engineering with Honours
Degrees of Master of Arts with Honours

Master of Chemistry with Honours
Master of Chemical Physics with Honours
Master of Earth Science with Honours
Master of Engineering with Honours
Master of Mathematics with Honours
Master of Physics with Honours
Master of Informatics with Honours
Master of Earth Physics with Honours

College of Medicine and Veterinary Medicine
Bachelor of Medicine and Bachelor of Surgery
Bachelor of Veterinary Medicine and Surgery
Bachelor of Science with Honours
Bachelor of Science (Medical Sciences)
Bachelor of Science (Medical Sciences) with Honours
Bachelor of Science (Biomedical Sciences)
Bachelor of Science (Biomedical Sciences) with Honours
Bachelor of Science (Oral Health Sciences)
Bachelor of Science (Oral Health Sciences) with Honours
Bachelor of Science (Veterinary Science)
Bachelor of Science (Veterinary Science) with Honours
Bachelor of Medical Sciences
Bachelor of Medical Sciences with Honours

UNIVERSITY OF EDINBURGH

Draft Resolution of the University Court No. 5/2024

Postgraduate Degree Programme Regulations

At Edinburgh, the Seventeenth day of June, Two thousand and twenty four.

WHEREAS the University Court deems it desirable to produce one comprehensive set of Postgraduate Degree Regulations, including Assessment Regulations (2024/25);

AND WHEREAS the University Court considers it expedient to promulgate this Resolution to set out these Regulations in full to give effect to the essential elements contained within these Regulations including Assessment Regulations (2024/25):

THEREFORE the University Court, on the recommendation of the Senatus Academicus and in exercise of the powers conferred upon it by Section 3 of the Universities (Scotland) Act 1966, with special reference to paragraphs 2 and 8 of Part II of Schedule 2 to that Act, hereby resolves:

1.   The Postgraduate Degree Regulations are hereby set out:

Degree Regulations and Programmes of Study Postgraduate Degree Programme Regulations 2024/25

Introduction

Degree Regulations and Programmes of Study Postgraduate Degree Programme Regulations 2024/25

Degree Regulations and Programmes of Study
Postgraduate Degree Programme Regulations
2024/25

B   College of Arts, Humanities and Social Sciences Postgraduate Degree Regulations: Degree Specific Regulations

Degree Regulations and Programmes of Study
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C   College of Medicine and Veterinary Medicine Postgraduate Degree Regulations: Degree Specific Regulations

Professional Masters

Professional Higher Degrees

D   College of Science and Engineering Postgraduate Degree Regulations: Degree Specific Regulations

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Degree Regulations and Programmes of Study Postgraduate Degree Programme Regulations 2024/25

Introduction

Compliance

1.   The degree programme regulations define the types of award, their key characteristics, and their grounds for award. These regulations apply to all categories of postgraduate study at the University of Edinburgh, except for those qualified by a Senatus approved Memorandum of Agreement or Understanding for joint or collaborative awards. Students must comply with any requirements specific to their degree programme as set out in the Degree Programme Tables, the relevant College Regulations and the University's Assessment Regulations for the current academic session:
https://www.ed.ac.uk/academic-services/policies-regulations/regulations/assessment-regulations

2.   Every student must comply with the detailed requirements of the curriculum for the degree as set out in the appropriate Degree Programme Table, the programme handbook, the course handbook, the order in which courses are attended and the assessment for the programme, which are published in the University Degree Regulations and Programmes of Study. In exceptional cases, the Head of College (or delegated nominee) may approve a concession allowing a student to substitute a course marked as compulsory in the relevant Degree Programme Table with another course (or courses) with the same credit volume and SCQF level.

3.   When selecting courses, students must comply with the pre-requisite, co-requisite and prohibited combination requirements for the Degree Programme, unless a concession is approved by the relevant College.

Authority Delegated to Colleges

4.   Where the Head of College has the authority to grant permissions and concessions, this authority may be delegated to appropriate nominees in the College or Schools. Students must consult their Student Support Team, Supervisor, Student Adviser or School as to the appropriate point of contact, rather than approaching the College directly. Where the College does not have authority to award a particular concession then the Academic Policy and Regulations Committee may award the concession.

Code of Practice

5.   The degree regulations are supported by the Code of Practice for Supervisors and Research Students:

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www.ed.ac.uk/files/atoms/files/copsupervisorsresearchstudents.pdf
The Code of Practice, although not regulatory, provides essential information for staff and students.

Fitness to Practise

6.   Where a student's degree programme is subject to Fitness to Practise requirements, the relevant College Committee must be satisfied at all times that in respect of health, conduct and any other matters which the Committee may reasonably deem relevant, whether such matters relate to the student's University programme or are unrelated to it, the student will not constitute a risk to the public, vulnerable children or adults or to patients and is a suitable person to become a registered member of the relevant professional body. Students are subject to the Fitness to Practise regulations both while actively studying and while on an interruption of study. Any student who fails to satisfy the relevant College Committee, irrespective of their performance in assessment, will be reported to the Head of College who has power to recommend exclusion from further studies and assessments or Professional Examinations, or to recommend the award of the degree be withheld, or other penalty set out in College procedures. An appeal against this decision may be submitted to the University's Student Fitness to Practice Appeal Committee.

- See the Student Appeal Regulations at:
  www.ed.ac.uk/files/atoms/files/studentappealregulations.pdf
- See the College of Arts, Humanities and Social Sciences Fitness to Practice Procedure at: https://www.ed.ac.uk/arts-humanities-soc-sci/taught-students/student-conduct/fitness-to-practise
- See the College of Medicine and Veterinary Medicine Fitness to Practice Procedure at:
  https://www.ed.ac.uk/sites/default/files/atoms/files/cmvm_ftp_regulations_updated_2022.pdf

Disclosure of Criminal Offences

7.   The University considers that certain types of criminal offences may constitute a breach of the Code of Student Conduct and/or a degree programme's Fitness to Practise requirements. Accordingly, students must inform the Student Conduct Team (studentconduct@ed.ac.uk) if they have:

- a relevant pending charge or relevant unspent criminal conviction on matriculating at the University (students must provide this information no later than one week after matriculation); or

- been charged or convicted of a relevant criminal offence since matriculating at the University (students must provide this information no later than one week after the date of the charge or conviction).

Information about offences considered relevant and which should therefore be reported under this regulation is provided on the University website, and may be updated on occasion:
https://www.ed.ac.uk/academic-services/students/conduct/criminalconvictions

Where a student discloses a relevant charge or conviction, the Student Conduct Team will refer the case to the Deputy Secretary, Student Experience (or delegated authority), who will decide whether to:
- take no further action; or
- refer the matter for investigation under the Code of Student Conduct; or
- (where a student's degree programme is subject to Fitness to Practise requirements) refer the matter for consideration under the relevant College's Fitness to Practice procedures.

Alternatively, action may be taken under both the Code of Student Conduct and relevant Fitness to Practise procedures, where the Deputy Secretary (or delegated authority) and the relevant College consider this appropriate.

Postgraduate Awards and Degree Programmes

8.   The University awards the following types of postgraduate degrees, diplomas and certificates. The University's postgraduate awards and degree programmes are consistent with the Scottish Credit and Qualifications Framework (SCQF: http://scqf.org.uk/) unless an exemption has been approved by the Academic Policy and Regulations Committee, or the award is not included in the SCQF. The SCQF credit levels required for each programme are specified within the appropriate Degree Programme Table.

General Postgraduate Certificate Postgraduate Certificate in a named subject discipline	At least 60 credits of which a minimum of 40 should be at SCQF Level 11 or above
General Postgraduate Diploma Postgraduate Diploma in a named subject discipline	At least 120 credits of which a minimum of 90 should be at SCQF Level 11 or above
Masters in a named subject discipline Master of a named discipline	At least 180 credits of which a minimum of 150 are at SCQF Level 11

**Degree Regulations and Programmes of Study
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Masters in a named subject discipline Master of a named discipline (2 years full-time)	At least 240 credits of which a minimum of 150 are at SCQF Level 11
MSc by research	At least 180 credits of which a minimum of 150 are at level 11. The research element will be worth a minimum of 120 credits of which a minimum of 60 must be attributable to the research project (for example, a portfolio of artefacts, artworks and other practice-based outputs) or dissertation.
MPhil	At least 240 credits of which a minimum of 150 are at SCQF Level 11
ChM	At least 120 credits at SCQF Level 12.
Doctorate	At least 540 credits of which a minimum of 420 are at SCQF Level 12
EngD	720 credits of which at least 540 are at SCQF Level 12. Of the remaining 180 credits 150 should be at SCQF Level 11 or above
PhD with Integrated Study	720 credits of which at least 540 are at SCQF Level 12. Of the remaining 180 credits 150 should be at SCQF Level 11 or above
MD,DDS,DVM&S* Doctor of a named discipline	*Note: these awards are not included in the SCQF therefore a credit value has not been included here

A   General Postgraduate Degree Regulations

Late Admission

9.   No student may commence a postgraduate degree, diploma or certificate programme more than two weeks after their given start date without the permission of the College. No student will be enrolled on a course more than two weeks after the start of the course without the permission of the Head of College. Students are not permitted to withdraw from a course marked as optional on the Degree Programme Table more than six weeks after the start of the relevant semester in order to substitute the course with another optional course, unless the relevant

Board of Examiners has awarded a null sit for the course under the Special Circumstances procedure, and the requirement above to enrol on the course within the first two weeks of the course can be met.

Part-time Study

10.   Some postgraduate degree programmes may be pursued by part-time study on either a continuous or intermittent basis. Requirements for progression through individual programmes of study are shown in the relevant Degree Programme Table for taught postgraduate programmes and/or programme handbook for postgraduate taught and research programmes. Conditions for part-time study will be set out in the programme handbook.

Registration for University Staff

11.   Members of the University staff may only be registered for part-time study. Exceptions may be approved by the College.

Conflicting Studies

12.   Students registered on a programme of study at this University may not undertake any other concurrent credit bearing studies in this (or in any other) institution, unless the College has granted permission. The College must be satisfied that any additional credit-bearing studies will not restrict the student's ability to complete their existing programme of study.

Applicants Awaiting Results

13.   Applicants for postgraduate study may be studying at this or another institution just prior to the start of their postgraduate studies. Such applicants must have finished these studies before the start of the programme to which they have an offer.

14.   If successful completion of this prior study is a requirement of admission, applicants are expected to provide evidence of achievement before the start of the programme.

Consecutive Registration

15.   At the time of application, MSc by Research applicants may be invited to be registered for consecutive MSc by Research, followed by PhD study within the same School. This option may not be available in all Schools. Depending on the outcome of assessment the student will be invited to follow one of three routes:

a. Start First Year of Doctoral Programme. If successful in the MSc by Research programme, the student graduates and also registers in the next academic session on the first year of the doctoral programme; or
b. Start Second year of Doctoral Programme. Prior to the completion of the masters research project or dissertation, the School is content that the quality of the student's work merits treating the masters year as the first year of doctoral study. No research project or dissertation is submitted, no masters degree is awarded, and the student registers in the next academic session on the second year of the doctoral programme; or
c. Graduate with MSc by Research Degree exit. If successful in the MSc by Research programme, the student graduates and does not continue on the doctoral programme.

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Recognition of Prior Learning (RPL)

16.   RPL can only be recognised at the point of admission to the University. The Head of College has the authority to recognise the transfer of a student's credit previously gained either at the University or another institution and to count it towards their intended award. Before approval is granted the College must be satisfied that the learning to be recognised and transferred provides an adequate current basis for the programme or courses as set out in the appropriate Degree Programme Table. The maximum number of credits that the Colleges will grant RPL for taught programmes is one-third of the total credits for the award for which the student is applying, that is 20 credits for a postgraduate certificate; 40 credits for a postgraduate diploma; and 60 credits for a masters (or 80 credits where a masters programme is comprised of 240 credits). For research programmes, the maximum number of RPL credits that the Colleges will grant is 360 credits. These restrictions do not apply to credit transferred when a student starts an associated Diploma or Masters, in line with regulation 60.

17.   University of Edinburgh courses which have a substantial curriculum overlap with any of the courses that contributed to RPL will not count towards the student's degree programme.

18.   The University can also consider prior learning for admissions purposes. University RPL policy for admissions.

Permissible Credit Loads

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19. Exceptionally, with College approval, students may take up to 20 credits of additional study at Scottish Credit and Qualifications Framework (SCQF) levels 7-11 during each year of study.

20. Students may take courses on a class-only basis (i.e. not for credit), with the agreement of the course organiser, and the approval of the Director of Teaching or delegated nominee (e.g. Programme Director or Student Adviser), or supervisor. Decisions will be based on the overall load (credit and non-credit bearing) on the student in the year. Students may not take more than 40 additional credits in any year.

Credit Award

21. A student who has submitted work for one course or programme at the University must not submit the same work to attempt to achieve academic credit through another course or programme.
22. A student cannot, except under recognition of prior learning or application for associated postgraduate diploma or masters, or a formally approved collaborative programme of study, achieve an award comprising academic credit that contributed (or will contribute) to another award.

Transfer to Another Programme

23. A student may be allowed to transfer to a different degree programme from another within the University by permission of the receiving College. When such permission is granted, the student shall, in addition to satisfying the requirements for the degree to which transfer is made, pursue such further courses of study as the College may require. The College may approve the transfer of some or all of the credits the student has attained for their previous programme into the new programme, as appropriate.

Attendance and Participation

24. Students must attend and participate as required in all aspects of their programme of study. This includes being available for teaching sessions, assessment, examination and meeting Student Adviser(s), Programme Directors or Cohort Leads or supervisors face-to-face and/or electronically. Except when registered on an online or distance learning programme, or where remote participation is specifically stated, students are expected to attend and participate in person, including during any period spent working on a dissertation or research project. The Degree Programme Table and programme handbook sets out programme requirements for attendance and participation. Certain students' visa

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conditions may require the University to monitor attendance and participation in specific ways.

25.   It is a student's responsibility to provide a current postal contact address and to ensure that any legal requirements, including those imposed by their funding or grant authority, are met. All students are required to check their University email account frequently for communications from the University and respond where appropriate. See the University policy on Contacting Students by Email: www.ed.ac.uk/files/atoms/files/contacting_students_by_email.pdf

Study Period

26.   A student must complete the requirements of the degree programme within the prescribed period of study, plus any permitted submission period, unless given a concession with the approval of the College.
See the Study Period Table:
www.ed.ac.uk/files/atoms/files/studyperiodtable.pdf

The Prescribed Period of Study

27.   The University defines the prescribed period of study for each authorised programme. These are as stated in the study period table, unless the Academic Policy and Regulations Committee (APRC) has approved a different prescribed period of study for the programme. The prescribed period of study for each programme is recorded in the offer of admission. See the Study Period Table: www.ed.ac.uk/files/atoms/files/studyperiodtable.pdf

Reductions to the Prescribed Period of Study

28.   The College may reduce the prescribed period of study as indicated below:
- Postgraduate Certificate:
  - for **part-time continuous** students by up to 4 months.
  - for **part-time intermittent** by up to 12 months.
- Postgraduate Diploma:
  - for **part-time continuous** students by up to 8 months.
  - for **part-time intermittent** students by up to 24 months.
- Postgraduate Masters:
  - for **part-time continuous** students by up to 12 months.
  - for **part-time intermittent** students by up to 36 months.
- MPhil:
  - Members of the University staff and students holding a MPhil research appointment under the auspices of the University may be registered for a minimum period of 24 months part-time.

- o Members of staff of Associated Institutions who can devote the whole of their period of study to research and who have regular and adequate involvement in the work of the University School may also be registered for a minimum period of 24 months part-time.
  - o Early submission on research degrees is covered in the Postgraduate Assessment Regulations for Research Degrees (18).
- Doctorate:
  - o Members of the University staff and students holding a PhD research appointment under the auspices of the University may be registered for a minimum period of 36 months part-time.
  - o Members of staff of Associated Institutions who can devote the whole of their period of study to research and who have regular and adequate involvement in the work of the University School may also be registered for a minimum period of 36 months part-time.
  - o Early submission on research degrees is covered in the Postgraduate Assessment Regulations for Research Degrees (18).

See the Study Period Table:
www.ed.ac.uk/files/atoms/files/studyperiodtable.pdf

Submission Period

29.   The submission period for doctoral and MPhil degrees begins three months prior to the end of the prescribed period of study. In addition, some research degree programmes permit students to have a submission period following the prescribed period of study. This is for a maximum of a year, for either full-time or part-time students. The MSc by Research does not have a submission period.
See the Study Period Table:
www.ed.ac.uk/files/atoms/files/studyperiodtable.pdf

Leave of Absence

30.   Leave of absence is required where students undertake compulsory or optional activities that are part of their programme of study away from campus in Edinburgh. Students must have the formal approval of the College for any leave of absence to study away from Edinburgh that is 30 calendar days' duration or longer. Study location changes of less than 30 calendar days must be agreed with the Supervisor or Director of Teaching or delegated nominee (e.g. Student Adviser). Where the activity is a compulsory part of the programme of study and is organised by the School or College, permission may be given by the College for a cohort of students without individual applications being made. Colleges and Schools must maintain records of all leaves of absence. Certain students' visa conditions may be

affected by study away from Edinburgh. This regulation does not apply to students on online or distance learning programmes.

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Withdrawal and Exclusion

31.   Any student may withdraw from their programme of study at any point in the year. Students may be excluded for reasons outlined within the procedure for Withdrawal and Exclusion from Studies or due to termination of supervision as outlined in regulation 43:
www.ed.ac.uk/files/atoms/files/withdrawal_exclusion_from_study.pdf

Collaborative Degrees

32.   The University of Edinburgh and one or more partner universities can collaboratively offer an approved degree programme. This can be awarded jointly or dually. The University maintains a record of approved collaborative degrees.

Authorised Interruption of Study

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33.   A student may apply for an Authorised Interruption of Study, and it may be authorised by the College if there is a good reason for approving the interruption. Students may be required to provide evidence to support their applications. Interruptions of study will not be applied retrospectively. Any one period of authorised interruption of study will not exceed one year, unless authorised by the College. The total permitted period of Authorised Interruption of Study is the same for full-time and part-time continuous students and will not exceed 100% of the prescribed period of full-time study, except in the following cases:

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- For part-time intermittent students, the total permitted period of Authorised Interruption of Study is calculated as half of the prescribed period of study, for example, three years for a six-year Master's programme.
- On programmes with a prescribed period of full-time study of 9 months, the total permitted period of Authorised Interruption of Study is 12 months;
- On part-time continuous Masters programmes with a prescribed period of study of 36 months, the total permitted period of Authorised Interruption of study is 24 months.

The Head of College may exceptionally authorise an Interruption of Study which would take the total period of interruption beyond 100% of the prescribed period of study, provided this does not exceed the maximum allowable study period.
https://www.ed.ac.uk/files/atoms/files/authorisedinterruption.pdf
Also see the Study Period Table:
www.ed.ac.uk/files/atoms/files/studyperiodtable.pdf

Degree Regulations and Programmes of Study
Postgraduate Degree Programme Regulations
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Extensions of Study

34.   In exceptional circumstances, a student may apply with the support of their supervisor or School postgraduate director to the College for an extension and it may be authorised by the College if there is good reason. Colleges may authorise individual extensions of up to 12 months. The total maximum period of permitted extensions is 24 months, provided this does not take the student past their maximum allowable study period. Additional periods of study offered for the completion of corrections or resubmission of a thesis under Postgraduate Assessment Regulations for Research Degrees (22, 23, or 24) do not count towards the total maximum period of permitted extensions.
See the Study Period Table:
www.ed.ac.uk/files/atoms/files/studyperiodtable.pdf

Maximum Degree Completion Periods

35.   The maximum periods for completion of research degree programmes are the total of the prescribed period of study, any submission period, any interruptions of study, any extensions of study. The Study Period Table sets out maximum degree completion periods. See the Study Period Table:
www.ed.ac.uk/files/atoms/files/studyperiodtable.pdf

Additional Regulations for Doctoral and MPhil Research Degrees

Supervision

36.   Each student will work under the guidance of at least two supervisors appointed by the College. Supervision continues until the final version of the thesis is submitted. There are two types of supervisory arrangement: Principal Supervisor plus Assistant Supervisor (or supervisors if more than one); or Co-Supervisors, one of whom is designated the Lead Supervisor. The former option is the usual arrangement, but the latter option may be chosen when it is clear that the student's work involves interdisciplinary research.

37.   Schools are responsible for ensuring that all supervisors who are members of University staff (including honorary staff), and staff at Associated Institutions, have completed mandatory supervisor training at the University within the last five years. Schools are also responsible for ensuring that supervisors who are not University staff, honorary University staff, or staff at Associate Institutions, for example staff at other higher education institutions, have either attended a supervisor briefing at the University within the last five years, or undertaken an equivalent training / briefing elsewhere within the same timescale.

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38.   The Principal/Lead Supervisor must be appointed prior to registration, and the other supervisor should be appointed within two months of the programme start date. Schools are responsible for recording supervisors on the student record.

39.   The Principal/Lead Supervisor is responsible to the School's Postgraduate Director for the duties set out in the Code of Practice for Supervisors and Research Students, and must be:

   a) a salaried member of the academic staff of the University; or
   b) a non-academic member of staff employed by the University who has appropriate expertise in research; or
   c) an honorary member of staff; or
   d) (when the student is studying full time in an Associated Institution) an employee of an Associated Institution.

40.   Where the Principal/Lead Supervisor is an employee of an Associated Institution, the Assistant Supervisor(s) must be a University employee. A Principal/Lead Supervisor who is an employee of an Associated Institution has exactly the same responsibilities as one working within the University.

41.   Students, including those on leave of absence, must maintain frequent contact with their supervisor as and when required and at least twice in each three month period. Students attending the University on Student visas may be required to make more frequent contact with their supervisor according to the terms of their visa. Students should contact the Student Immigration Service for advice about this. Immigration information for staff working with non-UK students (EASE login required): https://www.edweb.ed.ac.uk/student-administration/immigration/tier-4-staff

Changes to supervision

42.   In order to ensure that postgraduate research students are provided with appropriate supervision for the duration of their programme, it may be necessary on occasion to make changes to supervisory arrangements. The College is responsible for decisions on changes to supervisory arrangements and for notifying students of any changes to their supervisory arrangements at the earliest opportunity. The College reserves the right to:

- make variations to supervisory arrangements; and / or

- alter the approach to methods of delivery of supervision.

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If the Principal/Lead Supervisor is absent for more than six consecutive weeks, the College will ensure alternative arrangements are in place.

Termination of supervision

43.   In the event that the College considers that it is necessary to make changes to supervisory arrangements, and the College has not been able to provide alternative supervision despite having undertaken reasonable endeavours, the College may request that the Senate Academic Policy and Regulations Committee consider terminating supervision of the student as set out in the Discontinuation of Postgraduate Research Supervision procedure:
[Add link to published procedure]

Transfers from Another Institution

44.   The research studies of students who apply to transfer from another institution in order to study for a doctoral or MPhil degree of the University of Edinburgh may be counted towards the prescribed period of study for the degree. In such cases the prescribed period of study at the University of Edinburgh must be at least 12 months.

Request for Reinstatement on Doctoral and MPhil degrees

45.   A student who has been excluded for lapse of time or has withdrawn voluntarily before the end of their period of study may ask the College to reinstate their registration at a later date to permit examination of a completed thesis. The College will decide whether or not a student should be reinstated, and factors such as (but not limited to) the passage of time and its implications for the topic of study and the availability of appropriate supervision will be taken into account. Students are not eligible to be considered for reinstatement where they have been excluded from the University for any reason other than lapse of time. The student must provide good reason for the previous failure to complete. Students who require Student Visa sponsorship must contact the Student Immigration Service for advice before applying for reinstatement. If reinstatement is approved:

- Students who were previously excluded for lapse of time will be entitled to submit their thesis for examination, in accordance with the Postgraduate Assessment Regulations for Research Degrees;
- Students who previously withdrew before the end of their submission period will be offered the time they had remaining on their programme to complete the thesis before submission. Students may apply for extension to study or interruption of study as normal. Their thesis once submitted will be examined

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in accordance with the Postgraduate Assessment Regulations for Research Degrees.

Vacation Leave for Research Students

46.   Research Students are entitled to a maximum of eight weeks' vacation leave (i.e. 40 working days including public holidays) in each year of their programme without applying for an interruption of study. Time taken as vacation leave is included within the prescribed period of study. Students must seek approval for vacation leave from their supervisor and the School Postgraduate Office. Visa restrictions may also apply in the case of international students.

Grounds for the Award of Doctoral and MPhil Research Degrees

Demonstration by Thesis and Oral Exam for the Award of PhD

47.   The student must demonstrate by the presentation of a thesis and/or portfolio, and by performance at an oral examination:

- capability of pursuing original research making a significant contribution to knowledge or understanding in the field of study;
- adequate knowledge of the field of study and relevant literature;
- exercise of critical judgement with regard to both the student's work and that of other scholars in the same general field, relating particular research projects to the general body of knowledge in the field; and
- the ability to present the results of the research in a critical and scholarly way.

The thesis must:
- represent a coherent body of work; and
- contain a significant amount of material worthy of publication or public presentation.

PhD Thesis Length - Word Count

48.   The thesis must not exceed a maximum word count of 100,000. There is no minimum word count. The word count of the thesis includes the main text, preface material (e.g. table of contents, acknowledgements, list of abbreviations, list of illustrations), footnotes and references but does not include material in the appendices, bibliography, abstract or lay summary. In exceptional circumstances, on the recommendation of the supervisor, permission may be granted by the College to exceed the stated length on the ground that such extension is required for adequate treatment of the thesis topic.

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Additional Doctoral Programme Considerations

49.   Some doctoral programmes will have additional entrance, curriculum and examination requirements. Information is provided in relevant Degree Programme Tables and programme handbooks. Students must successfully complete all additional requirements to be awarded the degree.

MPhil by Research

50.   The student must demonstrate by the presentation of a thesis and/or portfolio and by performance at an oral examination:

- capability of pursuing original research making a contribution to knowledge or understanding in the field of study;
- adequate knowledge of the field of study and relevant literature;
- exercise of critical judgement with regard to both the student's work and that of other scholars in the same general field, relating particular research projects to the general body of knowledge in the field; and
- the ability to present the results of the research in a critical and scholarly way.

The thesis must:
- represent a coherent body of work, and
- contain material worthy of publication or public presentation.

51.   The thesis must not exceed a maximum of 60,000 words. There is no minimum word count. The word count of the thesis includes the main text, preface material, footnotes and references but does not include material in the appendices, bibliography, abstract or lay summary. In exceptional circumstances, on the recommendation of the supervisor, permission may be granted by the College to exceed the stated length on the ground that such extension is required for adequate treatment of the thesis topic.

PhD (by Research Publications)

52.   Applicants must be either graduates of the University of Edinburgh of at least five years' standing; or members of staff of the University of Edinburgh or of an Associated Institution of not less than three years' standing. Permission to register will not be granted to applicants who are in a position to submit a PhD thesis for examination or who already possess a doctoral degree. Applicants must have been active postgraduate researchers in their field of expertise for a minimum of five years, and they must not submit material published more than ten years prior to the date of registration for the degree.

53.   Applicants must apply to the relevant College for approval of their candidature. Applicants are required to submit a list of their published or creative work, together with a statement (including the theme and summary of the work) and their CV. If the College approves registration, it will appoint an adviser to assist the applicant with the format of their submission and to guide them on the selection, coherence and quality of the portfolio of research work, the abstract and critical review.

54.   In order to qualify for the award of PhD (by Research Publications) the applicant must demonstrate by the presentation of a portfolio of published or publicly exhibited creative works and by performance at an oral examination:

- capability of pursuing original research making a significant contribution to knowledge or understanding in the field of study;
- adequate knowledge of the field of study and relevant literature;
- exercise of critical judgement with regard to both the student's work and that of other scholars in the same general field, relating particular research projects to the general body of knowledge in the field; and
- the ability to present the results of the research in a critical and scholarly way.

The portfolio submitted for the PhD by Research Publications must present a coherent and substantial body of work, which would have taken the equivalent of three years of full-time study to complete.

55.   Students must submit their portfolio within 12 months of registration for the degree. The submission for assessment will include: the portfolio of published work or publicly exhibited creative work; an abstract; and a critical review of all their submitted work. The portfolio must consist of either one or two books or creative works, or at least six refereed journal articles or research papers, which are already in the public domain. The total submission, including the critical review should not exceed 100,000 words.

- The critical review must summarise the aims, objectives, methodology, results and conclusions covered by the work submitted in the portfolio. It must also critically assess how the work contributes significantly to the expansion of knowledge, indicate how the publications form a coherent body of work and what contribution the student has made to this work. The critical review must be at least 10,000 words, but not more than 25,000 words in length. Where the portfolio consists of creative works, the critical review should be close to, but not exceed, the maximum word length.

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- Students must either be the sole author of the portfolio or must be able to demonstrate in the critical review of the submitted work that they have made a major contribution to all of the work that has been produced by more than one author.

Additional Regulations for Postgraduate Taught Degrees and MSc by Research, Postgraduate Diplomas and Postgraduate Certificates

Programme-Specific Regulations

56.   These regulations may be supplemented by certain programme-specific regulations for degrees offered in collaboration with other institutions.

Period of Study

57.   The prescribed period of study is defined in the Degree Programme Table. This period may not be reduced, and may be extended only in exceptional circumstances.

Assessment

58.   Students must comply with any assessment requirements specific to their degree programme and the University's taught or research (as appropriate) assessment regulations for the current academic session:
www.ed.ac.uk/schools-departments/academic-services/staff/assessment/assessment-regulations

MSc by Research Degrees only

59.   In addition to any requirements as detailed in the relevant Degree Programme Table, the student must present:

- a research project or dissertation; or
- a critical survey of knowledge in the field of study, combined with a satisfactory plan for a more advanced research project.

The research must demonstrate competence, knowledge and be presented in a critical and scholarly way. The assessed work, including the research project or dissertation must not exceed 30,000 words. The word count includes the main text, preface material, footnotes and references but does not include material in the appendices, bibliography, or abstract.

Application for Associated Postgraduate Diploma or Masters

60.   A candidate who already holds a postgraduate certificate or diploma from the University of Edinburgh may be permitted by the appropriate College to apply for candidature for the associated postgraduate diploma or masters degree, provided that not more than five years have elapsed between their first graduation and acceptance as a candidate for the subsequent award. Marks awarded for courses taken previously as part of the certificate or diploma will be used in progression and award decisions relating to the new programme. Credit for courses taken previously which form part of the Degree Programme Table for the new programme does not count against the credit allowance for Recognition of Prior Learning (RPL).

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Posthumous Awards

61.   Senatus may authorise the conferment of posthumous degrees, diplomas and certificates if proposed by the College and approved by the Academic Policy and Regulations Committee. A posthumous award is conferred where the student has significantly completed the relevant year of study at the time of death.

Aegrotat Awards

62.   In exceptional circumstances, Senatus may authorise the conferment of *aegrotat* degrees to postgraduate students. Each such conferment requires a proposal from the relevant College to be approved by the Academic Policy and Regulations Committee. An *aegrotat* degree is conferred only where the student was nearly qualified to receive the degree and was unable to complete it due to circumstances beyond their control. Before any proposal is referred to Senatus, the College must check that the student is willing to receive the degree *aegrotat*.

B   College of Arts, Humanities and Social Sciences Postgraduate Degree Regulations: Degree Specific Regulations

Doctor of Clinical Psychology (DClinPsychol)

63.   The degree specific regulations are:
   a. **Grounds for Award**. Awarded on successful completion of supervised clinical practice, written examination, assessed essay and research portfolio, including thesis, small-scale research projects and experimental case reports.
   b. **Mode of Study and Prescribed Period of Study**. The programme can be taken on a full-time or mixed full-time/part-time basis, but the first year is taken on a full-time basis only. The prescribed period of study is 36 months full-time, or between 48 and 60 months on a mixed full-time/part-time basis.
   c. **Thesis Length**. The thesis must not exceed 30,000 words unless, in exceptional cases, the College has given permission for a longer thesis.

Degree Regulations and Programmes of Study
Postgraduate Degree Programme Regulations
2024/25

Doctor of Psychotherapy and Counselling (DPsychotherapy)

64. The degree specific regulations are:
   a. **Placement.** Students will undertake a practice placement, consisting of 300 hours of supervised counselling practice and 60 hours of counselling supervision.
   b. **Thesis Length.** The thesis will be between 35,000 and 55,000 words in length unless in exceptional cases the College has given permission for a longer thesis.
   c. **Prescribed period**. The prescribed period of study for students undertaking the programme on a full-time basis is 48 months, and for students undertaking the programme on a part-time basis is 84 months.
   d. **Resits.** A student who fails the practice placement may, on the recommendation of the Board of Examiners, be offered a second opportunity to undertake the placement if in the opinion of the Board the failure was attributable to illness, hardship or other relevant circumstances beyond the student's control. A repeat placement is to be completed within a further 24 months.
   e. **Recognition of Prior Learning (RPL).** In the case of formal, certificated study, up to 60 credits of prior learning at Scottish Credit and Qualifications Framework (SCQF) level 11 may be recognised. In the case of non-certificated study, up to 20 credits of prior learning may be recognised.

Doctor of Education (EdD)

65. The degree specific regulations are:
   a. **Grounds for Award.** The degree of EdD may be awarded on the basis of successful completion of assessed coursework, a research project and a thesis.
   b. **Prescribed Period of Study**. The prescribed period of study is 60 months part-time, but this may be increased to a maximum of 72 months.
   c. **Thesis Length**. The thesis length should be no more than 75,000 words.

PhD in Musical Composition

66. **Grounds for Award**. The student must compose to a high creative level as demonstrated both by the student presenting a portfolio of compositions as well as attendance at an oral examination. The portfolio of compositions must comprise original work which:
   a. is suitable for professional performance and worthy of publication;
   b. shows competence in the ancillary technical skills appropriate to the chosen style;

c. contains material which presents a body of work such as could reasonably be achieved on the basis of three years postgraduate study;

d. is presentationally satisfactory and intelligible to any musician who might have to use it.

67. The portfolio of compositions should include at least one major and extended work, except where a shorter submission may be accepted in the case of electronic compositions. If a substantial part of the portfolio was completed before registration for the degree, the student should indicate this and identify the part of the portfolio so completed.

PhD- Submission by Portfolio in Art, Design and Landscape Architecture

68. The degree specific regulations, when a student is submitting for award of PhD by means of a portfolio of artefacts, artworks and other practice-based outputs, are:

a. The portfolio of artefacts or artworks must comprise original work of a high creative level which is worthy of public exhibition and also an integral part of the contribution to knowledge made by the overall work of the candidate submitted in fulfilment of the requirements of the PhD. It must show competence in the appropriate ancillary technical skills; must contain material which presents a body of work such as could reasonably be achieved on the basis of three years postgraduate study; must be satisfactory and intelligible in its presentation. There should also be a permanent record of the work; and

b. The portfolio of artefacts and artworks will be accompanied by a thesis of not more than 50,000 words (including footnotes but excluding appendices and bibliography).

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MPhil- Submission by Portfolio in Art, Design and Landscape Architecture

69. The degree specific regulations, when a student is submitting for award of MPhil by means of a portfolio of artefacts, artworks and other practice-based outputs, are:

a. The portfolio of artefacts or artworks must comprise original work of a high creative level worthy of public exhibition. It must show competence in the appropriate ancillary technical skills; must contain material which presents a body of work such as could reasonably be achieved on the basis of two years postgraduate study; must be satisfactory and intelligible in its presentation. There should also be a permanent record of the work; and

b. The portfolio of artefacts or artworks should normally be accompanied by a thesis of not more than 20,000 words (including bibliography and footnotes but excluding appendices).

Degree Regulations and Programmes of Study
Postgraduate Degree Programme Regulations
2024/25

Master of Fine Art

70.   The Master of Fine Art is gained upon the successful completion of 240 Credits of study. A maximum of 30 credits can be taken below Scottish Credit and Qualifications Framework (SCQF) Level 11. The degree specific regulations are:
   a. **Grounds for Award.** Students will be assessed by a combination of practical studio work with theoretical and written studies, including professional practice elements.
   b. **Prescribed Period of Study.** The period of study will be 21 months full-time.

Master of Social Work/Diploma in Social Work (MSW/DipSW)

71.   The degree specific regulations are:
   a. **Grounds for Award**. Students will undertake two practice placements
   b. **Prescribed Period of Study**. The period of study will be 21 months full-time.
   c. **Re-Sit Options.** A student who fails a unit of academic assessment other than the dissertation on the first occasion may be allowed one further attempt to complete the assessment requirements. A student who fails a practice placement may, on the recommendation of the Board of Examiners, be offered a second opportunity to undertake the placement.

Master of Chinese Studies (MCS)

72.   The degree specific regulations are:
   a. **Grounds for Award.** Students will be assessed by essays, examinations, a placement report and a dissertation. An oral examination will be required in the Chinese language and may be required for other courses. Students must carry out their studies at the University of Edinburgh and in a Chinese institution approved by the Programme Director.
   b. **Prescribed Period of Study**. The period of study is 24 months, full-time.

Diploma in Educational Leadership and Management/Scottish Qualification for Headship Programme

73.   The degree specific regulations are:
   a. **Grounds for Award**. Students will be assessed on each course through coursework (assignments, portfolios, reports and oral assessments) and through school visits by SQH field assessors in the case of course 5. In accordance with the national agreement all courses are assessed only on a pass/fail basis. Students who fail a course will be permitted one further attempt to pass the assessment of that course within six weeks of the result being made known to the student.

b. **Mode of Study and Prescribed Period of Study**. The programme is available by part-time study only, and the period of study is between 27 and 60 months.

Master of Counselling/Diploma in Counselling (MCouns/DipCouns)

74. The degree specific regulations are:
   a. **Grounds for Award**. Students will undertake a practice placement, consisting of at least 150 hours of supervised counselling practice and 30 hours of counselling supervision.
   b. **Mode of Study and Prescribed Period of Study**. The period of study will be 24 months full time or 48 months part-time. Each student must complete the requirements of the degree before the expiry of a further 12 months.
   c. **Re-Sits.** Students who fail a unit of academic assessment other than the dissertation on the first occasion may be allowed one further attempt to complete the assessment. A student who fails the practice placement may, on the recommendation of the Board of Examiners, be offered a second opportunity to undertake the placement. A repeat placement must be completed within a further 24 months.

MSc in Transformative Learning and Teaching

75. The degree specific regulations are:
   a. **Prescribed period**. The prescribed period of study for students undertaking the programme is 21 months.
   b. **Assessment**. As part of the assessment of the programme, students are required to submit a portfolio of work and undertake a professional viva to provide evidence that they have met the GTCS Standard for Provisional Registration. The portfolio and professional viva comprise one 30 credit assessment.

MSc in Middle Eastern Studies with Arabic

76. The degree specific regulations are:
   a. **Collaboration**. The first year of study is taken at the University of Edinburgh. An intensive course is taken in an Arabic speaking country during the summer, followed by year two at the University of Edinburgh.
   b. **Prescribed Period of Study.** The period of study will be 24 months, full-time.

Postgraduate Certificate in Democracy and Public Policy (Edinburgh Hansard Research Scholars Programme)

77. The degree specific regulations are:

a. **Mode of Study and Prescribed Period of Study.** The period of study is 13 weeks full time.
b. **Assessment Type.** Students will be assessed on each unit through coursework, examination and a research project linked to a placement. All units are assessed only on a pass/fail basis. Students who fail a unit will be permitted one further attempt to pass the assessment of that unit within six weeks of the result being made known to the student.

MSc in Architectural Project Management

78. **Mode of Study and Prescribed Period of Study.** The programme is delivered by distance learning over a period of 48 to 84 months. Each institution will provide 60 credits of teaching material in addition to a dissertation of 60 credits.

MSc in Advanced Sustainable Design (mixed mode)

79. **Mode of Study and Prescribed Period of Study.** The programme is delivered on campus and by distance learning over a period of 24 months (mixed mode).

PhD in Creative Music Practice

80. **Grounds for Award**. The degree is assessed on a single output that consists of two components:
a. A text of not more than 50,000 words; and
b. A portfolio, performance(s), recording(s), and/or other musical output containing original or interpreted pre-existing works such as composition, installation, sound design, interactive music software etc. Such work would be supported by documentation of the process (e.g. video, photographs, recordings, sketches, studies, web pages) by which it was made.

PhD in Trans-Disciplinary Documentary Film

81. **Grounds for Award.** There are three possible variations for final submission, which combine the submission of audio-visual material and a thesis:
a. audio-visual material to a maximum of 1 hour documentary film or 100 photographs, plus an extended critical essay of 25,000 - 30,000 words; or
b. audio-visual material to a maximum of 40 minutes documentary film or 70 photographs, plus an extended critical essay of 45,000 - 50,000 words; or
c. audio-visual material to a maximum of 20 minutes documentary film or 40 photographs, plus an extended critical essay of 65,000 - 70,000 words.

PhD in Architecture by Design

82.   The thesis for the PhD in Architecture by Design must not exceed 50,000 words. In addition to the thesis the student will be required to submit a body of design work including studies, sketches and maquettes, which will be in addition to and fully integrated with the text and presented in a format which can be archived.

Master of Architecture

83.   **Grounds for Award.** The programme will be delivered by a series of advanced level design exercises and projects, engaging with structural, environmental, cultural, theoretical and aesthetic questions. Students must pass the Academic Portfolio for exemption from ARB/RIBA Part 2.

Master of Public Policy (MPP/DipPP), PG Dip and PG Cert of Public Policy

84.   The degree specific regulations are:
   a. **Prescribed Period of Study – Master.** The period of study is 12 months.
   b. **Prescribed Period of Study – PG Dip and PG Cert.** Students on the PG Certificate in Public Policy may complete this full-time over four months or part-time over a two year period. On successful completion of the PG Certificate, students may transfer to the PG Diploma in Public Policy (within a three year time period). Students on the PG Diploma in Public Policy may complete this full-time over nine months or part-time over a four year period. On successful completion of the PG Diploma, students may transfer to the Master Public Policy programme (within a three year time period).
   c. **Grounds for Award.** Students will complete a compulsory programme of courses in the first and second semesters, comprising eight 15-credit courses, and a three-month placement in a policy organisation on which the Capstone Project/dissertation will be based. Students who decide not to complete the Capstone Project may, at the discretion of the College, be awarded a Postgraduate Diploma in Public Policy.
   d. **Resits.** Students who fail a unit of academic assessment other than the Capstone Project on the first occasion may be allowed one further attempt to complete the assessment.
   e. **Placement.** A student who fails the placement component of the Capstone Project may, on the recommendation of the Board of Examiners, be offered a second opportunity to undertake the placement. A repeat placement must be completed within a further 12 months.

Diploma in Professional Legal Practice

85.   The degree specific regulations are:
   a. **Grounds for Award.** Students must pass all of the core courses and three elective courses to be awarded the Diploma in Professional Legal Practice.

Attaining a mark of 60% or more is required for a pass in the coursework for the following courses: LAWS11250 Company and Commercial; LAWS11249 Financial Services and Related Skills; LAWS11310 Professional Skills and Responsibility.

b. **Assessment Type**. Students will be assessed in writing in each course of the curriculum. Students may only present themselves for examination in a course if they have been certified as having given regular attendance and having successfully completed the requisite work of the class in that course. Students may be permitted a single re-sit examination for each course of the curriculum in which they have failed.

PhD in Creative Writing

86.   Grounds for award. The programme is assessed via a portfolio of writing which should include:

a. A substantial piece or pieces of creative work of no more than 75,000 words of creative prose; or 75 page of verse; or a dramatic composition of no more than three hours length and

b. An extended critical essay of no more than 25,000 words reflecting on the work's aims and context(s).

The balance between creative and critical elements should be 75% Creative, 25% Critical.

C   College of Medicine and Veterinary Medicine Postgraduate Degree Regulations: Degree Specific Regulations

Doctor of Clinical Dentistry (DClin Dent) (Orthodontics/Paediatric Dentistry/Prosthodontics/Oral Surgery)

87.   Students will pursue an integrated programme of teaching and taught clinical practice. Work for an independent research dissertation will commence during the first year and will be spread over the duration of the programme. The independent research component will be assessed by examination of the written dissertation and subsequent oral examination.

Masters in Surgical Sciences (MSc)

88.   Students may be given the opportunity of one resit attempt for their final written examinations at the end of their year 1 and /or year 2, if they have failed their first attempt. If they pass the resit they will be awarded the Postgraduate Certificate

(Year 1) or Postgraduate Diploma (Year 2); they will not progress into Year 3
(Masters Year).

Master of Surgery (ChM)

89.   The ChM suite of programmes are two year Scottish Credit and Qualifications
Framework (SCQF) level 12 programmes worth 120 credits. In order to be awarded
the ChM students must:
   a. pass at least 80 credits at SCQF level 12 with a mark of at least 50% in each
      of the courses which make up these credits; and
   b. attain an average of at least 50% for the 120 credits at SCQF level 12 and;
   c. satisfy any other specific requirements for the ChM degree programme, that
      are clearly stated in respective handbooks.

An exit award is available to students leaving the programme without qualifying for
the award of ChM. Based on the criteria set out in the Taught Assessment
Regulations, a named Postgraduate Diploma (PGDip) will be awarded if students:
  a. pass at least 80 credits at SCQF level 12 with a mark of at least 40% in each of
the courses which make up these credits; and
  b. attain an average of at least 40% for the 120 credits at SCQF level 12
  c. satisfy any other specific requirements for the ChM degree programme, that are
clearly stated in respective handbooks.

Professional Higher Degrees

Doctor of Medicine (MD)

90.   An applicant for the degree of Doctor of Medicine (MD) must:
   a. hold a qualification which is registrable with the General Medical Council and
      must have been engaged since graduation for at least one year either in
      scientific work bearing directly on the applicant's profession, or in the practice
      of Medicine or Surgery, and will be performing their work in the South East of
      Scotland*, either employed as a member of staff of the University of
      Edinburgh; or as an NHS employee or as a research worker employed or self-
      financed or grant-funded, in the University of Edinburgh or an Associated
      Institution or an NHS establishment
   b. all applicants are required to meet the University of Edinburgh standard
      postgraduate research admissions requirements.

91.   The grounds for the award of the degree of MD are:
   a. a student must have demonstrated by the presentation of a thesis, a
      significant amount of material worthy of publication or public presentation, and

by performance in an oral examination (unless this is exceptionally waived by the College) that the student is capable of pursuing original research in the field of study, relating particular researches to the general body of knowledge in the field, and presenting the results of the researches in a critical and scholarly way.

b. the thesis must deal with one or more of the subjects of study in the curriculum for the degrees of MB ChB of the University or with subjects arising directly from contemporary medical practice. It must be an original work making a significant contribution to knowledge in or understanding of the field of study; contain material worthy of publication; show a comprehensive knowledge and a critical appreciation of the field of study and related literature; show that the student's observations have been carefully made; show the exercise of independent critical judgment with regard to both the student's work and that of other scholars in the same general field; contain material which presents a unified body of work; be satisfactory in its literary and general presentation, give full and adequate references and have a coherent structure understandable to a scholar in the same general field with regard to intentions, background, methods and conclusions. A concise and informative summary should be included with the thesis.

92.   Supervisors must accommodate the student and the project within their research facilities, and obtain permission from line managers as required. Supervisors will be located in the University of Edinburgh or in NHS facilities within the supervision of the NHS Education for Scotland South East Scotland* postgraduate deanery.

93.   Registration may be full-time or part-time.
   a. Full-time registration will apply to students who will spend >80% full-time equivalent devoted to research related to the MD project. They may be either not in employment for >20% full-time equivalent, or employed in a post in which at least 80% full time equivalent time is available for research related to their MD project rather than for clinical training or practice or other duties. Full time students have a prescribed period of two years in which they will conduct the research with up to two years to write up the thesis thereafter. Thesis submission is permitted at two years at the earliest and within four years.
   b. Part-time registration will apply to students who are in employment unrelated to their MD project for >20% full-time equivalent, or who elect not to devote as much as 80% of their time to the MD research project. Students may opt to study either at 40% full-time equivalent, for which they will have a prescribed period of research of four years, or at 60% equivalent, for which the prescribed period is 3 years. Students will have two years to write up the

thesis at the end of the prescribed period. Thesis submission is permitted at the end of the prescribed period of study at the earliest.

MD Timetable for submission

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
MD full time	Prescribed Period		submission period			
MD part time 60%	Prescribed Period			submission period		
MD part time 40%	Prescribed Period				submission period	

94.   A student who is registered for a MD may apply to the College for conversion to an alternative degree, including abbreviating the prescribed period to 1 year full time equivalent in order to complete a MSc by Research, completing a 2 year full time equivalent prescribed period to complete a MPhil, or extending the prescribed period to 3 years full time equivalent in order to complete a PhD. Conversion can only be considered prospectively, in advance of completing the necessary prescribed period of research, and will incur fees applicable for the new degree.

95.   A student must submit a thesis specially written for the degree concerned and must not have submitted it in candidature for any other degree, postgraduate diploma or professional qualification. The thesis length should be no more than 60,000 words. Material to be included in a thesis may be published before the thesis is submitted. The thesis must record the fact of such publication. The thesis must conform to the Postgraduate Research Degree Assessment Regulations.

*for this purpose, South-East Scotland is the areas covered by the Borders, Fife and Lothian Health Boards.

Doctor of Dental Surgery (DDS)

96.   An applicant for the degree of Doctor of Dental Surgery (DDS) must hold a qualification which is registrable with either the General Dental Council or the General Medical Council or both and must have been engaged since graduation for at least two years either in scientific work bearing directly on the applicant's profession, or in the practice of Dentistry or other related disciplines, and will perform their research work in the South-East of Scotland*, either employed as a member of staff of the University of Edinburgh; or as an NHS employee or as a research worker employed or self-financed or grant-funded, in the University of Edinburgh, or an Associated Institution or an NHS establishment.

All applicants are required to meet the University of Edinburgh standard postgraduate research admissions requirements.

97.   The grounds for the award of the DDS are that:
   a. the student must have demonstrated by the presentation of a thesis and by performance in an oral examination (unless this is exceptionally waived by the College) that the student is capable of pursuing original research in the field of study, relating particular researches to the general body of knowledge in the field, and presenting the results of the researches in a critical and scholarly way.
   b. the thesis must deal with one or more of the subjects arising directly from contemporary dental or surgical practice relevant to oral health. It must be an original work that:
   • makes a significant contribution to knowledge in or understanding of the field of study;
   • contains a significant amount of material worthy of publication or presentation;
   • shows a comprehensive knowledge and a critical appreciation of the field of study and related literature;
   • shows that the student's observations have been carefully made;
   • shows the exercise of independent critical judgment with regard to both the student's work and that of other scholars in the same general field;
   • contains material which presents a unified body of work;
   • is satisfactory in its literary and general presentation, gives full and adequate references and has a coherent structure;
   • is understandable to a scholar in the same general field with regard to intentions, background, methods and conclusions.

A concise and informative summary should be included with the thesis.

98.   The supervisors must undertake that they will accommodate the student and the project within their research facilities, and obtain permission from line managers as required.

99.   Registration may be full-time or part-time.
   a. Full-time registration will apply to students who will spend >80% full-time equivalent devoted to research related to the DDS project. They may be either not in employment for >20% full-time equivalent, or employed in a post in which at least 80% full time equivalent time is available for research related to their DDS project rather than for clinical training or practice or other duties. Full time students have a prescribed period of two years in which they will conduct the research with up to two years to write up the thesis thereafter. Thesis submission is permitted at two years at the earliest and within four years.

Part-time registration will apply to students who are in employment unrelated to their DDS project for >20% full-time equivalent, or who elect not to devote as much as 80% of their time to the DDS research project. Students may opt to study either at 40% full-time equivalent, for which they will have a prescribed period of research of four years, or at 60% equivalent, for which the prescribed period is three years. Students will have two years to write up the thesis at the end of the prescribed period. Thesis submission is permitted at the end of the prescribed period of study at the earliest.

DDS Timetable for submission

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DDS full time	Prescribed Period		Submission period			
DDS part time 60%	Prescribed Period			Submission period		
DDS part time 40%	Prescribed Period				Submission period	

100.   The thesis length should be no more than 60,000 words. Material to be included in a thesis may be published before the thesis is submitted. The thesis must record the fact of such publication. The thesis must conform to the Postgraduate Research Degree Assessment Regulations.

*for this purpose, South-East Scotland is the areas covered by the Borders, Fife and Lothian Health Boards.

Doctor of Veterinary Medicine and Surgery (DVM&S)

101.   A thesis for the degree of DVM&S must deal with one or more of the subjects of study in the curriculum for the degree of BVM&S of the University or with subjects arising directly from contemporary veterinary practice.

102.   The grounds for the award of the degree of DVM&S are:
   a. the student must have demonstrated by the presentation of a thesis and by performance in an oral examination (unless this is exceptionally waived by College) that the student is capable of pursuing original research in the field of study relating particular researches to the general body of knowledge in the field, and presenting the results of the researches in a critical and scholarly way.

b. the thesis must be an original work making a significant contribution to knowledge in or understanding of the field of study; contain material worthy of publication; show a comprehensive knowledge and a critical appreciation of the field of study and related literature; show that the student's observations have been carefully made; show the exercise of independent critical judgement with regard to both the student's work and that of other scholars in the same general field; contain material which presents a unified body of work; be satisfactory in its literary and general presentation, give full and adequate references and have a coherent structure understandable to a scholar in the same general field with regard to intentions, background, methods and conclusions.

103.   Registration is five years part-time. An intending student shall submit to the College a suggested topic and description of the work on which the thesis will be based. A registration fee is paid upon initial registration, an annual advisory fee is paid at the beginning of each year of study (including the first year) and an examination fee is paid at the time of thesis submission. After formal acceptance of the suggested topic and description, a period of normally at least 18 months must elapse before the thesis is submitted.

104.   The thesis length should be no longer than 60,000 words.

Doctor of Veterinary Medicine (DVetMed)

105.   DVetMed students will undertake courses to obtain 180 credits in each year of the four year programme. In order to qualify for the award of Doctor of Veterinary Medicine, students must obtain a total of 720 credits across the duration of the programme, in accordance with the progression requirements below.

106.   Students are permitted one re-sit attempt for each SCQF Level 12 course on the programme. Students may be awarded credit on aggregate for up to 60 credits of SCQF Level 11 courses in each year, provided they meet the following criteria:

- Achieve a mark of 50% or more in 120 credits worth of courses (at the first or second attempt for SCQF Level 12 courses);
- Achieve an average of 50% or more across 180 credits of courses (based on performance at the first or second attempt for SCQF Level 12 courses).

107.   Exit awards are available to students leaving the programme without qualifying for award of the DVetMed.

Based on the criteria set out in the Taught Assessment Regulations relating to Postgraduate degree, diploma and certificate award, the following will be awarded:

- PGCert (VetMed) upon completion of 60 credits of courses
- PGDip (VetMed) upon completion of 120 credits of courses

In order to qualify for the award of MSc (VetMed), students must meet the following criteria:

- Achieve a pass in 180 credits of courses;
- Achieve an average of 50% across 180 credits of courses based on performance at the first attempt in each course;
- Achieve a mark of at least 50% in a minimum of 120 credits of courses based on performance at the first attempt in each course; this must include a minimum of 50 credits worth of research courses*

*Research Proposal; Study design and methods of research; Research project part 1, 2, 3

D   College of Science and Engineering Postgraduate Degree Regulations: Degree Specific Regulations

Doctor of Engineering (EngD)

108. The Prescribed Period of Study is 48 months full-time and 96 months part-time.

MSc Engineering degrees: professional requirements

109. An MSc student who is eligible for progression or for the award of an accredited MSc degree by the University regulations but who fails an MSc course, for which a pass is required for reasons associated with breadth of professional knowledge and/or the stipulation(s) of one or more of the Professional Accreditation bodies, will be required to "resit for professional purposes" the failed course.

110. A student requiring "resit(s) for professional purposes" will be ineligible for the accredited MSc degree unless the necessary passes at "resit for professional purposes" are achieved, but may be eligible for the award of the unaccredited degree of MSc in Engineering Technology in a Designated Subject.

111. 'Resits for professional purposes' should be taken at the next available opportunity. Only one resit attempt will be permitted. Where a student has exhausted the maximum number of attempts and has still yet to pass a course or courses, they will not be eligible for the accredited MSc degree, but will be considered for an exit award in line with Regulation 111.

112. Where resits for professional purposes are required, the first (fail) mark will be recorded for the MSc degree classification.

113. It will be for each MSc Programme Director within the School of Engineering to identify the requirements for each degree programme. This may be done on the basis of individual courses, and/or on the basis of an aggregate. The requirements for each Programme will be stated in the Degree Programme Handbook.

2. These Regulations, including Assessment Regulations (2024/25), shall apply to degrees as set out in appendix 1 of this Resolution.

3. This Resolution shall supersede those parts of all previous Resolutions and Ordinances dealing with postgraduate regulations for degrees set out in appendix 1 and specifically revokes Resolution No. 9/2023.

4. This Resolution shall come into force with effect from the commencement of the 2024/25 academic year on 1 August 2024.

For and on behalf of the University Court

LEIGH CHALMERS

University Secretary

<u>Appendix 1 to Resolution No. 5/2024</u>

Degrees covered by these Regulations

Research Degrees
Doctor of Philosophy (PhD)
Master of Philosophy (MPhil)
MSc by Research (MScR)
Master of Research (MRes)
PhD with Integrated Study (PhD)
PhD (by Research Publications)

<u>College of Arts, Humanities and Social Sciences</u>
Master of Letters (MLitt)
Master of Education (MEd)
Doctor of Education (EdD)
Master of Theology by Research (MTh by Research)
Master of Laws by Research (LLM by Research)

<u>College of Medicine and Veterinary Medicine</u>
Master of Medical Sciences by Research (MMedSci by Research)
Master of Veterinary Sciences by Research (MVetSci by Research)

<u>College of Science and Engineering</u>
Doctor of Engineering (EngD)

Higher Professional Degrees
<u>College of Arts, Humanities and Social Sciences</u>

Doctor of Clinical Psychology (DClinPsychol)
Doctor of Psychotherapy and Counselling (DPsychotherapy)

<u>College of Medicine and Veterinary Medicine</u>
Doctor of Medicine (MD)
Doctor of Dental Surgery (DDS)
Doctor of Veterinary Medicine and Surgery (DVM&S)
Doctor of Veterinary Medicine (DVetMed)
Doctor of Clinical Dentistry (DClinDent)

Postgraduate degrees (by coursework)
Master of Science (MSc)

<u>College of Arts, Humanities and Social Sciences</u>
European Masters in Landscape Architecture (EMLA) 52
Master of Architecture (MArch)
Master of Art (eca) MA (eca)
Master of Fine Art (MFA)
Masters in Architecture (MArch)
Master of Architecture (Studies) (MArch (Studies))
Master of Landscape Architecture (MLA)
Master of Architecture (Design) (MArch (Design))
Master of Architecture (Digital Media Studies) (MArch (Digital Media Studies))
Master of Business Administration (MBA)
Master of Counselling (MCouns)
Master of Chinese Studies (MCS)
Master of Laws (LLM)
Master of Music (MMus)
Master of Nursing (MN)
Master of Public Policy (MPP)
Master of Social Work (MSW)
Master of Teaching (MTeach)
Master of Theology (MTh)
Master of International Relations (MIA)

<u>College of Medicine and Veterinary Medicine</u>
Master of Clinical Dentistry (MClinDent)
Master of Public Health (MPH)
Master of Surgery (General Surgery) (ChM (General Surgery))
Master of Surgery (Trauma and Orthopaedics) (ChM (Trauma and Orthopaedics))
Master of Surgery (Urology) (ChM (Urology))
Master of Surgery (Vascular and Endovascular) (ChM (Vascular and Endovascular))
Master of Veterinary Sciences (MVetSci)
ChM Master of Surgery (Clinical Ophthalmology)
Master of Family Medicine (MFM)

UNIVERSITY COURT

17 June 2024

Resolutions – Chairs

Description of paper

1. This paper invites Court to approve Resolutions to establish Chairs (i.e. professorial positions) in accordance with agreed arrangements and the requirements set out in the Universities (Scotland) Act 1966. This paper contributes to the Strategy 2030 outcome: 'We will be a destination of choice, based on our clear "Edinburgh Offer"'.

Action requested/Recommendation

2. To approve the following Resolutions presented in final format:

No. 6/2024: Foundation of a Personal Chair of Engineering Biology
No. 7/2024: Foundation of a Personal Chair of Medieval History
No. 8/2024: Foundation of a Personal Chair of Competition law
No. 9/2024: Foundation of a Personal Chair of Audiovisual Translation Studies
No. 10/2024: Foundation of a Personal Chair of Carbon Accounting
No. 11/2024: Foundation of a Personal Chair of International Law and Global Governance
No. 12/2024: Foundation of a Personal Chair of Fashion Design
No. 13/2024: Foundation of a Personal Chair of Contemporary History
No. 14/2024: Foundation of a Personal Chair of Science and Sustainability Education
No. 15/2024: Foundation of a Personal Chair of Creative Anthropology
No. 16/2024: Foundation of a Personal Chair of Brain and Cognitive Ageing
No. 17/2024: Foundation of a Personal Chair of Experimental Pragmatics
No. 18/2024: Foundation of a Personal Chair of Music and Audio-Visual Media
No. 19/2024: Foundation of a Personal Chair of Contemporary Art History and Theory
No. 20/2024: Foundation of a Personal Chair of Banking and Risk Analytics
No. 21/2024: Foundation of a Personal Chair of Consumer Culture and Society
No. 22/2024: Foundation of a Personal Chair of Health and Wellbeing
No. 23/2024: Foundation of a Personal Chair of International Law and Practice
No. 24/2024: Foundation of a Personal Chair of Finance
No. 25/2024: Foundation of a Personal Chair of Social Mobilisation
No. 26/2024: Foundation of a Personal Chair of the History of Late Antiquity
No. 27/2024: Foundation of a Personal Chair of Synchronic and Diachronic Phonology
No. 28/2024: Foundation of a Personal Chair of Law and History
No. 29/2024: Foundation of a Personal Chair of Anthropology and Modern Asia
No. 30/2024: Foundation of a Personal Chair of Social Psychology
No. 31/2024: Foundation of a Personal Chair of English Language
No. 32/2024: Foundation of a Personal Chair of Modern European History
No. 33/2024: Foundation of a Personal Chair of Digital Marketing and Consumer Behaviour
No. 34/2024: Foundation of a Personal Chair of the Sociology of Markets

No. 35/2024: Foundation of a Personal Chair of Literacy (Psychology & Education)
No. 36/2024: Foundation of a Personal Chair Personality Psychology
No. 37/2024: Foundation of a Personal Chair of Sport Coaching
No. 38/2024: Foundation of a Personal Chair of Social Work and Refugee Studies
No. 39/2024: Foundation of a Personal Chair of Digital Culture and Education Futures
No. 40/2024: Foundation of a Personal Chair of the Analysis and Philosophy of Music
No. 41/2024: Foundation of a Personal Chair of Second World War Studies
No. 42/2024: Foundation of a Personal Chair of Literary and Cultural History
No. 43/2024: Foundation of a Personal Chair of Small Animal Soft Tissue Surgery
No. 44/2024: Foundation of a Personal Chair of Digital Innovations in Health and Care
No. 45/2024: Foundation of a Personal Chair of Thoracic Toxicology
No. 46/2024: Foundation of a Personal Chair of Comparative Neurology
No. 47/2024: Foundation of a Personal Chair of Veterinary Medical Humanities
No. 48/2024: Foundation of a Personal Chair of Social Sciences in Medicine
No. 49/2024: Foundation of a Personal Chair of Veterinary Ophthalmology
No. 50/2024: Foundation of a Personal Chair of Animal Welfare Science and Education
No. 51/2024: Foundation of a Personal Chair of Veterinary Diagnostic Imaging
No. 52/2024: Foundation of a Personal Chair of Pathogen Phylodynamics
No. 53/2024: Foundation of a Personal Chair of Translational Molecular Imaging
No. 54/2024: Foundation of a Personal Chair of Cancer Network Biology
No. 55/2024: Foundation of a Personal Chair of Clinical and Experimental Neurosurgery
No. 56/2024: Foundation of a Personal Chair of Liver Pathology
No. 57/2024: Foundation of a Personal Chair of Global Food Systems
No. 58/2024: Foundation of a Personal Chair of Molecular Thermofluids
No. 59/2024: Foundation of a Personal Chair of Chromatin Replication and Architecture
No. 60/2024: Foundation of a Personal Chair of Biological Mass Spectrometry
No. 61/2024: Foundation of a Personal Chair of Therapeutic Engineering
No. 62/2024: Foundation of a Personal Chair of Mass Spectrometry
No. 63/2024: Foundation of a Personal Chair of Structural Biology
No. 64/2024: Foundation of a Personal Chair of Geometry and Representation Theory
No. 65/2024: Foundation of a Personal Chair of Statistical Data Science
No. 66/2024: Foundation of a Personal Chair of Plant Evolutionary Ecology and Biogeography
No. 67/2024: Foundation of a Personal Chair of Sustainable Energy
No. 68/2024: Foundation of a Personal Chair of Physics Education
No. 69/2024: Foundation of a Personal Chair of Process Systems Engineering
No. 70/2024: Foundation of a Personal Chair of RNA Biochemistry
No. 71/2024: Foundation of a Personal Chair of Fire Science
No. 72/2024: Foundation of a Personal Chair of Foundations of Quantum Informatics
No. 73/2024: Foundation of a Personal Chair of Biophysics
No. 74/2024: Foundation of a Personal Chair of Plant Genomics
No. 75/2024: Foundation of a Personal Chair of Sustainable Materials Chemistry

No. 76/2024: Foundation of a Personal Chair of Astronomy
No. 77/2024: Foundation of a Personal Chair of Political Ecology
No. 78/2024: Foundation of a Personal Chair of Nuclear Astrophysics
No. 79/2024: Foundation of a Personal Chair of High-Pressure Chemical Physics
No. 80/2024: Foundation of a Personal Chair of Mathematical Physics
No. 81/2024: Foundation of a Personal Chair of Applied Remote Sensing
No. 82/2024: Foundation of a Personal Chair of Biomineralization
No. 83/2024: Foundation of a Personal Chair of Knowledge Computing
No. 84/2024: Foundation of a Personal Chair of Mobile Intelligence
No. 85/2024: Foundation of a Personal Chair of Scientific Computing
No. 86/2024: Foundation of a Personal Chair of Advanced Laser Diagnostics
No. 87/2024: Foundation of a Personal Chair of Global Change Biology
No. 88/2024: Foundation of a Personal Chair in Computational Engineering
No. 89/2024: Foundation of a Personal Chair of Software Testing and Verification
No. 90/2024: Foundation of a Personal Chair of non-Mendelian genetics
No. 91/2024: Foundation of a Personal Chair in Sustainable Materials
No. 92/2024: Foundation of a Personal Chair of Theoretical Particle Physics
No. 93/2024: Foundation of a Personal Chair of Political Ecology
No. 94/2024: Foundation of a Personal Chair of Geography and Education
No. 95/2024: Foundation of a Personal Chair of Experimental Neutrino Physics
No. 96/2024: Foundation of a Personal Chair of GeoEnergy
No. 97/2024: Foundation of a Personal Chair of Cosmology
No. 98/2024: Foundation of a Personal Chair of Engineering Biology

Background and context
3. The Universities (Scotland) Act 1966 enabled Court to exercise by Resolution a wide range of powers, including the creation of Chairs. The Act sets out the procedure for making Resolutions. This includes a period of consultation with the Senate, the General Council and any other body or person having an interest.

Discussion
4. The draft Resolutions were circulated to General Council and Senate for observations, with no observations received.

5. Resolutions creating Personal Chairs all follow the same format. Resolution No. 6/2024, is attached as an example of the Personal Chair Resolutions, with the exception that the remaining Personal Chair Resolutions shall come into force with effect from 1 August Two thousand and twenty four.

Resource implications
6. Part of the approval process for new Chairs involved confirmation of the funding in place to support the posts.

Risk Management
7. There are reputational considerations, which are considered as part of the University's approval processes.

Responding to the Climate Emergency & Sustainable Development Goals
8. This paper does not directly contribute to the climate emergency or SDGs as it is fulfilling a legislative requirement.

Equality & Diversity

9. There are no specific equality and diversity issues associated with this paper. However, equality and diversity best practice and agreed procedures are adopted in appointing individuals to Chairs.

Next steps/implications

10. Senate and the General Council will be informed of the approval of the final Resolutions. The list of approved Resolutions is annually reviewed and published on the University's website.

Consultation

11. Senate and the General Council are asked for observations on Resolutions and a notice is published online to enable observation from any other body or person having an interest to express observations.

Further information

12. *Author*
    Kirstie Graham
    Court Services Office
    June 2024

Freedom of Information

13. Open paper.

UNIVERSITY OF EDINBURGH

Draft Resolution of the University Court No. 6/2024

Foundation of a Personal Chair of Engineering Biology

At Edinburgh, the Seventeenth day of June, Two thousand and twenty four.

WHEREAS the University Court deems it expedient to found a Personal Chair of Engineering Biology:

THEREFORE the University Court, after consultation with the Senatus Academicus and in exercise of the powers conferred upon it by Section 3 of the Universities (Scotland) Act, 1966, with special reference to paragraph 5 of Part II of Schedule 2 to that Act, hereby resolves:

1.   There shall be a Personal Chair of Engineering Biology in the University of Edinburgh.

2.   The patronage of the Chair shall be vested in and exercised by the University Court of the University of Edinburgh.

3.   Notwithstanding the personal nature of this Chair, the terms and conditions of appointment and tenure which by Statute, Ordinance and otherwise apply to other Chairs in the University shall be deemed to apply in like manner to the Personal Chair of Engineering Biology together with all other rights, privileges and duties attaching to the office of Professor.

4.   This Resolution shall come into force with effect from 1 April Two thousand and twenty four.

For and on behalf of the University Court

LEIGH CHALMERS

University Secretary