



# THE UNIVERSITY of EDINBURGH

University Court  
Laurie Liddle Pavilion, Peffermill Playing Fields  
Monday, 21 September 2015, 2.00pm

## AGENDA

- 1 **Minute** A  
To approve the minute of the previous meeting held on 22 June 2015.
- 2 **Matters Arising** Verbal  
To raise any matters arising.
- 3 **Principal's Communications** B  
To receive an update by the Principal.
- 4 **Assistant Principals** C1  
- New C2  
- Renewal  
To approve recommendations by the Principal.

## SUBSTANTIVE ITEMS

- 5 **NSS and the Student Experience Update** D  
To consider and comment on a paper by the Principal.
- 6 **Finance Director's Update** E  
To consider and approve a paper by the Director of Finance.
- 7 **Counter Terrorism and Security Act / Prevent Duty** F  
To consider an update by Deputy Secretary Student Experience.
- 8 **Revision to Computing Regulations** G  
To consider and approve a paper by the Chief Information Officer.
- 9 **Responsible Investment** H  
To consider an update by the University Secretary
- 10 **City Deal** I  
To consider and comment on a paper by the Director of Corporate Services.

**Tea and Coffee break – 3.00pm**

If you require this agenda or any of the papers in an alternative format e.g. large print please contact Ms Kirstie Graham on 0131 650 2097 or email [Kirstie.Graham@ed.ac.uk](mailto:Kirstie.Graham@ed.ac.uk)

**11 Outcome Agreement - Cycle and Draft Self-Evaluation of 2014-15 Agreement** J  
To consider and approve the proposals in the paper by Deputy Secretary, Strategic Planning.

**12 Effectiveness Review** K  
To consider and approve the review by University Secretary.

#### ROUTINE ITEMS

**13 EUSA President's report** L  
To receive an update by the EUSA President.

**14 Exception Committee Report** M  
To note a report from the Exception Committee.

**15 Policy and Resources Committee Report** N  
To note a report from the Policy and Resources Committee.

**16 Audit and Risk Committee Report** O  
To note a report from the Audit and Risk Committee.

**17 Any Other Business** Verbal  
To consider any other matters by Court members.

#### ITEMS FOR FORMAL APPROVAL/NOTING (Please note these items are not normally discussed.)

**18 University of Edinburgh Statement on Quality Arrangements** P  
To approve.

**19 Annual Report to the Scottish Funding Council on Institution-led Review and Enhancement Activity 2014/15** Q  
To approve.

**20 Joint Meeting of Senate and Court Committee Conveners Report** R  
To note.

**21 Annual Review Completion Rates 2014/15** S  
To note.

**22 Donations and Legacies** T  
To note.

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**23 Uses of the Seal**

To note.

**25 Date of next meeting**

Monday, 7 December 2015 at Moray House School of Education.

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UNIVERSITY COURT

22 June 2015

Minute

- Present:**
- Mr Steve Morrison Rector (in chair)
  - The Principal, Professor Sir Timothy O'Shea
  - Ms Doreen Davidson
  - Mr Alan Johnston
  - Professor Ann M Smyth
  - Dr Marialuisa Aliotta
  - Professor Jake Ansell
  - Professor Sarah Cooper
  - Dr Claire Phillips
  - Dr Anne Richards, Vice-Convener
  - Mr David Bentley
  - Dr Robert Black
  - Mr Peter Budd
  - Ms Alison Grant
  - Dr Chris Masters
  - Lady Susan Rice
  - Ms Angi Lamb
  - Mr Jonny Ross-Tatam, President, Students' Representative Council
  - Ms Urte Macikene, Vice-President Students' Representative Council
- In attendance:**
- Mr Sandy Ross, Rector's Assessor
  - Dr Alan Brown, General Council Assessor elect
  - Mr Ritchie Walker, General Council Assessor elect
  - Senior Vice-Principal Professor Charlie Jeffery
  - Vice-Principal Professor Sue Rigby
  - Vice-Principal Professor Sir John Savill
  - Vice-Principal Professor Jonathan Seckl
  - Vice-Principal Professor Lesley Yellowlees
  - University Secretary, Ms Sarah Smith
  - Mr Hugh Edmiston, Director of Corporate Services
  - Mr Gavin McLachlan, Chief Information Officer
  - Mr Gavin Douglas, Deputy Director, Student Experience
  - Dr Ian Conn, Director of Communications and Marketing
  - Mr Gary Jebb, Director of Estates
  - Ms Zoe Lewandowski, Director of Human Resources
  - Mr Philip McNaull, Director of Finance
  - Mrs Tracey Slaven, Deputy Secretary, Strategic Planning
  - Ms Fiona Boyd, Head of Stakeholder Relations and Senior Executive Officer
  - Ms Kirstie Graham, Deputy Head of Court Services
  - Dr Katherine Novosel, Head of Court Services
- Apologies:**
- The Rt Hon Donald Wilson, Lord Provost of the City of Edinburgh
  - Sheriff Principal Edward Bowen
  - Mr Les Matheson

## **1 Minute**

**Paper A**

The Minute of the previous meeting held on 11 May 2015 was approved as a correct record.

Court warmly welcomed Ms Alison Grant, Mr Jonny Ross-Tatam and Ms Urte Macikene to their first meeting as members of Court. Court further welcomed Dr Alan Brown General Council Assessor elect and Mr Ritchie Walker, General Council Assessor elect who were in attendance at this meeting of Court.

Court further noted that this would be last meeting attended by Professor Ann Smyth, General Council Assessor and members warmly thanked her for her work on Court and various Committees and wished her well for the future.

## **2 Principal's Communications**

**Paper B**

Court noted the contents of the Principal's Report and the additional information on: the student occupation on Fossil Fuel and the actions of the Investment Committee following its consideration of the changes to University's Responsible Investment Policy Statement; the Paolozzi murals from London underground would be coming to Edinburgh to be displayed in ECA, the University already having a number of pieces by the artist including a set of the Turing prints in the Informatics Forum; the success of the ECA degree show; the recent open days which had attracted over 6,000 participants; and the continuing success of recruitment of high calibre staff.

There was also detailed discussion on the Higher Education Governance (Scotland) Bill published on 16 June 2015 and a summary paper outlining the initial assessment of the Bill was tabled at the meeting. There was general discussion around legal issues and on the possible adverse effect of the provisions in the proposed Bill on the charitable status of universities, the ability of the Scottish Ministers to alter the provisions and to regulate via secondary legislation and the challenge to institutional autonomy.

Court noted the significant proposed changes around the membership and chairing of Court and the composition of Senate. The proposed revision to the definition of academic freedom was not considered challenging. It was agreed that it would be helpful if the sector could reach a consensus view on the broader principles.

Court was supportive of establishing a Sub-Group similar to that which took forward the implementation of the Scottish Code of Good Higher Education Governance to discuss issues in more depth and agree the University's submission to the Parliament's Education and Culture Committee which would be circulated by e-mail to full Court for clearance.

Post meeting note: following the meeting, the membership of the Sub-Group was confirmed as: the Principal, Dr Anne Richards, Mr Steve Morrison, Ms Doreen Davidson, Professor Jake Ansell, Dr Robert Black, Lady Susan Rice, Mr Jonny Ross-Tatam and Ms Sarah Smith.

### **3 Designation of Assistant Principals**

**Paper C**

On the recommendation of the Principal, Court approved the following:

- Professor Susan Deacon's term of office as Assistant Principal to be extended for 2 years until 31 July 2017 and her designation to be amended to Assistant Principal External Relations;
- Professor Natascha Gentz to be appointed for an initial period of 3 years with effect from the 1 August 2015 to 31 July 2018 to the new position of Assistant Principal – China.

## **SUBSTANTIVE ITEMS**

### **4 Business Planning Round 2015-2018**

**Paper D**

Court noted the further development of the proposals following discussion at its last meeting when an approach had been agreed to the reduction in the level of surplus and further noted the areas not reflected in the current proposals. The Colleges and Support Groups were aware of the challenges going forward and their plans were appropriately robust and had been extensively discussed.

The final College and Support Group plans were approved by Court. There was discussion on various issues including the resourcing of international offices and alumni support and Court welcomed the proposals for Development and Alumni activities within these areas which also included further work around attracting support for student bursaries. The actions being taken forward around income generation and research and commercialisation activities were also noted.

Following detailed consideration Court agreed the priorities for strategic investment as set out in the paper and approved the budgets including the provision for proposed estates and IT infrastructure programmes and the resulting planned surplus, endorsing ongoing progress with three year business planning.

### **5 Enhancement-Led Institutional Review (ELIR) – Reflective Analysis and Case Studies**

**Paper E**

The process to review learning and teaching within the sector was noted and that the Quality Assurance Agency Scotland (QAAS) undertook a formal review of universities on a four-yearly cycle. The University was now subject to such a review, the last ELIR review having taken place in 2011. As part of this review process,

undertaken by a team of six external reviewers, the University required to be submitted in advance of the visit by the team a Reflective Analysis and Case Studies.

Following consideration, Court endorsed these impressive documents on the recommendation of the Senate Quality Assurance Committee, noting that Senate had also endorsed these documents at its meeting on 3 June 2015. Court further noted that visits would take place on 6 and 7 October and the week of 9 November 2015. The final QAA report would be published 16 weeks later: the University having had an opportunity to comment on the draft report.

## **6 Estate Projects**

### Quartermile Project

Court approved the proposed strategic acquisition of this iconic building up to the sum set out in the paper. It was noted that a full business case would be prepared for the use of the site to be presented to Court for approval in due course and that there had been discussion around the opportunities of this site for the Business School.

**Paper F1**

### Centre for Tissue Repair

Court fully approved the funding as set out in the paper noting the external fundraising target to take forward this development.

**Paper F2**

## **7 Education Act 1994**

The work undertaken to confirm that the University was currently compliant with the Act in respect of its provision around student unions/associations was noted by Court. Court was content that the information as set out in the appendix provided the necessary assurances.

**Paper G**

## **8 SRUC - Update**

Court noted the significant progress in taking forward the due diligence exercise and the documentation produced. It was noted that SRUC had written to the University setting out a number of governance issues they wished to be addressed and these and the due diligence documentation had been discussed at the Court SRUC Sub-Group meeting on 9 June 2015 along with feedback from an informal dinner between members of the SRUC and Court Sub-Groups on 8 June 2015.

**Paper H**

The Court Sub-Group had considered a number of options on how best to proceed taking cognisance of the anticipated University investment which would be required to progress the strategic alliance and other options and opportunities around the academic vision. The Sub-Group agreed that it would be helpful to approach SRUC confirming the University's final definitive position on a

revised and enhanced business plan and on governance arrangements.

Court was updated on the outcome of the approach and subsequent discussion with SRUC and on debate by the University around other potential options. There was detailed consideration of all the information available and having taken cognisance of the benefits and risks, the Court agreed that the Principal should write to SRUC intimating that while wishing to maintain collaborative working between the two intuitions, as a result of concerns particularly around governance issues it had taken the view that it was not appropriate to proceed further at this stage with the strategic alliance. Court further agreed that the University's academic options should be developed with proposals brought to a subsequent meeting for consideration.

## **9 Finance – loan proposal**

Court considered the information in the three papers in respect of the proposal that the University enters into a new debt to take forward the University's ambitious estate programme. There was a much clearer vision emerging for the estates strategy and this together with the enhanced financial forecasting, modelling and current interest rates presented an opportunity to invest in the University's future. It was noted that there had been discussion at the last meeting of the Policy and Resources Committee and that the Committee was supportive of this proposal. Court noted the consideration around income generation to service the debt, the flexibility available to the University to respond to future challenges and its ability to take any required actions. It was also clear that there would have to be demonstrable value for money in taking this approach.

**Paper I1**  
**Paper I2**  
**Paper I3**

There was discussion around the implications for surplus levels and assurances were provided on the financial monitoring which would be undertaken by the Policy and Resources Committee. It was also confirmed that should specific challenges arise there would be opportunities to re profile the estates strategy particularly through the current estate approval process for individual projects. Following detailed consideration of the various factors, Court approved the proposal to enter into a long-term external debt to the figure as set out in the paper and noted that a further paper setting out the detailed arrangements including expenditure of RDEC funds would be prepared and presented in due course.

Court further approved the amendments to the Finance Strategy, noted the ten year forecast and approved the Estates Funding Strategy.

## **10 EU Referendum**

**Paper J**

There was discussion on an appropriate approach by the University in respect of the coming UK referendum on EU membership. Court noted the stance being adopted by Universities UK and anticipated by other organisations in the sector and agreed that the University in addition to supporting the approach of these organisations should also take an individual pro EU membership public stance.

## **11 A Vision for Learning and Teaching**

**Paper K**

The current planning around a vision on learning and teaching was welcomed by Court and the six emerging areas for development following discussion with various stakeholders including employers. Court noted the consultation undertaken across the University to further develop the draft vision and the summary of responses emerging around the six areas. There was general support for change with different Schools presenting different approaches to the proposals based on specific requirements of the programmes they offered.

Court noted the very ambitious vision being proposed and the transformational nature of the proposed approach particularly the challenges around student-led individually created courses (SLICCS) given the number of undergraduates and the number of Schools within the University.

## **ROUTINE ITEMS**

### **12 EUSA President's Report**

**Paper L**

Court noted the items within the EUSA President's Report and the additional information on: the enthusiasm for opportunities to recognise student activities out with the teaching environment and for students to shape their learning experience; the Development and Alumni campaign to attract funding for student bursaries and mentoring network out with the University and strengthening collaboration and partnership working between EUSA, students, staff and Court members.

The EUSA President also thanked the previous EUSA Sabbatical Officers for their work across the University and within EUSA.

### **13 University Risk Register**

**Paper M**

There was discussion on aspects of the revisions to the University Risk Register particularly in respect of the new risks identified and changes to the perceived risk levels. Court was content to approve the 2015/2016 University Risk Register noting that this document was considered on an on-going basis throughout the year.

Court further noted that as a result of the approval on the revised Finance Strategy further amendments were now required to the Risk Appetite Statement. Court agreed, in principle, the Statement subject to the revisions discussed at Court: a further Risk Appetite Statement would be circulated in due course.

## 14 Standing Committee Reports

### Policy and Resources Committee

**Paper N1**

Court noted the report and approved the proposals around creating a subsidiary company registered in Hong Kong to take forward the commercialisation activities of the University's Edinburgh Centre for Carbon Innovation (ECCI), noting the wider opportunities for the University of a presence in Hong Kong. Court further approved acceptance of the Appleton Tower tender.

### Nominations Committee Report

**Paper N2**

On the recommendation of the Nominations Committee Court approved the following appointments:

#### *Audit and Risk Committee*

Dr Robert Black's term of office to be extended to 31 July 2018  
Mr Peter Budd's term of office to be extended to 31 July 2016  
Mr Alan Johnston's term of office as member and Convener to be extended to 31 July 2018  
Dr Alan Brown to be appointed with effect from 1 August 2015 until 31 July 2018  
Lady Susan Rice's term of office to cease at 31 July 2015

#### *Knowledge Strategy Committee*

Ms Doreen Davidson to be appointed Convener with effect from 1 August 2015 until 31 July 2017  
Ms Alison Grant to be appointed with effect from 1 August 2015 until 31 July 2018  
Mr Peter Budd to be appointed with effect from 1 August 2015 until 31 July 2016

#### *Nominations Committee*

Dr Robert Black's term of office to be extended to 31 July 2018  
Ms Doreen Davidson to be appointed with effect from 1 August 2015 until 31 July 2017

#### *Policy and Resources Committee*

Mr David Bentley's term of office to be extended to 31 July 2018  
Ms Alison Grant to be appointed with effect from 1 August 2015 until 31 July 2018  
Lady Susan Rice to be appointed with effect from 1 August 2015 until 31 July 2017

#### *Remuneration Committee*

Mr Alan Johnston's term of office to be extended to 31 July 2018

*Committee on University Benefactors*

Sheriff Principal Edward Bowen's term of office to be extended to 31 July 2018

*Estates Committee*

Mr Peter Budd's term of office to be extended to 31 July 2016

Mr David Bentley's term of office to be extended to 31 July 2016

*People Committee*

Ms Doreen Davidson's term of office to be extended to 31 July 2016

A recruitment process would be initiated as soon as possible to appoint two external members to this Committee: arrangements to be agreed by the Nominations Committee by correspondence.

*SBS Trustees*

Mr Alan Johnston's term as a member and chair of the Trustees to be extended for a further three years to 31 July 2018

Dr Robert Black's term as a member to be extended until 31 July 2016

Court further welcomed the extension of the appointment of Sheriff Principal Edward Bowen as the Chancellor's Assessor for a further four years and further approved the extension of his term of office as intermediary Court Member to be extended to 31 July 2018.

Audit and Risk Committee Report

Court noted the report and on the recommendation of the Audit and Risk Committee approved the Internal Audit Annual Plan 2015-2016, the External Audit Annual Plan 2014-2015 and the External Audit Fees.

**Paper N3**

Knowledge Strategy Committee Report

Court noted the report and approved the new University Collections Management Policy.

**Paper N4**

Committee on University Benefactors

On the recommendation of the Committee on University Benefactors, Court approved the bestowing of the distinction on the following:

**Paper N5**

*Mr Tom Wright CBE, CEO of Age UK* In recognition of Age UK's continuing financial support to the University's Disconnected Mind/Age UK project.

*Mr Alastair Salvesen CBE and Mrs Elizabeth Salvesen* In recognition of their pledge of £5m (£400,000 already gifted) to support a research Centre dedicated to children and young people with learning difficulties.

*Mr John Allan CBE* In recognition of Mr Allan's commitment and unstinting support for the University's philanthropic aims.

*HRH Prince Alwaleed Bin Talal Bin Abdulaziz Alsaud and the Alwaleed Bin Talal Foundation* In recognition of HRH Prince Alwaleed's philanthropic work through the Alwaleed Bin Talal Foundation and in particular the donation to date of £8,016,419.55 to the University's HRH Prince Alwaleed Bin Talal Centre for the Study of Islam in the Contemporary World.

**ITEMS FOR FORMAL APPROVAL/NOTING** (Please note these items are not normally discussed.)

**15 Academic Report** **Paper O**

Court noted the report.

**16 Senate Committees' Annual Report** **Paper P**

Court noted the report

**17 Strategic Plan 2016-2021 - Update** **Paper Q**

Court noted and was content with the process to take forward the development of the next Strategic Plan.

**18 SFC Strategic Plan Forecast 2014-2018** **Paper R**

Court approved the University's Strategic Plan Forecast 2014-2018 and approved its submission as required to the Scottish Funding Council.

**19 Resolutions** **Paper S**

Court approved the following Resolutions noting that no observations had been received except in respect of Resolution 20/2015 where minor typographical changes had been required:

Resolution No. 10/2015: Foundation of a Chair of Chemical Reaction/Catalysis Engineering

Resolution No. 11/2015: Foundation of a Chair of Applied Control Engineering

Resolution No. 12/2015: Foundation of a Chair of Tropical Livestock Genetics and Health

Resolution No. 13/2015: Foundation of a Personal Chair of Global Environmental Law

Resolution No. 14/2015: Foundation of a Chair of Cyber Security and Privacy

Resolution No. 15/2015: Alteration of the title of the Chair of Epigenetics

- Resolution No. 16/2015: Abolition of the Waddington Chair of Systems Biology
- Resolution No. 17/2015: Foundation of a Chair of Materials Engineering
- Resolution No. 18/2015: Boards of Studies
- Resolution No. 19/2015: Code of Student Conduct
- Resolution No. 20/2015: Postgraduate Degree Programme Regulations
- Resolution No. 21/2015: Undergraduate Degree Programme Regulations
- Resolution No. 22/2015: Degree of Doctor of Clinical Dentistry (DClinDent)

**20 Donations and Legacies**

**Paper T**

Court noted the donations and legacies received by the Development Trust from 24 April to 4 June 2015.

**21 Dates 2015/2016 – 2016/2017**

**Paper U**

Court noted the revised dates for its meetings in 2015/2016 and 2016/2017.

**22 Uses of the Seal**

A record was made available of all the documents executed on behalf of the Court since its last meeting and sealed with its common seal.

**23 Date of next meeting**

The next meeting of Court will be held on Monday, 21 September 2015 at 2.00pm.



UNIVERSITY COURT

21 September 2015

Principal's Report

**Description of paper**

1. The paper provides a summary of activities that the Principal and the University have been involved in since the last meeting of the University Court.

**Action requested**

2. Court is asked to note the information presented.

**Recommendation**

3. No specific action is required of Court, although members' observations, or comment, on any of the items would be welcome.

**Background and context**

4. A summary of recent UK and international activity undertaken by the Principal and the University, relevant news for the sector is also highlighted.

**Discussion**

5. *University News*

a) New Semester

Our new students have now arrived and we welcome just over 6,000 Undergraduates and almost as many Postgraduate Taught (PGT) taught students, although 1,000 of those are distance education students. Across all of our intake we have 199 countries represented and it may interest you to know that Edinburgh College is once again our largest provider with 674 applications from this one source.

b) Commission on Widening Access

The Commission, set up by the Scottish Government, to consider how best to help students from disadvantaged backgrounds enter and succeed in Higher Education visited the University to hold one of its meetings in early September. I gave them a brief overview of the University and the importance we place on Widening Access and Kathleen Hood, Head of Widening Participation, gave an excellent overview of our programmes and achievements.

The commission also heard evidence from a number of Edinburgh academics working in this field.

c) Scottish Government

I was pleased to welcome the First Minister to Little France in August where she donated her voice to the Voice Bank Project at the Anne Rowling Regenerative Neurology Clinic.

Also, Vice-Principal Professor Lesley Yellowlees and I were pleased to welcome Ms Angela Constance MSP, Cabinet Secretary for Education and

Lifelong Learning, to Kings Buildings. Ms Constance was interested in hearing about women succeeding in STEM subjects and widening participation.

d) Higher Education Governance Bill

Under the guidance of the Court Sub-Group on Higher Education Governance the University has now submitted its evidence, along with other HE Institutions and interested parties, to the Education and Culture Committee on the Bill.

I have volunteered to give oral evidence in early October but at the time of writing I am unsure as to whether this offer will be taken up.

The Bill will proceed through Parliament with Stage 1 currently scheduled for completion by 15<sup>th</sup> January 2016.

f) Reverend Jesse Jackson

We were very pleased to confer an Honorary Degree on the Reverend Jesse Jackson in recognition of his decades-long efforts to improve civil rights in the United States. Reverend Jackson was very engaged with the University and we hope to continue our relationship with him at future events most likely in the United States.

g) Universities Superannuation Scheme (USS) Consultation

The main changes to the USS scheme, including the closure of the final salary section and the consequent move to Career Revalued Benefits for future service for all staff, the improved rate of accrual of 1/75th of salary for each year of service in the Career Revalued Benefits section and the increase in employer contributions to 18% which went to statutory consultation in March 2015, have been formally endorsed by the Joint Negotiating Committee (JNC) and agreed by the Trustees of the scheme. The only modification is the staged introduction of the changes. The bulk of the changes will take effect from 1 April 2016 but the launch of the Defined Contribution (DC) section for earnings above the £55,000 per annum threshold will be delayed until later in 2016.

As a result of consideration of responses to the consultation some further modifications were also agreed including:

- Allowing staff promoted or re-graded into a USS-eligible post after 1 April 2016 to remain in their current pension scheme - e.g. University's Staff Benefits Scheme or a legacy scheme like the MRC scheme.
- Extending the employer subsidy toward investment management charges relating to the DC section to the full range of investment options and not just to the default option as originally proposed.

All members of USS have received letters updating them with this information.

h) School Visits

I am continuing with my visits to University Schools this semester visiting the newly formed Edinburgh Medicine. The visits give me a good opportunity to discuss, with senior staff, current plans and progress on matters such as distance education and the student experience. I then give a presentation and take questions from all School staff who are able to make the meeting on current plans for the University.

The next visit will be to Physics and Astronomy later in the year.

i) 2015-16 Pay Round

A full and final offer was made at the 12th of May JNCHES meeting which provided a general base pay uplift of 1% from 1 August 2015 on all points, save for spine points 1 to 8 where higher base increases have been offered.

Following national consultation, this offer was accepted by members of UNISON and GMB but was rejected by UCU, Unite and EIS therefore JNCHES is now in a formal dispute resolution process. The second meeting of the dispute resolution process will take place on 17th September after which we expect Unions will consult with their members on the outcome.

All relevant staff have been advised of the situation and the delay to implementing the pay award.

j) Edinburgh Festivals

There was a great atmosphere around the University during the Festivals with great engagement across our 53 venues. In total 1,365,660 tickets were sold/visitors recorded for performances in University buildings. The Harmonium Project, which marked the opening of the Edinburgh International Festival, was also a notable success and will be significant as we continue to develop our plans for a Digital Arts Arena.

k) High Level Visits and Meetings

In addition to the engagement with the Scottish Government noted above, I also had meetings with the University's Edinburgh East MP Mr Tommy Shepherd and the new leader of the Scottish Labour Party Ms Kezia Dugdale MSP. The new Midlothian MP, Owen Thomson, visited Easter Bush in August for a tour of the Roslin Institute and the Royal (Dick) School of Veterinary Studies.

The University's top team had a productive dinner with the new Chief Executive of the City of Edinburgh Council, Mr Andrew Kerr. I also co-hosted a Reception with Councillor Frank Ross of City of Edinburgh Council to unveil the formal World Class City campaign showcasing the unique and symbiotic relationship between the University and City of Edinburgh.

I took part in a University of California, Los Angeles breakfast meeting held in Old College and opened the Credit Scoring and Credit Control Conference organised by the University.

I hosted two garden parties, one to welcome new members of staff to the University and one to thank current staff for all their huge efforts in ensuring the summer graduations were a success.

I was a guest at the National Museums Annual Dinner and spoke to year 6 pupils at Broughton High School under the Speakers for Schools initiative.

Further details of University activity, including research success can be found here:

<http://www.ed.ac.uk/news/archive>

Information relating to staff success, news and recognition can be found here:

<http://www.ed.ac.uk/news/staff>

## 6. International News

### a) East Asia

I took part in the Hanban annual strategy retreat at the end of July in Qufu and was able to combine this trip with the formal opening by the First Minister of the Scottish Centre for Carbon Innovation in Hong Kong. There were a number of very productive events and meetings around the opening of the Centre which will be an excellent flagship event for the University.

While in Hong Kong I also undertook a number of positive engagements, many with new potential supporters of the University.

### b) Europe

I visited the University of Heidelberg in early September to discuss the Model Confucius Institute and IT co-operation in scientific computing and a University delegation visited Goettingen University, Germany to discuss potential collaborative activity and hold a joint workshop on The Digital University - The Future of Digital Research Infrastructures.

### c) North America

Senior Vice-Principal Jeffery and Vice-Principal International Smith will attend alumni and 'pop-up campus' events during September 2015 in Toronto, Washington DC and New York.

### d) Latin America

The Office of the Americas is currently relocating to Santiago, Chile.

### e) Deans International

Applications have been invited for the roles of Dean International for:

- Africa
- Middle East
- South Asia
- East & Southeast Asia.

The Deans will work closely with the Vice-Principal International, Professor James Smith, and existing regional deans to shape our strategic approach, offer advice on their region of responsibility and contribute to decision making and leadership around our broad international engagement.

### f) International high level delegations were received from:

- Universidad Santo Tomás de Aquino, Colombia
- Montana State University, USA
- La Sapienza Rome
- University of Toronto
- Hokkaido University Vet School, Japan
- Karolinska Institute, Sweden

## 7. Higher Education Sector

### a) Comprehensive Spending Review 2015

Universities UK (UUK) have made their submission to the CSR emphasising the role of universities in delivering a highly skilled workforce, developing the research base, increasing innovation and driving and supporting regional growth. The Russell Group have also made a submission again emphasising the contribution of the sector to economic growth and social benefit.

b) Widening Participation

Universities and Science Minister Jo Johnson gave the keynote address at the UUK Conference in early September and spoke on Widening Participation and the plans to develop a Teaching Excellence Framework (TEF). Both initiatives will be covered in more detail in a planned Green Paper that will be released in the autumn.

**Resource implications**

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

**Risk Management**

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

**Equality & Diversity**

10. No specific Equality and Diversity issues are identified.

**Next steps/implications**

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

**Consultation**

12. As the paper represents a summary of recent news no consultation has taken place.

**Further information**

13. Principal will take questions on any item at Court or further information can be obtained from Ms Fiona Boyd, Principal's Office.

14. Author and Presenter

Principal and Vice-Chancellor Sir Timothy O'Shea  
10 September 2015

**Freedom of Information**

15. Open Paper.



UNIVERSITY COURT

21 September 2015

**Assistant Principal Designations**

**Description of paper**

1. The paper concerns the designation of Assistant Principals to support Senior Vice-Principal Professor Charlie Jeffery in his leading role in improving the Student Experience.

**Action requested**

2. Court is asked to approve the request to appoint 3 Assistant Principals to Support Senior Vice-Principal Professor Jeffery.

**Recommendation**

3. Court is recommended to approve the appointment of 3 new Assistant Principals to lead on specific aspects of building the student experience under the leadership of the Senior Vice-Principal. They are:

- Professor Alan Murray as Assistant Principal Academic Support 0.5 FTE for an initial period of 3 years starting from 1 October 2015 until 31 July 2018.
- Professor Susan Rhind as Assistant Principal Assessment and Feedback 0.4FTE for an initial period of 3 years starting from 1 October 2015 until 31 July 2018.
- Professor Lesley McAra as Assistant Principal Community Relations 0.4 FTE for an initial period of 3 years starting from 1 October 2015 until 31 July 2018.

**Background and context**

4. The paper is concerned with the ongoing management of Assistant Principals and seeks to clarify information such as remit and terms of office in order to ensure continuity and coverage for the University.

**Discussion**

5. Court will have noted Senior Vice-Principal Professor Jeffery's analysis of the current status of the Student Experience at Edinburgh with reference to the latest National Student Survey (NSS) results, which is detailed in Paper D. This proposal for 3 new Assistant Principals forms a key part of the Senior Vice-Principal's plans.

6. The Assistant Principal Academic Support will lead on developing academic support services across the institution including the Personal Tutor system see Appendix 1 for a full job description.

7. The Assistant Principal Assessment and Feedback will lead on developing strategies to improve the timeliness and quality of feedback across the University see Appendix 2 for a full job description.

8. The Assistant Principal Community Relations will provide the academic leadership in the field of social responsibility and community relations in addition to developing

opportunities in these areas within the wider curriculum and learning and teaching strategies see Appendix 3 for a full job description.

### **Reporting**

9. All of the posts will report to the Senior Vice-Principal.

### **Resource implications**

10. There are no specific new resource implications as costs will be met from within existing plans.

### **Risk Management**

11. There are reputational and regulatory risks if the University is not seen to be fully committed to this portfolio.

### **Equality & Diversity**

12. Full consideration of Equality and Diversity issues has been considered by those involved in these discussions including College and Central HR teams.

### **Next steps/implications**

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

### **Consultation**

14. Consultation has taken place with those individuals involved and those Vice-Principal's and senior staff directly involved.

### **Further information**

15. Author and Presenter

Principal and Vice-Chancellor Sir Timothy O'Shea  
14 September 2015

### **Freedom of Information**

16. Open Paper

## **Role Profile: Assistant Principal Academic Support**

### **1. Role Details**

***Title: Assistant Principal Academic Support (50% of FT)***

***Line manager: Senior Vice-Principal***

### **2. Role Context**

Academic support has been identified as an area for urgent development within the University, to improve the student experience and to enhance the quality of student learning. Our students now enjoy a Personal Tutor (PT) system, introduced in 2012, that guarantees every student a source of academic guidance and support that includes matters related to his/her course of study, its match to career aspirations and the acquisition of transferable skills. Direct academic support with respect to particular elements of curriculum and content is provided by individual members of (teaching) staff.

The Assistant Principal Academic Support is tasked with developing, optimising and maintaining both of these sources of support throughout a student's time at the University, including induction, key points of transitions and through to graduation. A substantial element of the role will be to work with others in senior management to re-establish and optimise an environment within which learning, teaching and student support are an unequivocal priority, alongside and equal to that of research. This will involve discussion and work with Schools, central support services and, in particular, Human Resources and the Vice-Principal People and Culture, to ensure that this priority is supported in terms of the University's processes for management, annual review and staff recruitment/reward.

### **3. Purpose of Role**

- To provide strategic leadership for the development of academic support services across the institution – in particular the Personal Tutor system.
- To improve direct, subject-specific, support to students from teaching academics at all stages of a student's time at the University.
- To develop metrics that assess the quality of student support at School and individual-academic level with view to the full inclusion of student support issues in management, workload model and reward/performance processes.
- To work with colleagues in HR and the Vice-Principal Culture and People to embed academic support in relevant HR policies and processes.
- To communicate and promote the importance of academic support and guidance for students to the University of Edinburgh community.

### **4. Primary Contacts**

The Assistant Principal Academic Support is a member of the Learning and Teaching Policy Group. The Assistant Principal Academic Support also has significant relationships with:

1. Senior Vice-Principal
2. Vice-Principal Culture and People
3. Heads of School
4. College Deans
5. Assistant Principal Assessment and Feedback
6. Assistant Principal Community Relations
7. Senior staff in Human Resources.

## **Role Profile: Assistant Principal Assessment and Feedback**

### **1. Role Details**

**Title:** *Assistant Principal Assessment and Feedback (40% of FT)*

**Line manager:** *Senior Vice-Principal*

### **2. Role Context**

Students' assessment and feedback experiences contribute significantly to their overall student experience. As such assessment and feedback have been high priority areas for the University in recent years. Despite significant investment and recent improvement of key indicators, National Student Survey and other external and internal surveys show that students see continuing challenges in this field and that we lag behind the sector. This role is designed to give additional focus and leadership and drive on further improvements to our practices of assessment and feedback. It will complement a continuing emphasis on the provision of timely feedback with new work to enhance the quality of feedback, underpinned by relevant staff development and informed by best available evidence.

The main objectives of the role will be to enhance practice and develop methods to evaluate assessment and feedback practices (at school, course and individual levels) in collaboration with the Schools and relevant staff in Institute of Academic Development (IAD). The role will also ensure these developments are considered in our quality assurance procedures.

The Assistant Principal Assessment and Feedback will work with the new Assistant Principal Academic Support and learning and teaching leadership at University, College and School levels to ensure that learning, teaching and student support are an unequivocal priority, alongside and equal to that of research.

### **3. Purpose of Role**

- To provide strategic leadership for assessment and feedback developments across the University.
- To build on recent developments in improving timeliness of feedback and develop strategies and policies to support academics in developing and delivering quality feedback in a sustainable way.
- To work with colleagues in IAD working on the 'Leading Enhancements in Assessment and Feedback' (LEAF) project to map assessment and feedback practices across the University and to ensure that appropriate actions flow from these mapping exercises.
- To work with colleagues in HR and the Vice-Principal Culture and People to embed both CPD and relevant evaluations of learning/ teaching performance into HR policies and processes.
- To communicate and promote the importance of implementing evidence based approaches to assessment and feedback across the University community.

### **4. Primary Contacts**

The Assistant Principal Assessment and Feedback is a member of the Learning and Teaching Policy Group. The Assistant Principal Assessment and Feedback also has significant relationships with:

8. Senior Vice-Principal
9. Vice-Principal Culture and People
10. Heads of School and School QA Directors
11. College Learning and Teaching Deans
12. Assistant Principal Academic Support
13. Assistant Principal Community-Building

14. IAD colleagues
15. Senior staff in Human Resources.

## **Role Profile: Assistant Principal Community Relations**

### **1. Role Details**

***Title: Assistant Principal Community Relations (40% of FT)***

***Line Manager: Senior Vice-Principal***

### **2. Role Context**

Community relations are a vital element of the University's wider civic mission, in particular its institutional commitment to making a significant, sustainable and socially responsible commitment in Scotland and beyond. Working in and with the community also forms an important bridge between research and teaching, supporting strategies to maximise impact and influence with implications both for Research Excellence Framework and, potentially, any new Teaching Excellence Framework which recognizes experiential learning.

Community relations are currently led by the Senior Vice-Principal. In recognition of his recently expanded remit, the Assistant Principal Community Relations will take forward our community relations work. The role will focus on key points of engagement with the community including student housing issues and volunteering. A recent review of the scope of our work in Social Responsibility and Sustainability has identified community relations as a key part of the University's social responsibility alongside existing commitments around climate change, energy efficiency, fair trade and procurement. The new role of will provide the requisite academic leadership to create new pathways to collaboration and impact in deepening key relationships in these fields across the City and beyond.

In addition, the role will bring coordination and leadership to experiential learning initiatives which engage students around their degree programmes in schools and other community settings. Placing opportunities for community engagement at the heart of the curriculum gives students the skills needed to become future leaders and ethical and responsible citizens and enables the University to evolve a distinctive approach to pedagogy (putting it ahead of competitor institutions). The Assistant Principal Community Relations will work with Schools across the University to deliver high quality experiential learning at all levels of learning and teaching, working closely with community initiatives run through EUSA.

### **3. Purpose of Role**

- To provide academic leadership in the field of Social Responsibility and
- To coordinate and further develop opportunities for community-engagement and experiential learning within the wider curriculum, and infuse social responsibility and sustainability issues into learning and teaching strategies.
- To capitalize on the opportunities presented by extant and evolving community collaborations to create new pathways to research impact and public education.
- To broker new relationships and partnerships within the city and nation to support learning and teaching, research and knowledge exchange activity.
- To work with the Director of Social Responsibility and Sustainability and the VPs People and Culture; Planning, Resources and Research Policy; and Community Development, to deliver effective engagement and outreach.

#### **4. Primary Contacts**

The Assistant Principal Community Relations will be a member of the Learning and Teaching Policy Group.

The Assistant Principal Community Relations will also have significant relationships with:

- Senior Vice Principal
- Director of Social Responsibility and Sustainability
- VPs Culture and People, Planning, Resources and Research Policy and Community Development
- Heads of Colleges
- Heads of Schools
- The Institute for Academic Development
- The Chaplaincy Centre
- EUSA
- The City Council



UNIVERSITY COURT

21 September 2015

**Assistant Principal Renewals**

**Description of paper**

1. The paper concerns the renewal of the term of office for Assistant Principal Industry Engagement, Industry Funding and Big Data Mr Kevin Collins and Honorary Assistant Principal Cancer Research Development Professor John Smyth.

**Action requested**

2. Court is asked to approve the request to extend the term of office for Assistant Principal Industry Engagement, Industry Funding and Big Data and rename the role as Assistant Principal Industry Engagement. Also to extend the term of office for Honorary Assistant Principal Cancer Research Development Professor John Smyth.

**Recommendation**

3. Court is recommended to approve:

- The renewal of the term of office for Assistant Principal Industry Engagement for a further 3 years until 31 December 2018 with an increase from 0.4 FTE to 0.6 FTE from 1 January 2016.
- The request to extend the unremunerated role of Honorary Assistant Principal Cancer Research Development Professor John Smyth for a final two year term until 31 July 2017.

**Background and context**

4. The paper is concerned with the ongoing management of Assistant Principals and seeks to clarify information such as remit and terms of office in order to ensure continuity and coverage for the University.

**Discussion**

*5. Assistant Principal Industry Engagement*

There is a continuing and increasing need for more effective engagement with industry partners, including how we develop coherent partnerships around themes including talent, skills & employability, research & development and innovation & entrepreneurship. During his initial term Assistant Principal Collins has made significant contributions to the development of the University in the area of industry engagement, industry funding and big data. He has represented the University, alongside Vice-Principal Richard Kenway, in our successful participation in the bidding process and initiation to set-up The Alan Turing Institute (ATI) including personally leading the development of the business planning process for the Institute. This business plan and its approval has laid solid foundations for the ATI to be structured as "the greater ATI" with strong activities in Academic Members beyond the headquarters at the British Library which is crucial for our success at Edinburgh.

6. His plan also mandates the development of strong Strategic Partnerships with industry (e.g. Lloyds Register Foundation, BUPA, AHL, Shopdirect, GCHQ/Dstl/MoD, Wellcome, Barclays already in the pipeline) including work being undertaken

collaboratively with Academic Members. This provides strong opportunities for Edinburgh to leverage our Industry Engagement activities. He is also qualifying proposals for Edinburgh to lead a number of ATI Impact programmes in specific thematic areas such as Credit Risk and Energy Systems.

7. More broadly Assistant Principal Collins has provided support to the Director of Corporate Services in the due diligence on the Bioquarter, enhancing the services offered by ERI and is working with Vice-Principal Jane Norman on developing proposals for joint funding of Industry Academic Fellows. He is also actively helping the University to develop strategic partnerships with companies such as RBS and Deloitte which leverage our world leading Data Science capabilities.

#### *8. Honorary Assistant Principal Cancer Research Development*

Professor John Smyth has served as an Honorary Assistant Principal since 2011 focussing on engagement with supporters and potential donors, raising awareness of the University's cancer research programme through public engagement and acting in an ambassadorial role in many capacities including with relevant charities and trusts.

9. Professor Smyth's commitment and dedication to the role have garnered results and contributed to a positive profile for our cancer research programme and I wish to recommend an extension until 31 July 2017.

#### **Reporting**

10. Assistant Principal Industry Engagement will report to the Vice-Principal Planning, Resources and Research Policy. Honorary Assistant Principal reports to Sir John Savill.

#### **Resource implications**

11. Costs will be met from within existing plans.

#### **Risk Management**

12. There are reputational and regulatory risks if the University is not seen to be fully committed to this portfolio and it is a particular area of current interest and expansion for the University.

#### **Equality & Diversity**

13. Full consideration of Equality and Diversity issues has been considered by those involved in these discussions including College and Central HR teams.

#### **Next steps/implications**

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

#### **Consultation**

15. Consultation has taken place with Senior Vice-Principal Charlie Jeffery, Vice-Principal Sir John Savill, Vice-Principal Jonathan Seckl, Vice-Principal Richard Kenway, Vice-Principal Jane Norman and Director of Corporate Services Hugh Edmiston in addition to those individuals involved.

**Further information**

16. Author and Presenter

Principal and Vice-Chancellor Sir Timothy O'Shea  
11 September 2015

**Freedom of Information**

17. Open Paper



UNIVERSITY COURT

21 September 2015

**Student Experience, Teaching and Learning at the University of Edinburgh**

**Description of paper**

1. This is a discussion paper. The first part of the paper sets out initial findings from this year's NSS. The second presents an analysis of wider challenges around student experience, teaching and learning at the University drawn from the Senior Vice-Principals consultations over the last weeks with Heads of College, College Deans and senior professional services staff.

**Action requested**

2. Court is asked to consider and endorse the analysis and suggested direction of travel for learning and teaching set out in the paper.

**Recommendation**

3. It is recommended that Court endorses the analysis and suggested direction of travel for learning and teaching set out in the paper

**Background and context**

4. The results of the National Student Survey are of strategic importance to the University and the University has expended considerable effort and resources to improve the results in recent years. The 2015 results show positive improvements in all measures including the headline "overall satisfaction" rate. At the same time, with the Senior Vice-Principal taking on the portfolio for learning and teaching from summer 2015, there has been an opportunity to consider how the University should now take forward its efforts to improve the student experience over the medium term.

**Resource implications**

5. None. The development of some suggestions in the paper may require additional resource however, and these will be costed and agreed with the relevant governance approvals in future papers.

**Risk Management**

6. None. This is a discussion paper only.

**Equality & Diversity**

7. There are no Equality and Diversity issues arising directly from this paper.

**Next steps/implications**

8. Further development of a detailed implementation plan with updates to Court and CMG later in the year.

**Consultation**

9. This paper has been discussed by Principal's Strategy Group.

**Further information**

10. Author

Charlie Jeffery  
Senior Vice Principal  
14 September 2015

Presenter

Professor Sir Timothy O'Shea  
Principal

**Freedom of Information**

11. Open

## **Student Experience, Teaching and Learning at the University of Edinburgh**

The first part of this paper sets out initial findings from this year's NSS, as initially discussed at Principal's Strategy Group. The second presents an analysis of wider challenges around student experience, teaching and learning at the University drawn from consultation over the last weeks with Heads of College, College Deans and senior professional services staff.

### **NSS Findings**

Detailed University, School, Subject and Course-level data is now available. The Appendix to this paper sets out a number of key findings.

First (Table One in the Appendix), there is the very **good news of overall improvement** compared to 2014 on the key metrics of Overall Satisfaction (up 2% to 84%, though our performance is flat across the four year period 2012-15) and Assessment and Feedback (up 4% to 59%, showing steady improvement from 2012-15, but still at an unacceptably low level). The response rate also increased by a further 3% to 76% (again with steady improvement). None of the primary theme metrics saw a fall this year and all but one an improvement. These are important achievements and it is important that we communicate this to academic and professional staff.

Second, our **relative performance remains concerning** (Table Two). We lag significantly behind the upper quartile standards for both UUK and Russell Group institutions and are at best closing only slowly on those benchmarks and in some cases falling further back. We rank 84/123 on Overall Satisfaction and equal 123rd with Trinity Laban Conservatoire of Music and Dance on Assessment and Feedback. Clearly this is not good enough and we need to keep pressing to continue the improvements seen this year.

Third, our overall scores conceal **significant variation by School**, comparing 2015 with 2014 scores, relative to university-wide averages, as shown in Tables Three to Nine. There is a fairly consistent pattern of Schools that perform relatively well year-on-year (SBS, Divinity, BMS, Chemistry, Vets, Law). Maths (in particular), Health in Social Science and Geosciences have improved significantly across the board from 2014-15. A second group - the largest - consists of those Schools who have been making progress since 2012 but still have work to do to achieve and sustain consistently high levels of performance (HCA, Informatics, LLC, Economics, Education, Engineering, SPS and ECA, the latter bouncing down after a significant improvement last year). A third group consists of Schools which have seen significant falls or continuing low performance on some (Business, PPLS) or several (MVM and Physics) measures. These variations will need to be explored in depth in

School-level meetings with view to addressing problems and identifying (and sharing) reasons for improvements.

Fourth, Table Ten explores the statistical relationships of scores on primary themes to one another and to Overall Satisfaction. Perhaps the most useful inferences can be drawn from correlations with Overall Satisfaction, not least because this is the most widely used metric for comparison in the sector. Our highest performing measure, Learning Resources has the weakest correlation with Overall Satisfaction. Our **two weakest performing measures** – Assessment and Feedback and Academic Support – **are among the strongest correlations with Overall Satisfaction** (alongside a better performing measure, Teaching on my Course). A number of questions follow. While we have made progress on timeliness of feedback (but still score too low on that measure) in many cases the School-level data suggests student concerns over quality of feedback, which should be a focus of attention. And we need to review how well we provide academic support as the Personal Tutor system becomes more fully embedded. Further improvement on both measures needs to remain a top priority.

### **Wider Challenges**

The NSS is a key part of an external context around student experience, teaching and learning which is increasingly challenging for the University. As noted above, NSS provides an indicator on which we score poorly in comparison not just to our standard peer group, but the sector as a whole. An obvious effect has been to limit our performance in UK league tables. There has been no apparent effect on recruitment, though a Teaching Excellence Framework which drew on NSS scores as a metric (as would very likely be the case) could ratchet up the level of risk to our healthy pattern of undergraduate recruitment. As discussion on TEF takes shape, we need all the more urgently to improve NSS performance substantially and address wider challenges to which NSS calls attention.

Addressing these shortcomings has been a major priority for the University in the last years, with a range of School level action plans on NSS and university-wide enhancement projects implemented. NSS improvement this year is a welcome reflection of this work. However improvement has been slow. Recent consultations suggest three limitations on progress.

First, and despite intense activity, it is not yet clear that individual academics perceive that the same status is attached to teaching as they feel is attached to research, nor is it clear that line managers feel they have all the tools necessary to enhance performance in learning and teaching. This does not reflect any purposeful decision to give L&T lower priority than research. Much no doubt flows from the existence for research of meaningful macro metrics like REF that have clear significance for reputation and funding, along with well-understood subject-level metrics around levels of research funding and types of publication outlet which can

inform individuals' line management and career development. It is simply easier for individuals and for the University to know what excellence is in research than it is in L&T and we may have drifted to where the metrics have led us, inadvertently downgrading the institutional priority attached to L&T as a result.

Second, there appears to be a strong sense that our approach to assessment, our regulations and QA processes, and in some cases curriculum structure are over-complicated and cumbersome. On regulations and QA this may be more perception than reality, and based in misunderstandings of School/College roles on the one hand and Senate Committee roles on the other. On assessment and curriculum this appears to be simply custom and practice which is hard to shift. But the effect is to produce a widely held feeling of 'wading through treacle' in L&T matters.

Third, amid these complexities and given the absence of robust performance metrics, it can be difficult to give due recognition to the many examples of high quality teaching and learning practice, pedagogical innovation and excellent student experience we have in particular schools or around particular individuals. It can be difficult too to give due recognition to the focus we have given in the last few years to L&T in promotion processes and in other initiatives designed to recognise and celebrate outstanding teaching.

#### Restoring L&T as an unambiguous priority

In these circumstances it has been very difficult to set out a 'big picture' and develop from it clearly stated university-wide priorities around which all the relevant structures in the University are mobilised in a focused way. So we need to restore L&T as an unambiguous priority of the University, equivalent to that we attach to research. Though doing so will be a challenge of considerable complexity in detail, we need to paint a clear and straightforward big picture which gives meaning to that priority. I propose the following components:

1. A very clear message conveyed by the University's **leadership at all levels** from Principal down that L&T and the student experience is an unambiguous priority for the University of Edinburgh
2. Well-understood policies that **recognise and reward outstanding teaching** and student experience, but also **hold poor standards to account** in appropriate ways
3. Linked to this, identification, diffusion and **celebration of the best L&T practice** and of wider measures to enhance students' experience
4. **Simplification** of how we regulate and organise teaching and assess learning.

Each of these components would need a range of implementing measures, many building on what is already in place, some new, including the following (which is not intended to be definitive):

- The unambiguous priority can be conveyed by visible meetings of Principal, Senior Vice-Principal and Heads of College to steer work on L&T, supplemented by equivalent formations at College and School level to give unambiguous focus to L&T leadership.
- We can learn better and more quickly from those Schools and/or curriculum innovations which produce a student experience of especially high quality. And we can build on current recognition and reward policies by developing more effective internal metrics – including individual-level metrics - on teaching quality and assessment, by integrating these more systematically into Annual Review, by focusing on quality as well as timeliness of feedback, and by developing HR policies that hold poor teaching to account.
- We can celebrate best practice through more creative and effective internal communications and more focused collaboration with EUSA in highlighting our many positives.
- And we can simplify by clarifying regulations, standardising where decentralised practices produce unnecessary inconvenience and confusion for staff and students, and stripping out unnecessary scrutiny and approval processes.

All these themes can be developed through more detailed implementation planning which should begin forthwith, with strategy and progress to be refined, monitored and communicated through:

- A regular meeting of Principal, SVP, Heads of College and University Secretary to act visibly as a steering group, perhaps as a pre-meeting to PSG
- An enhanced team of Assistant Principals (on proposals are made elsewhere in this meeting of Court) with a focus on core enhancement themes:
  - Student Support
  - Student Community
  - Assessment & Feedback
- A Learning and Teaching Policy Group, equivalent to Research Policy Group, chaired by the Senior Vice-Principal and including the enhanced team of Assistant Principals and College Deans of L&T. The LTPG will meet frequently to give clear leadership to across the university on L&T issues.
- A programme of School-level visits led by the Senior Vice-Principal and including Head of College, College Deans of L&T, Head of School and School Directors of L&T, linked with clearly articulated plans for enhancement and addressing School-level NSS issues
- Additional Academic Strategy Group meetings dedicated to L&T bringing together the Senior Vice-Principal and Assistant Principals, Deans, Heads of College and School, and where diary allows chaired by the Principal.
- Roadshows in the different locations of the University to communicate priorities more widely to academic and support staff

I am keen to include EUSA sabbaticals in some of these formations, and to have regular engagement with them and EUSA forums. We will need to build a sense of

shared enterprise so that EUSA echoes our 'unambiguous priority' and helps communicate our positives to student audiences.

As well as ensuring concrete progress these formations might be seen as venues for a university-wide conversation about our values around teaching. This conversation could be shaped with view to producing some kind of formal statement/declaration in the new year. The aim would be to give unmissable profile and visibility to our unambiguous commitment to L&T in spring 2016, both to underpin the measures set out above and to produce a positive framing of L&T issues in the run-up to the 2016 NSS survey period.

The points in this paper have now been discussed at PSG, CMG, the incipient Learning and Teaching Policy Group, and a University-wide meeting of Heads of College, College Deans of L&T and Heads of School. There has been enthusiastic endorsement of the analysis and the proposed courses of action.

**Charlie Jeffery**  
**Senior Vice Principal**  
**September 2015**



THE UNIVERSITY *of* EDINBURGH



The National Student Survey (NSS) 2015

Principal's Strategy Group Meeting

Student Surveys Unit  
19<sup>th</sup> August 2015





**University of Edinburgh - 2012 – 2015**

Primary Theme (% Agree)	2012	2013	2014	2015	Change (%) 2012 - 2015
Overall Satisfaction	83%	82%	82%	84%	+1%
The teaching on my course	87%	85%	86%	87%	0
Assessment and feedback	52%	54%	55%	59%	+7%
Academic support	73%	72%	76%	77%	+4%
Organisation and management	80%	78%	77%	78%	-2%
Learning resources	83%	87%	89%	89%	+6%
Personal development	77%	76%	78%	79%	+2%
Response Rate	68%	69%	73%	76%	+8%

Table 1

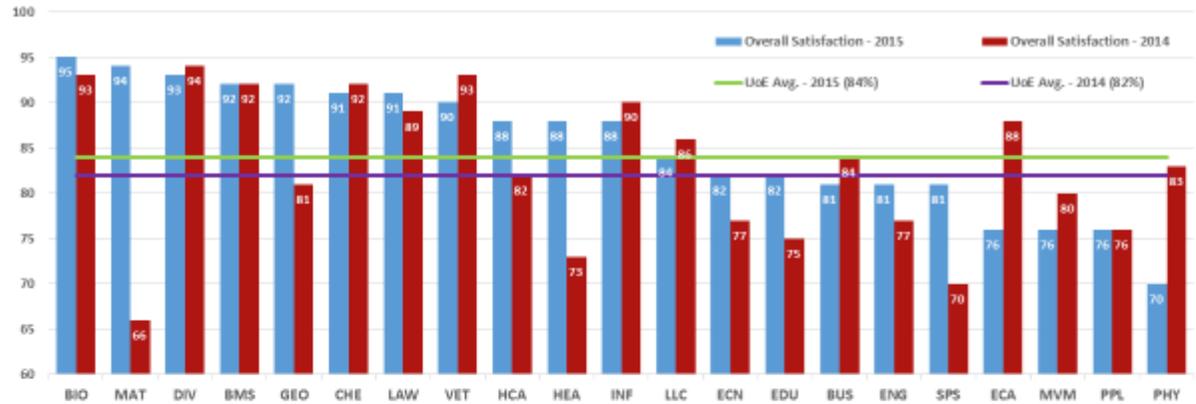
**University of Edinburgh vs Russell Group and UUK Upper Quartiles - 2012 – 2015**

Primary Theme (% Agree)	2012			2015			Change (%) 2012 - 2015			Russell Group Rank			UUK Rank		
	UoE	vs UUK Upper Quartile	vs RG Upper Quartile	UoE	vs UUK Upper Quartile	vs RG Upper Quartile	UoE	vs UUK Upper Quartile	vs RG Upper Quartile	2012 Russell Group (out of 24)	2015 Russell Group (out of 24)	change in position	2012 UUK (out of 121)	2015 UUK (out of 123)	change in position
Overall Satisfaction	83%	-5%	-6%	84%	-5%	-6%	+1%	0%	0%	23	20	↑	87	84	↑
The teaching on my course	87%	-2%	-3%	87%	-3%	-3%	0%	-1%	0%	16	20	↓	53	68	↓
Assessment and feedback	52%	-20%	-18%	59%	-17%	-13%	+7%	+3%	+5%	24	24	-	121	122	↓
Academic support	73%	-9%	-9%	77%	-7%	-7%	+4%	+2%	+2%	24	21	↑	111	109	↑
Organisation and management	80%	-1%	-4%	78%	-5%	-6%	-2%	-4%	-2%	23	23	-	47	63	↓
Learning resources	83%	-3%	-5%	89%	0%	-2%	+6%	+3%	+3%	21	15	↑	56	25	↑
Personal development	77%	-6%	-6%	79%	-7%	-6%	+2%	-1%	0%	23	20	↑	111	117	↓
Response Rate	68%	-3%	-5%	76%	0%	0%	+8%	+3%	+5%	-	-	-	-	-	-

Table 2

- The table to the left of this page show the **University level Agree % for each Primary Theme from 2012 to 2015**, as well as each years corresponding response rate.
- The table below shows the University of Edinburgh's Primary Theme Agree % and response rate in relation to the UUK and RG upper quartiles in 2012 and 2015, as well as the change in these relationships over time.
- The table also shows the University of Edinburgh's ranking position compared to the Russell Group and UUK.

**Overall Satisfaction Agree % - 2015 vs 2014**



- The bar charts to the left of this page show the Agree % by School as well as the University level average for **Overall Satisfaction** and **Assessment and Feedback** in 2014 and 2015.

Table 3

**Assessment and Feedback Agree % - 2015 vs 2014**

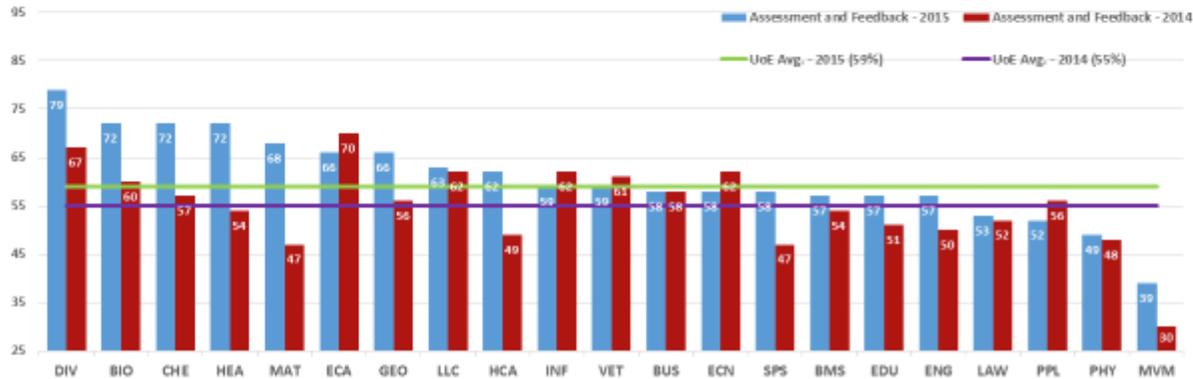
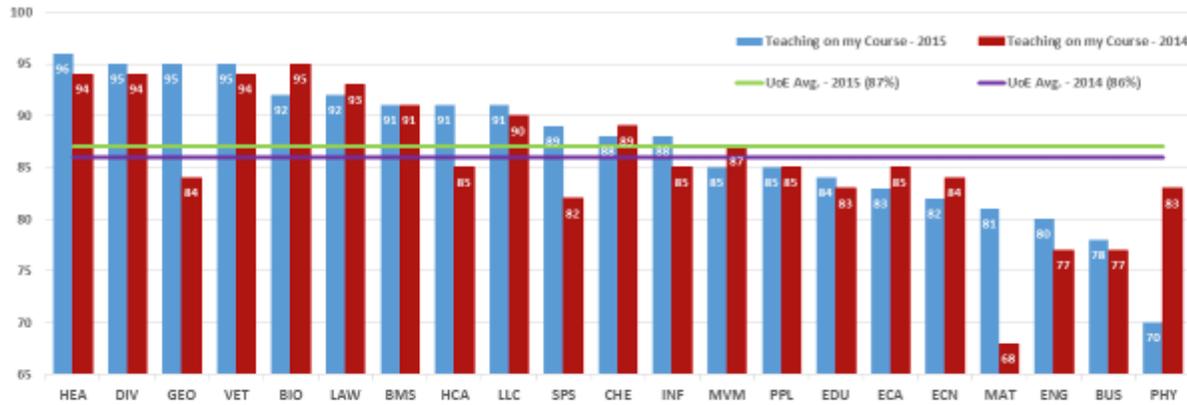


Table 4

**Teaching on my Course Agree % - 2015 vs 2014**



- The bar charts to the left of this page show the Agree % by School as well as the University level average for **Teaching on my Course** and **Academic Support** in 2014 and 2015.

Table 5

**Academic Support Agree % - 2015 vs 2014**

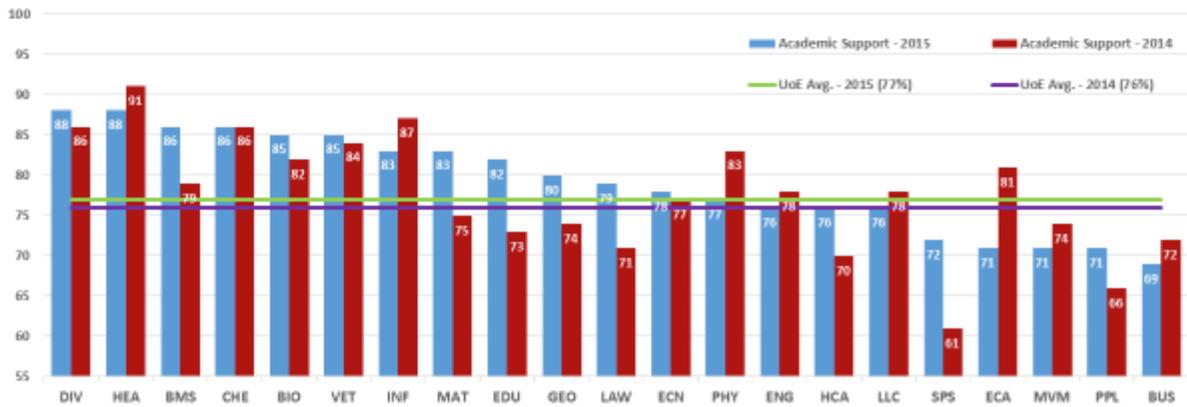
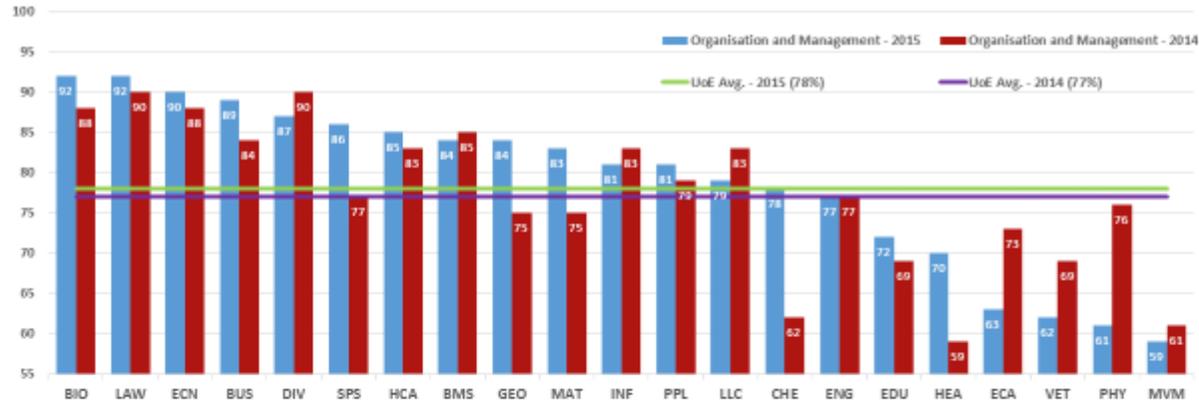


Table 6

**Organisation and Management Agree % - 2015 vs 2014**



- The bar charts to the left of this page show the Agree % by School as well at the University level average for **Organisation and Management** and **Learning Resources** in 2014 and 2015.

Table 7

**Learning Resources Agree % - 2015 vs 2014**

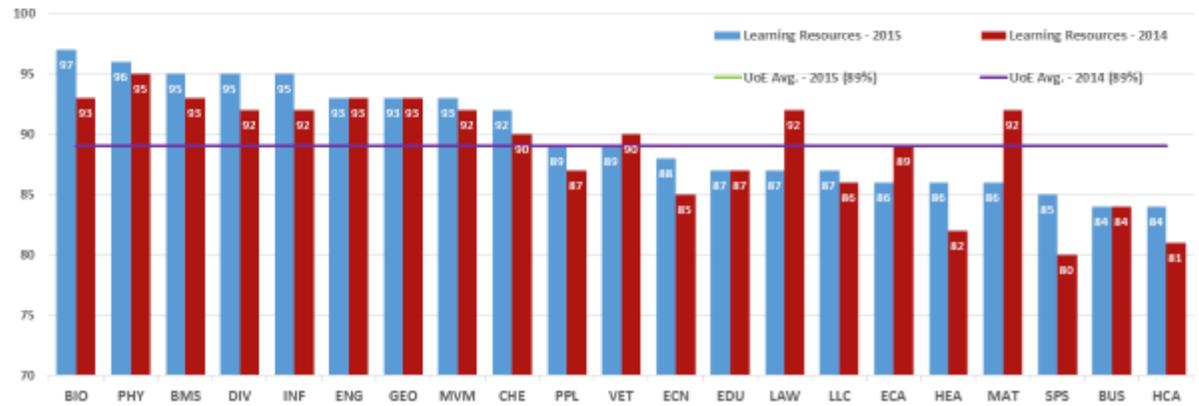
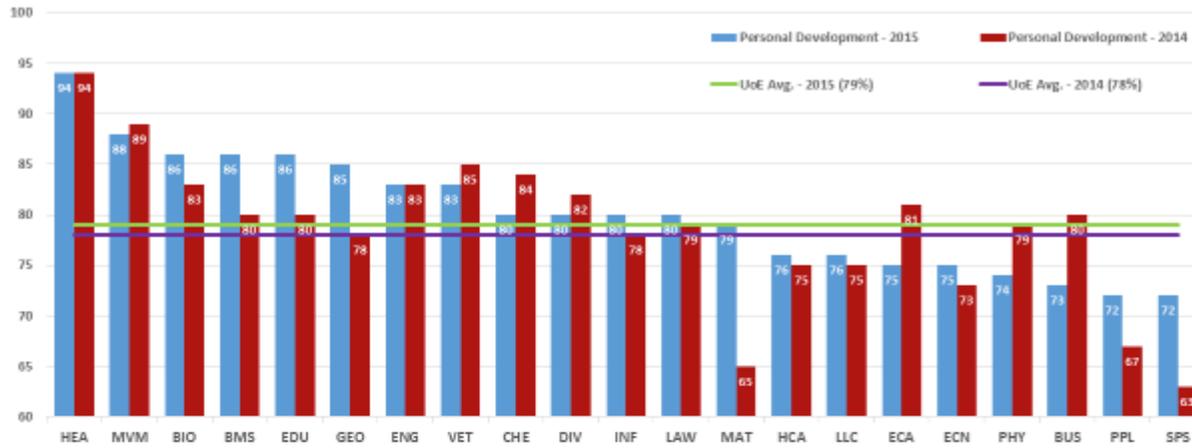


Table 8

**Personal Development Agree % - 2015 vs 2014**



- The bar charts to the left of this page show the Agree % by School as well at the University level average for **Personal Development** in 2014 and 2015.

Table 9

### Question and Primary Theme – Correlation and relationship analysis

Primary Theme	The teaching on my Course	Assessment and Feedback	Academic Support	Organisation and Management	Learning Resources	Personal Development	Overall Satisfaction
<b>The teaching on my course</b>	<b>1.00</b>	<b>0.47</b>	<b>0.52</b>	<b>0.25</b>	<b>0.01</b>	<b>0.47</b>	<b>0.70</b>
1. Staff are good at explaining things.	0.94	0.50	0.63	0.38	0.07	0.44	0.80
2. Staff have made the subject interesting.	0.94	0.38	0.31	0.11	-0.10	0.41	0.51
3. Staff are enthusiastic about what they are teaching.	0.94	0.52	0.50	0.26	-0.10	0.45	0.71
4. The course is intellectually stimulating.	0.87	0.38	0.56	0.18	0.31	0.46	0.63
<b>Assessment and feedback</b>	<b>0.47</b>	<b>1.00</b>	<b>0.60</b>	<b>0.34</b>	<b>0.01</b>	<b>0.15</b>	<b>0.65</b>
5. The criteria used in marking have been clear in advance.	0.35	0.74	0.57	0.40	0.13	0.26	0.63
6. Assessment arrangements and marking have been fair.	0.24	0.63	0.50	0.53	0.16	-0.03	0.71
7. Feedback on my work has been prompt.	0.31	0.91	0.57	0.23	0.07	0.12	0.57
8. I have received detailed comments on my work.	0.48	0.88	0.36	0.24	-0.19	0.05	0.42
9. Feedback on my work has helped me clarify things I did not understand.	0.51	0.92	0.56	0.18	-0.01	0.26	0.52
<b>Academic support</b>	<b>0.52</b>	<b>0.60</b>	<b>1.00</b>	<b>0.11</b>	<b>0.40</b>	<b>0.60</b>	<b>0.75</b>
10. I have received sufficient advice and support with my studies.	0.57	0.70	0.94	0.05	0.33	0.65	0.74
11. I have been able to contact staff when I needed to.	0.35	0.30	0.79	0.17	0.45	0.28	0.61
12. Good advice was available when I needed to make study choices.	0.46	0.54	0.96	0.08	0.37	0.60	0.67
<b>Organisation and management</b>	<b>0.25</b>	<b>0.34</b>	<b>0.11</b>	<b>1.00</b>	<b>-0.08</b>	<b>-0.23</b>	<b>0.53</b>
13. The timetable works efficiently as far as my activities are concerned.	0.24	0.37	0.07	0.93	-0.22	-0.26	0.40
14. Any changes in the course or teaching have been communicated effectively.	0.14	0.27	-0.01	0.97	-0.09	-0.29	0.40
15. The course is well organised and is running smoothly.	0.33	0.35	0.28	0.91	0.09	-0.10	0.70
<b>Learning resources</b>	<b>0.01</b>	<b>0.01</b>	<b>0.40</b>	<b>-0.08</b>	<b>1.00</b>	<b>0.33</b>	<b>0.14</b>
16. The library resources and services are good enough for my needs.	-0.07	-0.15	0.18	-0.17	0.85	0.17	0.03
17. I have been able to access general IT resources when I needed to.	-0.18	0.00	0.34	-0.05	0.85	0.18	0.10
18. I have been able to access specialised equipment, facilities or rooms when I needed to.	0.14	0.09	0.49	-0.04	0.93	0.45	0.18
<b>Personal development</b>	<b>0.47</b>	<b>0.15</b>	<b>0.60</b>	<b>-0.23</b>	<b>0.33</b>	<b>1.00</b>	<b>0.42</b>
19. The course has helped me to present myself with confidence.	0.47	0.29	0.61	-0.19	0.17	0.97	0.46
20. My communication skills have improved.	0.47	-0.02	0.40	-0.37	0.23	0.87	0.17
21. As a result of the course, I feel confident in tackling unfamiliar problems.	0.37	0.19	0.65	-0.01	0.46	0.85	0.59
<b>Overall Satisfaction</b>	<b>0.70</b>	<b>0.65</b>	<b>0.75</b>	<b>0.53</b>	<b>0.14</b>	<b>0.42</b>	<b>1.00</b>

- This table shows the relationship between the questions and primary themes for the NSS 2015 results.

- The numbers displayed are conventional correlation figures.

**1 = Perfect positive correlation**

**0 = No correlation**

**-1 = Perfect negative correlation**

- Based on this data, the Primary Theme that has the strongest correlation with **Overall Satisfaction** is **Academic Support (0.75)**, closely followed by **Teaching on my Course (0.7)** and **Assessment and Feedback (0.65)**.

- The Primary Theme with the weakest correlation to **Overall satisfaction** is **Learning Resources (0.14)**

- Please note:** correlation does not necessarily allow for causation to be inferred and all correlation analysis should be performed with the utmost care.

Table 10



UNIVERSITY COURT

21 September 2015

**Implementing the Prevent Duty**

**Description of paper**

1. The Counter-Terrorism and Security Act (2015) imposes a duty on Universities (and other publicly funded bodies) to “have due regard to the need to prevent people being drawn into terrorism” - now commonly referred to as “the Prevent duty”. The University needs to amend policy and practice in a number of areas in order to comply with government guidance on this duty. As some of the proposed changes may be seen by some groups as controversial, proposals are being brought to Court for consideration / comment before they are finalised.

**Action requested**

2. Court is asked to note the plans for implementation of the Prevent duty, comment on any areas of concern and identify any areas of the plan which require to be modified before final proposals are brought back to Court for formal approval.

**Recommendation**

3. It is recommended that Court endorse the draft plans for the implementation of the Prevent duty at the University.

*Paragraphs 4 – 31 have been removed as exempt from release due to FOI.*

**Risk Management**

32. Both NUS and UCU nationally have come out against the Prevent duty in Universities. While the proposed implementation at the University, and in Scotland generally, is believed to be proportionate, it will be important to communicate this very clearly to key stakeholders. Any perception that the University is attempting to limit freedom of speech is likely to be highly damaging.

**Equality & Diversity**

33. An Equality Impact Assessment A is required and will be carried out before final proposals are submitted. As noted above, the annual review of actions taken by the University with regard to Prevent obligations should include an assessment of actions with regard to protected characteristics.

**Consultation**

34. The proposals have been drafted to be consistent with the Good Practice Guidance issued by the HE Prevent Working Group in Scotland. There has been early consideration of issues in this paper by CMG, ITC, RPG, the EUSA/University Forum and, informally, the joint trades unions.

**Further information**

35. Author and Presenter:

Gavin Douglas

Deputy Secretary, Student Experience

11 September 2015

**Freedom of Information**

36. Closed - Its disclosure would substantially prejudice the effective conduct of public affairs.



UNIVERSITY COURT

21 September 2015

**Revision to Computing Regulations**

**Description of paper**

1. This paper sets out the required revision to section 4 of the University's Computing Regulations to include reference to the Counter-Terrorism and Security Act (2015). The revised Computing Regulations document is attached at Appendix A.

**Action requested**

2. Court is asked to approve the changes set out on pages 1 and 2 of the attached Regulations.

- Minor changes to **Introduction and Definitions** (page 1)
- Policy names updated; defunct policies removed; and new, relevant, policies added to the list.
- **Regulations** Section 4: Compliance with UK civil and criminal law (pages 2-3)
  - Inserted new point:
    - e) the Terrorism Act 2000, the Terrorism Act 2006 AND the Counter-Terrorism and Security Act 2015.
  - Inserted new paragraph:
    - "The UoE also draws to the attention of all users the University's statutory obligation under the Counter-Terrorism and Security Act (2015) to have due regard to the need to prevent people being drawn into terrorism. The full University notice can be found at URL <http://www.ed.ac.uk/schoolsdepartments/information-services/about/policies-andregulations/statutory-notices>";
    - Inserted link to the definition of 'terrorism'.
- **Security, confidentiality and passwords**
  - Inserted new paragraph:
    - Users must ensure the safe disposal of any University data when disposing of computer equipment, including personally owned devices.

**Recommendation**

3. It is recommended that Court accept all of the changes proposed in the document.

**Background and context**

4. The Counter-Terrorism Act (2015) places a statutory obligation on the University to have due regard to the need to prevent people being drawn into terrorism. The Computing Regulations cover the use of all the University's computing and network facilities by staff, students and any other persons authorised to use them. This includes compliance with UK civil and criminal law.

**Resource implications**

7. There are no direct resource implications associated with the revision of the Regulations.

**Risk Management**

8. Updating the Computing Regulations is necessary to ensure the University is meeting its statutory obligation.

**Equality & Diversity**

9. The Equality Impact Assessment has been reviewed and updated. There are no direct impacts as a result of these revisions.

**Next steps/implications**

10. The revised Regulations will be published on the University website.

**Consultation**

11. The Computing Regulations have been revised by the Computing Regulations Group. The resultant document has been distributed electronically to Knowledge Strategy Committee and IT Committee.

**Further information**

12. Further information may be obtained from the author of the paper.

**Author**

*Jo Craiglee*

Head of Knowledge Management

*10 September 2015*

**Presenter**

Gavin McLachlan

Chief Information Officer and Librarian

**Freedom of Information**

13. This paper is open.

## University Computing Regulations

The University of Edinburgh has adopted a set of Regulations to cover the use of all its computing and network facilities, by staff, students and any other persons authorised to use them.

### Regulations covering the use of Computing Facilities

**20th Edition October 2015**

#### Introduction and Definitions

These Regulations cover the use by users of all computing facilities administered on behalf of the University of Edinburgh (hereafter UoE).

As well as these Regulations, users must abide by other policies and/or codes as relevant, including but not limited to internal UoE codes such as:

- the Code of Student Discipline Conduct;
- the relevant staff disciplinary policy;
- ~~the Rules for the Guidance of Staff~~
- the University Data Protection Policy;
- ~~the Statement of Professional Standards and~~
- the Codes of Practice for Dealing with Personal Harassment for staff or students Dignity and Respect Policy, Trans Equality Policy and any related documents;
- the policy on the storage, transmission and use of personal data and sensitive business information out with the University computing environment;
- the Information Security Policy;
- the BYOD Policy: Use of Personally Owned Devices for University Work.

And external codes such as:

- the Acceptable Use Policy of the Joint Academic Network (JANET) available on the Web at <http://www.ja.net/documents/publications/policy/aup.pdf> (PDF);
- the Computing Regulations or similar codes imposed by remote sites, where their computing facilities are accessed or used by UoE users.

It is not the intention of UoE that these Regulations should be used to unreasonably limit, ~~unreasonably~~, recognised academic freedoms.

#### In these Regulations

"Computing facilities" includes central [computing] services as provided by UoE Information Services and any [computing] service operated by or on behalf of UoE; UoE School or College computers and services; personally

owned computers and peripherals, and remote networks and services, when accessed from or via UoE computing facilities; and all programmable equipment; any associated software and data, including data created by persons other than users, and the networking elements which link computing facilities.

"users" include staff, students, prospective students and any other person authorised to use computing facilities

"files" include data and software but do not include manual files.

## Regulations

### 1. Status of Regulations

Breach of these Regulations is a disciplinary offence and may be dealt with under the appropriate disciplinary code or procedures. Where an offence has occurred under UK or Scots law, it may also be reported to the police or other appropriate authority. The rules applicable to investigating breaches or suspected breaches are in Regulation 6 below.

### 2. Private and inappropriate use of computing facilities

Computing facilities are provided solely for use by staff in accordance with their normal duties of employment, and by students in connection with their University education. All other use is private. Private use is allowed, as a privilege and not a right, but if abused will be treated as a breach of these Regulations. Any use which does not breach any other Regulation herein, but nonetheless brings the University into disrepute may also be treated as a breach of these Regulations.

### 3. Damage of computing facilities

No person shall, unless appropriately authorised, take any action which damages, restricts, or undermines the performance, usability or accessibility of computing facilities; "taking action" may include neglect, where action might reasonably have been expected as part of a user's duties.

### 4. Compliance with UK civil and criminal law

Users must comply with the provisions of any current UK or Scots law, including but not restricted to:

- a. intellectual property law, including laws concerning copyright, trademarks, and patents;
- b. the Computer Misuse Act 1990, and associated instruments;
- c. data protection laws, ~~and~~;
- d. the interception and monitoring laws under the Regulation of Investigatory Powers Act 2000 (RIPA 2000); and

A

e. [the Terrorism Act 2000, the Terrorism Act 2006 and the Counter-Terrorism and Security Act \(2015\)](#);

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Under the Lawful Business Regulations (LBR), the UoE draws to the attention of all users the fact that their communications may be intercepted where lawful under RIPA 2000. The full University notice can be found at URL <http://www.ed.ac.uk/schools-departments/information-services/about/policies-and-regulations/statutory-notice>

[The UoE also draws to the attention of all users the University's statutory obligation under the Counter-Terrorism and Security Act \(2015\) to have due regard to the need to prevent people being drawn into terrorism. The full University notice can be found at URL <http://www.ed.ac.uk/schoolsdepartments/information-services/about/policies-andregulations/statutory-notice>](#)

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[The Terrorism Act \(2000\) defines terrorism in section 1 of the Act, see <http://www.legislation.gov.uk/ukpga/2000/11/section/1>](#)

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Users must also comply with the terms of any licence agreement between the UoE and a third party which governs the use of hardware, software or access to data.

## 5. Security, confidentiality and passwords

Users must take all reasonable care to maintain the security of computing facilities and files to which they have been given access. In particular, users must not transfer passwords, or rights to access or use computing facilities, without appropriate authority from the relevant Head of School or nominee or authorised officer. The confidentiality, integrity and security of all personally identifying data held on UoE systems must be respected, even where users have been authorised to access it.

Users must ensure that portable devices containing University information are protected by a pin or similar mechanism, whether the device was purchased by the University, is personally owned or belongs to a third party.

Users with information deemed to be medium or high risk, are required to take additional security measures proportionate to the sensitivity of the information concerned. The definition of medium or high risk can be found here [<http://www.ed.ac.uk/schools-departments/records-management-section/data-protection/guidance-policies/encrypting-sensitive-data>].

Prior to terminating their relationship with the University, users must make appropriate arrangements for the return, destruction or other

disposition of any University computer, equipment or data in their possession.

Users must ensure the safe disposal of any University data when disposing of computer equipment, including personally owned devices.

Users must not duplicate passwords used for University logins in their use of other external services, such as Facebook.

## 6. Investigation of breaches

If the UoE suspects any breach or potential breach of the Regulations, it shall have full and unrestricted power to access all relevant computing facilities and files and to take all steps which it may deem reasonable to remove or prevent distribution of any material. UoE may also immediately suspend a user's access to computing facilities pending an investigation by an Authorised Officer or nominee of the University as defined in the relevant Discipline Code. The UoE reserves the right to access or require access to any files held on computing facilities. It may also require that any encrypted data is made available in human-readable form. Any such investigatory action shall not prejudice any final determination of whether a breach occurred.

## 7. Liability

By using the computing facilities each user agrees that the UoE shall have no liability for:

- a. loss or corruption of any file or files or data, contained therein;
- b. loss or damage (excluding any liability for personal injury or death) to users or to third parties, or their equipment, operating systems or other assets;

resulting from the use of the UoE computing facilities or any withdrawal of the use of said facilities at any time by UoE.

Each user agrees that UoE has the right to take legal action against individuals who cause it to suffer loss or damage, including damage to its reputation, or be involved in legal proceedings as a result of their breach of these Regulations, and to seek reimbursement of such loss, or any associated costs including the costs of legal proceedings.



UNIVERSITY COURT

21 September 2015

**Responsible Investment Policy - Armaments**

**Description of paper**

1. This paper proposes a responsible investment policy for armaments in line with a previous University commitment to consider this issue. The paper proposes that the University agree a policy based on exclusion of controversial weapons.

**Action requested**

2. To endorse the approach taken in identifying controversial armaments as a divestment priority and to approve the policy as proposed.

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

**Risk Management.**

13. There is a need to ensure the clear communication of the policy to avoid misunderstandings and to ensure a coherent approach to implementation. There is a risk of adverse reaction from parts of the University community, either to a decision not to adopt a policy of full divestment from armaments or to adopting even a partial approach.

**Equality & Diversity**

14. No assessment required, as the consideration of equality and diversity issues are inherent in the nature of the consideration of socially responsible investment.

*Paragraphs 15 – 16 have been removed as exempt from release due to FOI.*

**Consultation**

17. The policy has been discussed with the University Secretary; Deputy Secretary, Strategic Planning; Directors of SRS, Finance, Communications and Marketing; Director of Corporate Services, Senior Vice-Principal and members of the Investment Committee, as well as EUSA representatives.

**Further information**

18. Existing RI policy can be found here:

<http://www.docs.sasg.ed.ac.uk/GaSP/Governance/SociallyResponsibleInvestment.pdf>

19. Author

Senior Vice-Principal  
15 September 2015

Presenter

University Secretary

**Freedom of Information**

20. This is a closed paper



UNIVERSITY COURT

21 September 2015

The University and the City Deal

**Description of paper**

1. This paper informs Court on the discussions taking place, at an accelerated timescale, with the City of Edinburgh Council on a proposed City Deal for the Edinburgh and South East Scotland City Region.

**Action requested**

2. Court is invited to consider the paper.

**Recommendation**

3. Court is recommended to approve proceeding further with discussions on the basis outlined in the paper, and in the light of the wording agreed with the City of Edinburgh Council that was included in their proposal document submitted on 4 September.

*Paragraphs 4 – 29 have been removed as exempt from release due to FOI.*

**Risk Management**

30. There are opportunity risks associated with not progressing with discussions. Should the Deal be taken forward into detailed negotiations, robust arrangements would be developed to mitigate associated risk. In particular, we would want to be satisfied that we were able to agree appropriate governance arrangements which, while taking account of the partnership approach, reflected our own responsibilities and accountabilities for dispersal of our own resources.

**Equality & Diversity**

31. There are no direct equality and diversity considerations associated with this paper.

*Paragraph 32 has been removed as exempt from release due to FOI.*

**Consultation**

33. Earlier versions of this paper were reviewed at Principal's Strategy Group and PRC

**Further information**

34. Author

Professor Charlie Jeffery  
Senior Vice-Principal  
September 2015

Presenter

Mr Hugh Edmiston  
Director of Corporate Services

**Freedom of Information**

35. This paper is closed as its disclosure would substantially prejudice the commercial interests of the University.



University Court

21 September 2015

**Draft Self-Evaluation of 2014-15 Agreement**

**Description of paper**

1. This paper outlines a draft of the self-evaluation of the 2014-15 Outcome Agreement (report attached as appendix) and summarises the likely timetable and priorities for the 2016 cycle. The draft is presented at this early stage (data gaps highlighted) to allow input and consideration by Court prior to submission by the Scottish Funding Council (SFC) deadline of 31 October 2015. We submitted the 2013-14 self-evaluation to SFC on 4 November 2014 following the Court meeting on 3 November 2014.

**Action requested**

2. Court is asked to consider the draft Outcome Agreement Self-Evaluation report, providing guidance on the tone and content of the report, and priorities/timetable for the 2016 cycle. Court is also asked to consider whether we should publish the self-evaluation report on the University website. Neither we nor the SFC have published our self-evaluation reports to date and there are only intermittent examples of publication by other Universities. SFC indicate that they utilise them to inform the negotiation of the next Outcome Agreement round.

3. Court is asked to delegate authority for finalisation and submission of the Self-Evaluation report to the Deputy Secretary, Strategic Planning.

**Recommendation**

4. Court is recommended to endorse the development of the draft Outcome Agreement Self Evaluation report for 2014-15 and to delegate authority for the finalisation and submission of the document to SFC.

*Paragraphs 5 – 13 have been removed as exempt from release due to FOI.*

**Risk Management**

14. The risks inherent in Outcome Agreements are addressed in the University Risk Register.

**Equality & Diversity**

15. The Outcome Agreements with SFC highlight the importance of equality & diversity to the University and specifically include commitments in relation to widening participation, delivery of our Gaelic language plan, our equalities action plan and good governance.

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

**Consultation**

18. The Self-Evaluation report currently follows previous formal guidance from SFC on length and priorities to be addressed. Evidence on performance has been gathered from the relevant areas across the University.

**Further information**

19. Author

Tracey Slaven  
Deputy Secretary,  
Strategic Planning

Presenter

Tracey Slaven

14 September 2015

**Freedom of Information**

20. This paper should remain closed until the final report has been submitted to SFC.



UNIVERSITY COURT

21 September 2015

**Court Effectiveness Review**

**Description of paper**

1. This paper sets out the outcome of the 2014/2015 review of the effectiveness of the University Court.

**Action requested**

2. Court is invited to consider the draft report and submit any further comments. Court is further invited to consider if any changes are required to the operation of Court as a result of the comments received.

**Recommendation**

3. Court invited to approve the outcome of the review.

**Background and context**

4. The Scottish Code of Good Higher Education Governance states that governing bodies should keep their effectiveness under annual review and that Court effectiveness should be assessed against its Statement of Primary Responsibilities and on compliance with the Scottish Code.

5. At its May meeting, Court agreed to undertake an effectiveness review using the following process:

- Draft reports to be prepared for consideration by Court mapping out assurances and providing evidence on compliance with Court's Statement of Primary Responsibilities and with the Scottish Code: and
- Court members to be invited to complete a survey of their views on Court effectiveness.

The full reports have been uploaded onto the Wiki at:

<https://www.wiki.ed.ac.uk/display/UCC/University+Court>

**Discussion**

6. The following points have emerged regarding the effectiveness of the Court.

7. The report mapping compliance with the Statement of the Court's Primary Responsibilities provides assurance to Court that its operation throughout 2014/15 evidences compliance with this Statement.

8. The report providing evidence on activities to ensure compliance with the Scottish Code of Good Higher Education Governance provides assurances to Court on the University's compliance with the 18 Principles as set out in the Code and provides information on the areas of work undertaken throughout 2014/15 to strengthen compliance, including:

- Schedule of meetings revised during 2014/2015, agreed that meetings of Court be more evenly spread through the year.

- Revised University of Edinburgh Statement on Quality Arrangements approved September 2014 (annual review undertaken and approved by Court and Senate).
- Revisions made during 2014/2015 to the Register of Interest to strengthen declarations required in respect of close family members current or potential interactions with the University.
- Job Description for Co-opted members of Court reviewed and approved by Nominations Committee during 2014/2015.
- Equality and Diversity survey undertaken of Court members' in March 2015.
- Court event for students and staff held in February 2015 'Meet the University Court': a similar event to be held on an annual basis.
- An internal effectiveness review of Court and its Standing Committee undertaken in respect of 2014/2015 with an externally facilitated review to be undertaken in 2015/2016.

9. Court members were invited to complete a survey of their views on the effectiveness of Court. 14 Court members completed the survey and their responses are attached as an Appendix. The responses received provide assurances that those Court members who responded were content with the effectiveness of Court's operation and processes. There is general concern about the potential impact of the Higher Education Governance (Scotland) Bill. In addition to a range of very positive assessments on the way in which Court carries out its business, there were some helpful observations about individual aspects which can usefully inform practice going forward.

### **Resource implications**

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

### **Risk Management**

11. It is a requirement of the Scottish Code that governing bodies should their effectiveness under annual review and in addition there are reputational issues around ensuring best practice in governance arrangements.

### **Equality & Diversity**

12. There are equality and diversity issues in relation to the gender balance of Court members and the Committee of Scottish Chairs' commitment to achieve a minimum of 40 per cent of both men and women on the governing body.

### **Next steps/implications**

13. At the May meeting, Court agreed its intention to undertake an externally facilitated review towards the end of 2015/2016 and proposals will be put forward to progress this.

### **Consultation**

14. This paper has been reviewed by the University Secretary.

### **Further information**

- |                               |                      |
|-------------------------------|----------------------|
| 15. <u>Author</u>             | <u>Presenter</u>     |
| Ms Kirstie Graham             | Ms Sarah Smith       |
| Deputy Head of Court Services | University Secretary |
| August 2015                   |                      |

**Freedom of Information**

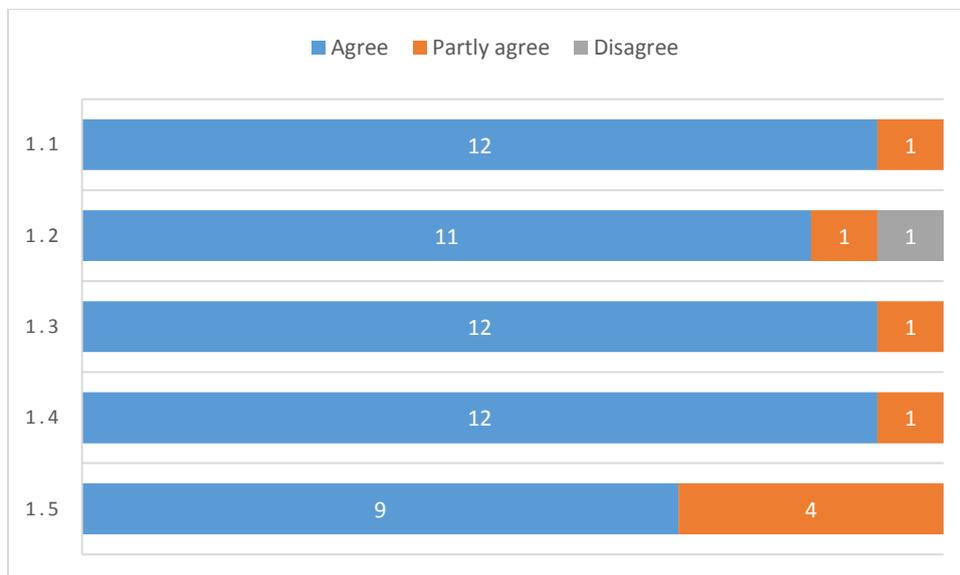
16. This paper is open.



### Court Members' Survey

Responses: General Council assessors:	3
Senatus/Non-teaching staff assessors:	4
Co-opted Court Members:	5
Others:	<u>2</u>
<b>Total Responses:</b>	<b>14</b>

<b>1. The commitment to effective governance</b> <b>Answered: 13 Skipped: 1</b>
1.1 There is a genuine and shared commitment by both Court and the executive to ensure effective governance.
1.2 The quality of interaction between the Vice-Convener of Court, the Principal, and the University Secretary enables effective governance to occur.
1.3 The existing roles, responsibilities and accountabilities of Court and its Committees are clearly defined and are known by both Court members and the executive.
1.4 The Court secretariat provides timely, informed and suitably independent professional advice and support to members of Court.
1.5 Court regularly reviews its own performance and demonstrates a commitment to continuous improvement in its own affairs.



## 2. Effective governance structures and processes

Answered: 13 Skipped: 1

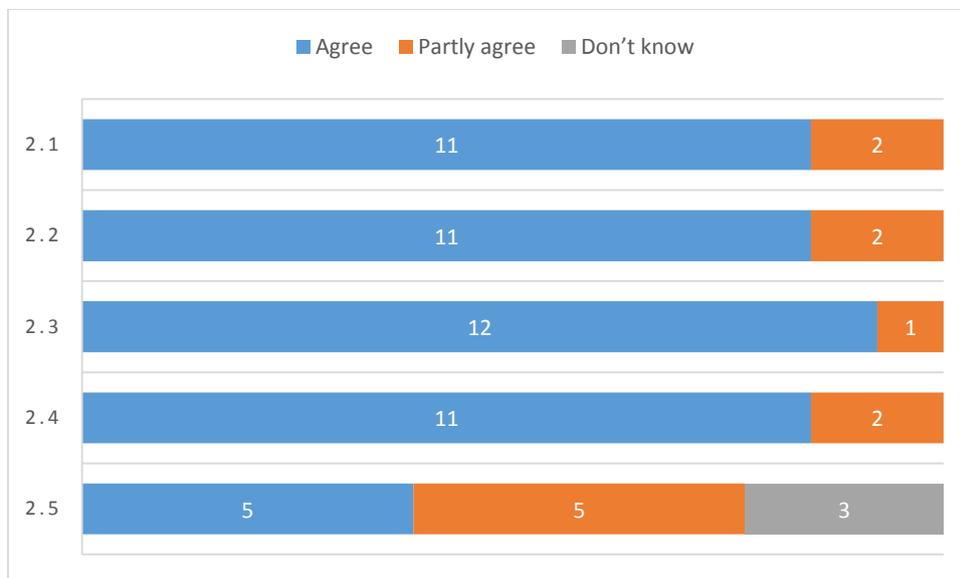
2.1 The Court decision making structure including its Committees is fit for purpose.

2.2 There is a clear system of delegation from the Court with appropriate reporting mechanisms.

2.3 The arrangements for Court and its Committees' meetings (number, timing, location, length of meetings, administration etc) are fit for purpose.

2.4 Effective arrangements are in place for appropriately involving staff and students in the Court and its Committees.

2.5 The Court has an effective relationship with the Senate.



### *Additional comments:*

- Relations with senate are distant. They appear to function adequately, but have not been tested "in anger". The proposed HE legislation may test this.
- The streams of communication between court, committees and senate are open, frank and respectful. Court recently reviewed and discussed the timing of Court meetings to better fit the governance, committee deliberations and preparation of accurate, informative papers
- As far as aware Court has effective relationship with Senate.
- Court works hard to balance the need to give appropriate consideration to issues and yet be agile to respond to a rapidly changing world. Not sure we have entirely had the number/timing of meetings right for business need but responsive to suggestions for change. Full active involvement of staff and students. Good relationship with Senate but looking to strengthen eg meeting of conveners of respective committees for mutually enhanced perspectives.

### 3. Effective Court membership

Answered: 12 Skipped: 2

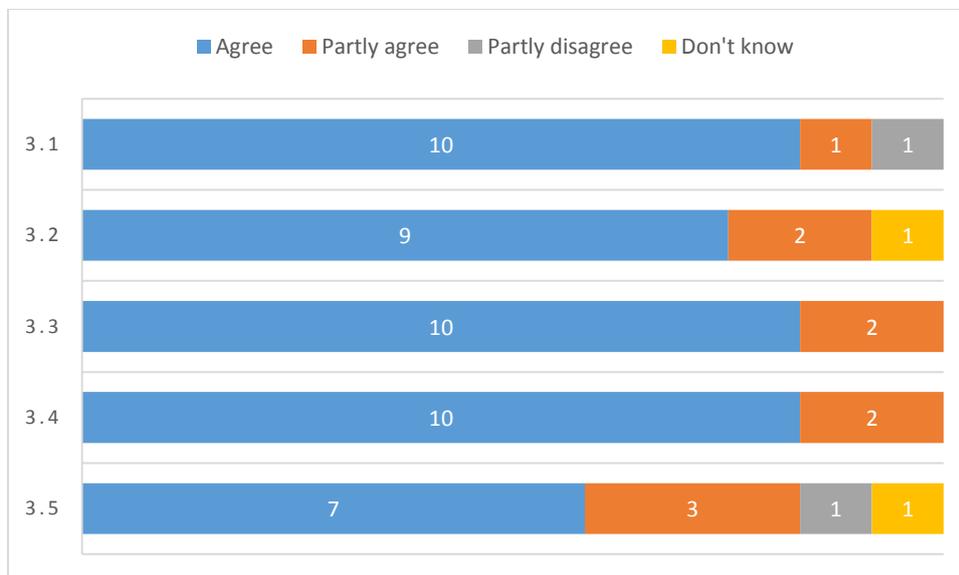
3.1 The size, nature, experience, skills and diversity of Court membership are appropriate to meet its roles and responsibilities.

3.2 The recruitment and succession planning of Court members is effectively undertaken.

3.3 Effective support, induction and ongoing development exists for members, and is valued by them.

3.4 Court members are motivated, attend regularly, participate actively, and their skills and experience are used effectively.

3.5 The contribution of all members is regularly reviewed using processes agreed by the Court.



#### Additional comments:

- Most court members are highly engaged but a number have been less good in attendance than desirable. The size of the court and the nature of its composition (eg the number of elected positions) makes it hard to review all members evenly and effectively.
- Court brings together a large number of people and it might be easy for some to become lax about their attendance on grounds that it might not be noticed. This does not, in fact, happen. People are conscientious about their attendance and their contributions at meetings.
- My induction, support and guidance/encouragement to undertake governance training have been invaluable.
- is a good induction session for new members of Court but I believe this could be enhanced by more effective follow-up with new members at specific time points ie after 6 months and then 1 year as the first year is a challenging one for new members especially with all of the acronyms which are included in Court papers (a glossary would be helpful). With regard to the contribution of all members being regularly reviewed, I am not sure how this is undertaken.
- It is a challenge to manage the skills matrix to ensure adequate coverage of Court and its committees and we have struggled this year to find a sufficient number of Court members for KSC and have been light on IT skills. Equally I have found in my time on Court that there may be risks in depending too heavily on identifying those with specialist skills - the range and

volume of work suggest value in having some "jobbing governors" generally sound in governance. Attendance at Court is mostly excellent. By contrast the Lord provost attends very rarely. Given the increased dialogue with the City Council it would be helpful if a deputy could be identified who would attend. I know the reviews of members' contributions are offered. I am not in a position to know if this is done regularly for others but I have had reviews at the expected points. re the process - this is a private conversation between the individual Court member, the Vice Convener of Court and the University secretary addressing the issues asked about here.

- Not aware of my contribution being 'regularly reviewed'.

#### 4. Court commitment to organisational vision, culture and values

Answered: 12 Skipped: 2

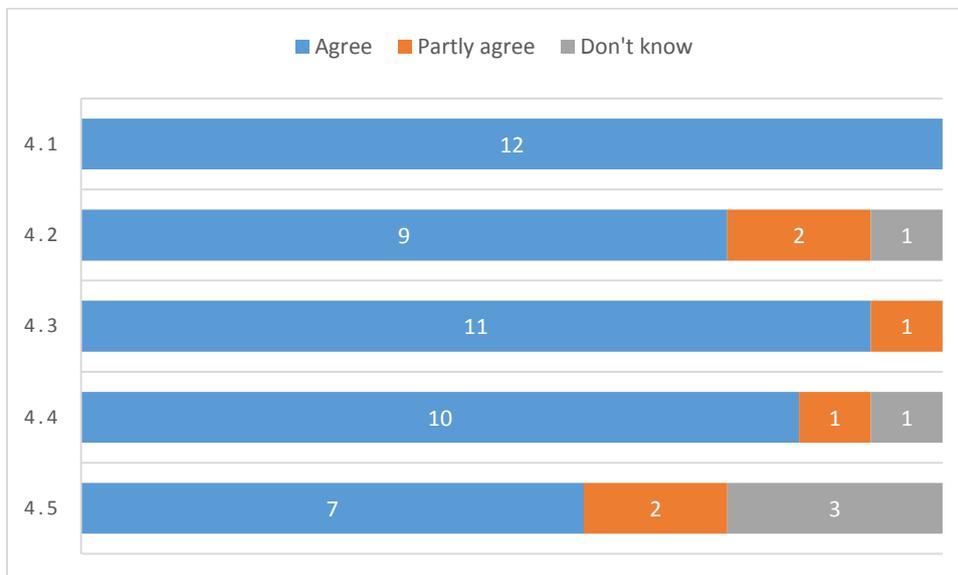
4.1 The Court demonstrates an understanding of, and commitment to, organisational vision, mission and culture.

4.2 The Court is active in supporting, and where necessary defending, core institutional values.

4.3 The Court demonstrates an active implementation of the principles of good conduct in public life.

4.4 The Court is effective in encouraging corporate social responsibility and the achievement of public benefit.

4.5 There is trust and confidence in the Court amongst those staff and students who come into contact with it.



#### Additional comments:

- Court is not afraid to discuss and make what may appear less than 'popular' decisions for the best of the University as a whole. Public engagement and communication is always well structured.
- I regard the institution as an extremely well-run organisation which takes the issues of CSR and the upholding of core values very seriously. These are topics which arise regularly in Court discussions.
- With regard to the last point I think progress is being made eg through town hall type meetings, to make more visible to the academic community what Court is about and I know that staff and students we meet engage with us and are engaged with well eg when Court holds its meetings in various venues around the campus but in a University of this size internal communication is always a challenge and there may be more to do to build that understanding of Court that is necessary to real trust/confidence

## 5. Effective strategic development and performance measurement

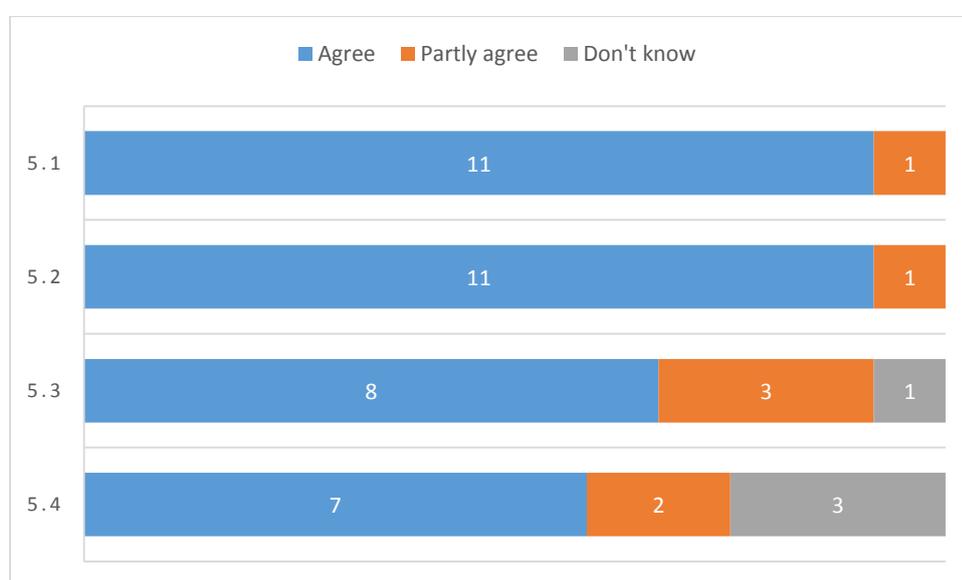
Answered: 12 Skipped: 2

5.1 The Court fully understands institutional strategy and is actively involved in its formulation, approval and review.

5.2 The Court actively measures and monitors institutional performance, including through the use of agreed KPIs which are both realistic and challenging.

5.3 The Court regularly reviews comparative institutional performance with relevant peer institutions through processes such as benchmarking.

5.4 The Court ensures that regular performance reviews of the Principal are undertaken by the Remuneration Committee, and where necessary receives information.



### Additional comments:

- I have based the above comments on my own observations and from the comprehensive data we receive on strategy and KPIs. I am less sure about how well Court reviews comparative institutional performance apart from anecdotal evidence referred to on occasion in Court meetings.
- More regular reporting of Russell Group comparisons would be helpful As far as aware Remuneration Committee operates effectively.
- I don't think Court gets much information about performance reviews and I am alert to the sensitivities. Given the changes in the senior team over the years would not be unhelpful for Court to be clearer about the Principal's objectives I also think It is helpful in a large devolved organisation for Court to know when 360 reviews have been done - not needed every year - and Court only needed be alerted to significant issues The main thing we know is that over several years now, in spite of evidence of excellent performance, our Principal has consistently refused to take pay increases

## 6. Effective Court information and communication

Answered: 12 Skipped: 2

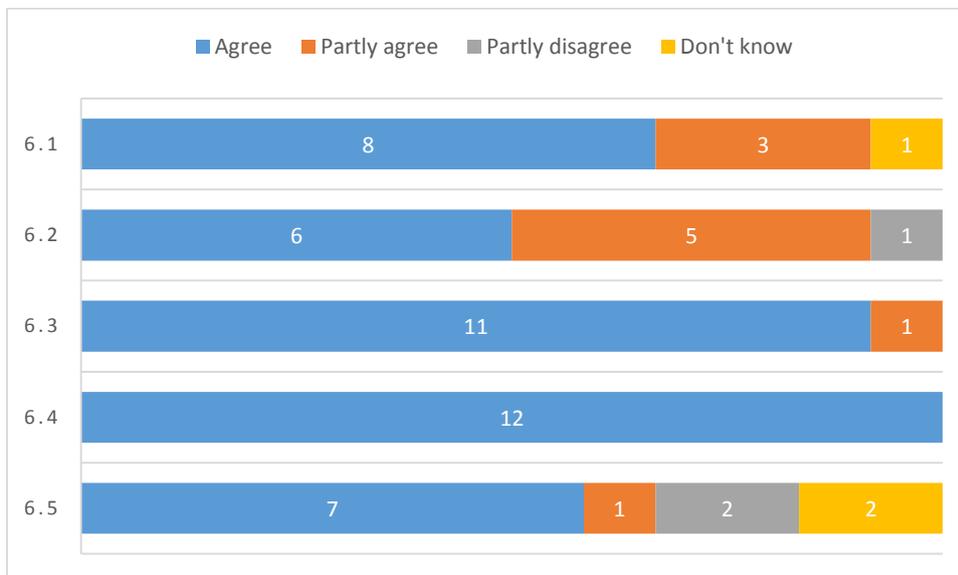
6.1 The Court receives timely and accurate information for all areas for which it is responsible, and has confidence in the robustness of this data.

6.2 Information is presented to the Court in as effective a way as possible.

6.3 Reliable and up-to-date information is provided to the Court to ensure that it is fully informed about its legal and regulatory responsibilities.

6.4 The Court ensures that an effective institution-wide risk management process is in place, and receives appropriate risk information and reports.

6.5 There is effective communication to and from the Court both within the institution and also with key stakeholder bodies and the public at large.



### Additional comments:

- The Court delegates significant elements of risk and financial oversight to the key Audit and Risk and Policy and Resources committees. While this is essential for practical management, it can mean court members not on those committees have much less insight on these matters than others.
- There is a tendency to provide more information to Court members than can be reasonably absorbed.
- Court receives a large amount of high quality information which is helpful to its discussions but in my view there is still an issue with the timing of this prior to Court meetings and the volume of paperwork. There is room for improvement in both of these areas to allow more time for review of the paperwork and proper reflection of the content.
- As far as aware communication with key stakeholder bodies is effective.
- The style of Court papers has improved enormously since the review undertaken for the Scottish Code. The quality of financial reporting has been positively transformed in recent times I think many of the papers presented to Court frequently go into too much detail at the risk of losing sight of the key issues. Would welcome an executive summary clearly identifying the key areas on which the Court input is required.

## 7. Future Governance

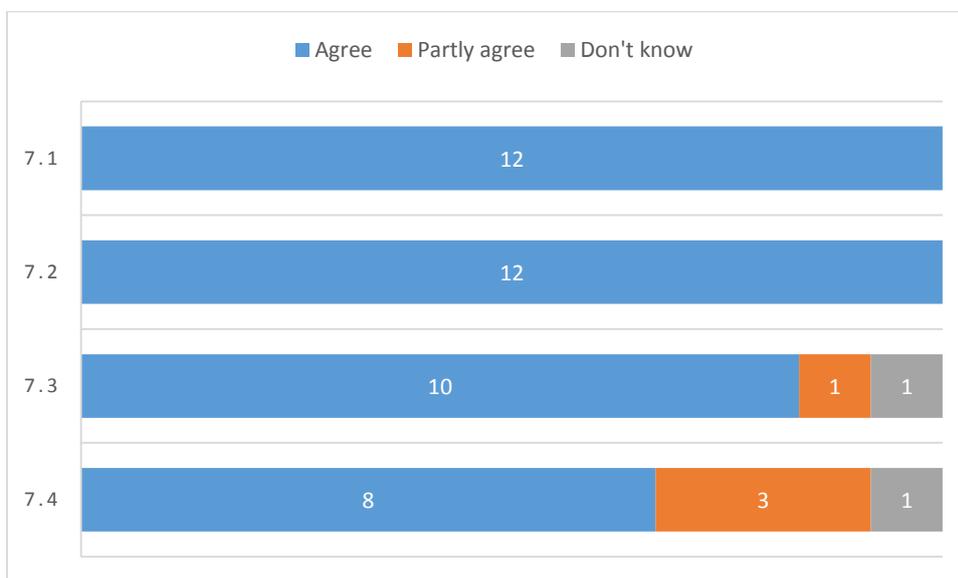
Answered: 12 Skipped: 2

7.1 The Court conducts its affairs in a way that is responsive to changing circumstances and the need for responsive decision making and governance.

7.2 The Court is well informed about likely changes in the external environment and any major implications for governance that may result.

7.3 The Court actively monitors effective governance in the sector and adopts relevant practice.

7.4 The Court is actively reviewing the extent to which its existing corporate governance arrangements will be appropriate to meet long term strategic plans.



### Additional comments:

- Court is careful to fully consider both past and future actions. It is not afraid to challenge and push boundaries. It is forward-thinking and quite adaptable and 'nimble' with fluid situations
- Court has always responded positively to governance review as an opportunity to be at the leading edge of best practice not simply compliant I think it has shown itself with a good number of examples well able to be agile in responding to needs for timely decision making and governance , mostly by delegating to a sub group the task of progressing work between regular Court meetings though in other circumstances Court may consider a matter at a meeting in such a way as to enable progression to decision making to be conducted timeously electronically. This is an outward facing University with an experienced and astute senior team and equally externally engaged Court members for whom being alert to change in the external environment is core business. The Court is always alert to benchmarking and to lessons which can be learned from others but with an appropriate sense of differences across the sector which may mean finding the best solution for the particular situation in Edinburgh

## 8. Working Relationships and Court behaviour

Answered: 12 Skipped: 2

8.1 Court meetings and business are effectively conducted and chaired in a way which encourages an appropriate degree of transparency, openness and engagement, and which has the general confidence of members.

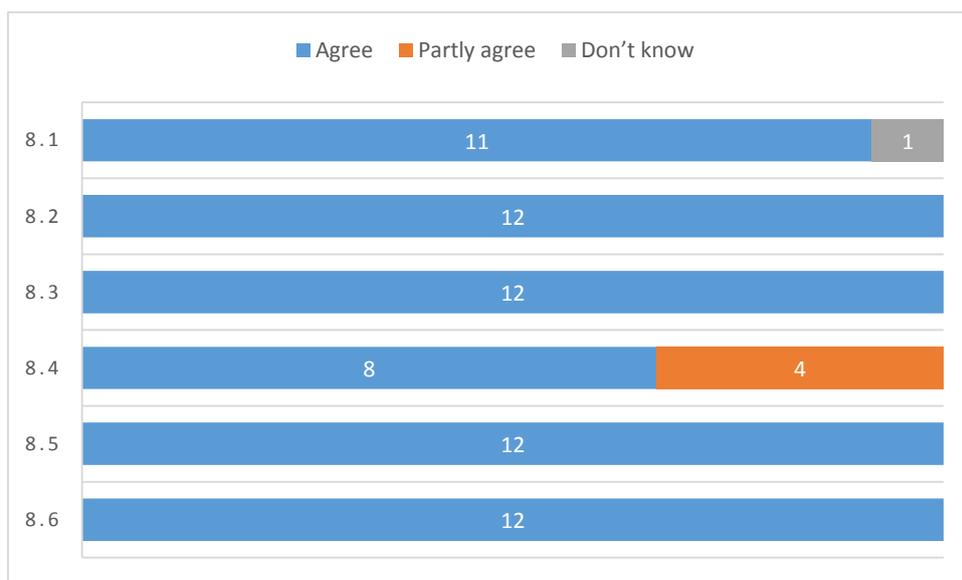
8.2 The approach, style, and contribution of the Principal supports effective Court meetings.

8.3 The approach, style, and contribution of the University Secretary supports effective Court meetings.

8.4 All Court members are actively involved in discussion and demonstrate a shared purpose and commitment, whilst maintaining the distinction between governance and management.

8.5 In practice, working relationships between Court members and the executive are good, and a positive atmosphere exists to support effective governance.

8.6 The need for constructive challenge by the Court is understood and accepted by both members and the executive, and is undertaken both appropriately and effectively.



### Additional comments:

- The vast majority of Court members are actively involved, although there are one or two notable gaps. The new Rector has only chaired two meetings to date. These appear to have been well conducted, but it is early days. The previous Rector was an effective chair also.
- Some Court members contribute to discussions more regularly than others. The new Rector is doing a good job of ensuring all those who wish to / are trying to contribute get the opportunity to express their views.
- I think the effectiveness of Court has gone from strength to strength over my period of service. I think the Executive are much more willing to engage Court members in dialogue about options appraisal rather than presenting only recommendations as was more likely when I joined Court 8 years ago. I think information flows are much better. Constructive and tough challenge is welcomed and responded to equally constructively.

## **Do you have other views on the effectiveness of the Court or our governance more generally?**

- As a multi stakeholder body, it appears to me to function well, particularly given its size and complexity. The secretarial team do a superb job in supporting court.
- Current date changes have been a short term challenge. Changes can be difficult to accommodate.
- Overall, I've been impressed by the respect shown by all members to each other, how well people listen and take on board views of those who have different backgrounds from themselves, how confident the student members are in making their views known, and how committed everyone is to making the right decisions for the University and making them in the right way.
- I think governance is excellent with very dedicated members.
- The Court is a very well-organised and well-run operation which takes corporate governance very seriously. There is a good mix of skills and abilities represented, which makes for meaningful discussion and which, in my view, leads to better decision making and outcomes. Discussions are lively and open and members feel comfortable in expressing opinions and views.
- Effectiveness of Court would be improved if volume of papers could be reduced (but providing links to more detailed information which could be accessed if desired).
- I think this is a highly effective governing body and the more so for not being complacent. The culture of continuous improvement in the University as a whole extends to its governance.
- I think there is a danger that the changes currently being proposed by the Scottish Government could damage the effective working of the Court and could in fact be detrimental to good governance.

## **What do you think are the implications for the future operation of the Court?**

- The proposed legislation could seriously impinge upon operation of senate and the independence of the court from future political interference. This is a major concern.
- Don't understand the question. There are challenges which may, or may not arise, for example arising from the forthcoming referendum on EU membership.
- My preference is to have v long term fixed dates/times.
- I think it's important that universities can tailor their governance arrangements to their own particular situations, within a broad general framework, because universities differ quite significantly from each other. A degree of decentralisation which allows for institutional judgment is essential. We've seen in other sectors what happens when judgement is taken away, and it's not good.
- A concern is the Higher Education Governance (Scotland) Bill and how it may impact on the current excellence governance at Edinburgh.
- The new Higher Education Governance proposals could have an impact on how the Court operates but given the high level of expertise of the senior management team and the skills of Court members, I believe Edinburgh University Court will continue to operate in a highly efficient and capable manner, delivering sound business decisions for the organisation as a whole.
- Core change (and broadening) of Scottish public involvement in politics which will have unpredictable outcomes.
- I think the greatest challenges (ie threats) to the effectiveness of the Court come from externally imposed changes.
- A decrease in the willingness to have an open and frank discussion at Court meetings.



**UNIVERSITY COURT**

**30 September 2015**

**EUSA 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.

**Action requested**

2. Court is asked to note the report.

**Recommendation**

3. That this information be considered to support other initiatives and projects designed to improve student satisfaction and enhance the student experience.

**Background and context**

4. EUSA has provided regular reports to Court on projects, campaigns and developments of the organisation as a whole.

**Discussion**

5. *EUSA Strategic Plan implementation*

Following the publication of our Strategic Plan in April 2015, we have been developing our approach to delivering on our 8 key change projects:

- Finance Strategy
- Staff Culture, Recognition and Reward
- Democratic Structures and Governance
- Sabbatical officer/Student Representative Roles
- Branding and Visual Identity
- Communications: Internal, Member and External
- Buildings and Space Review
- Use of Technology

6. All 8 will have a project group assigned to take the work forward. Some projects have begun already and we have also secured external professional support for our Branding project (using Whitespace, an Edinburgh-based agency), and the Democracy/Governance and Sabbatical roles review (using NUS Strategic Support Unit who also draw on external connections eg. Cass Centre for Charity Effectiveness). We will be monitoring the progress of our key change projects as well as departmental work contributing to the delivery of our plan through a new quarterly reporting process to our Board.

7. *NSS results*

The Students' Association were pleased to see that our overall satisfaction score in the National Students Survey had risen by 4 percentage points over the last year, from 58% to 62%, which puts us a little below the 67% national average for Student Unions. Whilst improvements have been made, there is still clearly a lot more work to be done

to ensure that the organisation makes the university experience the best it can possibly be for all students.

8. The NSS results did highlight some areas in which the Students' Association was weakest, notably among CSE and ECA students. We are pleased to report to court that we are making the experience of students on both these campuses a priority for the organisation this year.

9. *Finance update*

At the end of EUSA's period 4 (to end July 2015) a deficit of £164k had been made. This is to be expected as the results cover the quietest point in EUSA's activities cycle, and are prior to the Festival, but much of our expenditure remains steady. It is however an improvement on both last year's equivalent and against budget. This improvement is mainly from expenditure savings, some of which is staffing and this gap will close as we fill recent vacancies. Some of the non-staff cost savings relate to timing, and we anticipate that this will be incurred later in the year. Much of our year end result will depend on the performance of the Festival and the initial weeks of the new semester. We anticipate that over the remainder of the year we will narrow the favourable variance to budget but move to a surplus position. Still, it's been a promising start to the year.

10. *Commercial update*

Our commercial activities are currently trading ahead of both budget and last year, thereby consolidating improvements made over the last 12 months. Some recent developments prompted a review of our operations for festival and beyond – we remain uncertain of the impact of the Bristo Square works on Festival and into Semester time, but did note a £20k loss of revenue for our Honours catering operation relating to the relocation of graduation ceremonies. The loss of Heineken UK's festival sponsorship hastened a review of Festival Operations and our approach to sponsorship of major events. This has resulted in a diversification of sponsorship on offer on-site to customers which has resulted in less reliance on one major sponsor, but resulted in enhanced commercial relations with local suppliers together with more flexible national suppliers. We anticipate that the overall result will be positive in terms of offer and level of trade and forges trading links into term time.

11. Both Festival partners, Pleasance and Gilded Balloon, signed Temporary Occupancy Agreements and Operational and Commercial contracts. In the case of Pleasance this is the first contract they have signed in 31 years. Following detailed negotiations this year we anticipate having contracts for Festival 2016 signed by end of September. Final Festival figures are still to come, but our outlets have been doing well, due to our partners having strong programmes this year, but also due to our own development and investment in our Festival operations

12. We were very pleased to be nominated for the Live Music Business Awards in the 'Campus' Category. Nominated by industry professionals, the awards recognise best practice, professionalism and high quality service in this category for venue provision and on-site support – so this really highlights the work of our events team but also House, Bars and Marketing Teams.

### 13. *Freshers Week*

As the Festival winds down we are preparing for the arrival of c11,000 new students. Our 2015 Freshers Week programme includes around 700 daytime and evening events, designed to welcome students to the city, the University and their student union, and to help new students meet students with similar interests. We have worked closely with the University's induction team on plans for the week, and our staff and 100 trained volunteers will be providing support to new students as they navigate the week. Support highlights include the Accommodation Hub, run in partnership between Accommodation Services and EUSA's Advice Place, events to support students who live 'at home' to meet up and come along to evening events together, and a family-friendly student parents event.

See the full programme here:

[http://issuu.com/eusa/docs/eusa\\_freshersguide15\\_final-hires-si](http://issuu.com/eusa/docs/eusa_freshersguide15_final-hires-si)

### 14. *Developing support for Student Activities*

One of our key strategic goals is to support students in developing their interests and shaping their future – as a result we are re-evaluating our support for activities such as student societies, volunteering, for those students providing leadership in those areas, and in relation to other student-led activities, to ensure EUSA can be seen as a high quality source of support, valued by our members. We are working closely with the Sports Union and Edinburgh Students Charities Appeal, to make it easy for students to find out about all of the various opportunities for participation, not only those that EUSA happens to provide, and identifying new collaborative activities.

### 15. New developments include our 'Activities guide':

[http://issuu.com/eusa/docs/activitiesguide\\_online](http://issuu.com/eusa/docs/activitiesguide_online)

(rather than just societies), a new university-wide marketing campaign to promote the range of opportunities available for students to get involved, access to EUSA room bookings for sports clubs and ESCA groups, a new Give it a Go taster fortnight in November to re-introduce existing students to the range of activities on offer, and tailored support from EUSA's marketing team for Society, Sports Union and student fundraising events. At the same time we are considering how best to support new areas of interest like Social Enterprise, and are developing an approach to this in collaboration with Careers, SRS, Launch.Ed and IAD.

### 16. *Consolidation of EUSA's Student Experience Project work*

Following the approval of continued funding for both our Schools Engagement project, and Peer Learning and Support, we have been able to plan for the future delivery of this work and fill the associated staff vacancies. Peer Learning and Support benefits from strengthened permanent full time staffing, enabling us to continue to support Schools in the delivery of tailored Peer Assisted Learning schemes (PALS) and/or various schemes with a pastoral focus. Last year 7500 students benefitted from participation in Peer Support and we expect numbers to continue to grow. The Edinburgh results from the International Peer Leader Survey (including institutions in the UK, USA and Australia amongst others) show that the benefits of volunteering as a peer leader are also invaluable with 86% respondents reporting increased confidence in interactions with both peers and university staff, 91% reporting increased skill in building relationships and 88% reporting an increased sense of belonging at the institution – as well as improvements in time management, teamwork and critical thinking.

#### 17. *EUSA Sabbatical Team updates*

The EUSA Sabbatical team are now over 3 months, and one-quarter, of the way through their terms. We have been developing strong relationships with the University and laying the ground work for achieving our individual and team objectives for the year ahead:

18. Urte Macikene, EUSA Vice President Services, is pleased to report on a successful Festival period for EUSA's commercial services and is looking at keeping this momentum going for the upcoming academic year. She welcomes the positive steps that have been taken on the University declaring its intention not to invest in controversial arms now and in the future. She is looking forward to working with fellow Court members in continuing the University's path towards a socially responsible investment strategy.

19. Andy Peel, EUSA's Vice President Societies and Activities, is delighted to report success of securing the provision of free sanitary products and pregnancy tests from EUSA's commercial services. He continues to work alongside the President and other University colleagues on establishing a comprehensive mental health and wellbeing strategy for both EUSA and the University.

20. Imogen Wilson, EUSA's Vice President Academic Affairs, has been focusing on meeting with all the different Heads of Schools. She has prioritised a push for moving all physical hand-ins to the digital sphere, a new Gender Studies course and creating an introduction to Politics MOOC in time for the 2016 Holyrood Elections. She is also keen on working with the Senior Vice-Principal in his new role in making teaching and learning and the student experience an 'unambiguous priority' for the University.

21. As President, I have been making the argument that the University experience is about much more than students' academic degrees. I look forward to working with Court members and other colleagues to better communicate this message to students, whilst working to ensure that every student, regardless of financial situation, is able to participate in opportunities outside their degrees, whether they be via extra-curricular activities or international experiences. I have also, alongside the University's Careers Service and Development and Alumni, been working towards an Alumni mentorship programme for our students to help guide them into the next stage of life.

#### **Resource implications**

22. There are no resource implications for this report because this report is retrospectively outlining existing projects.

#### **Risk Management**

23. Not applicable.

#### **Equality & Diversity**

24. 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**

25. There are no next steps to be taken as a result of this paper.

**Consultation**

26. All relevant EUSA Sabbatical Officers, staff members, student staff and members of our organisation. Any items relating to partnerships with other organisations or branches of the University include information provided by all participating stakeholders.

**Further information**

27. Author

Jonny Ross-Tatam  
EUSA President  
2 September

Presenter

Jonny Ross-Tatam  
EUSA President  
2 September 2015

**Freedom of Information**

28. This paper is open



UNIVERSITY COURT

21 September 2015

Exception Committee Report

**Committee Name**

1. Exception Committee report.

**Date of Meeting**

2. The Committee considered business via electronic communications concluded on 13 July, 29 July and 14 August 2015.

**Action Required**

3. Court is asked to note the matters approved on behalf of Court by the Exception Committee.

*Paragraph 4 has been removed as exempt from release due to FOI.*

**Full Minute:**

5. The papers considered by the Committee are available at the following URL:  
<https://www.wiki.ed.ac.uk/display/UCC/Exception+Committee>

**Equality & Diversity**

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

**Further information**

- |                               |                                 |
|-------------------------------|---------------------------------|
| 7. <u>Author</u>              | <u>Presenter</u>                |
| Ms Kirstie Graham             | Dr A Richards                   |
| Deputy Head of Court Services | Convener of Exception Committee |
| August 2015                   |                                 |

**Freedom of Information**

8. This paper is closed.



UNIVERSITY COURT

21 September 2015

Policy and Resources Committee Report

**Committee Name**

1. Policy and Resources Committee.

**Date of Meeting**

2. The Committee met on 31 August 2015.

**Action Required**

3. Court is invited to note the key items discussed at the meeting as detailed below.

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

**Full minute:**

11. All the papers considered at the meeting and in due course the Minute can be accessed on the Court wiki at the following URL:

<https://www.wiki.ed.ac.uk/display/UCC/Policy+and+Resources+Committee>

**Equality & Diversity**

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

**Further information**

13. Author

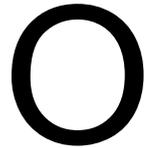
Ms Kirstie Graham  
September 2015

Presenter

Dr Anne Richards  
Convener Policy and Resources  
Committee

**Freedom of Information**

14. This paper is closed: Its disclosure would substantially prejudice the commercial interests of the organisation.



UNIVERSITY COURT

21 September 2015

**Audit and Risk Committee Report**

**Committee Name**

1. Audit and Risk Committee.

**Date of Meeting**

2. The meeting was held on 10 September 2015.

**Action Required**

3. Court is asked to note the key points from the meeting and approve a minor revision to the Committee's terms of reference

*Paragraphs 4 – 8 have been removed as exempt from release due to FOI.*

**Full minute:**

9. The full minute will be available in due course on:  
<https://www.wiki.ed.ac.uk/display/UCC/Audit+and+Risk+Committee>

**Equality & Diversity**

10. No direct equality and diversity implications were raised in this report

**Further information**

11. Author

Ms Fiona Boyd  
September 2015

Presenter

Mr Alan Johnston  
Convener of the Audit and Risk  
Committee

**Freedom of Information**

12. This paper is closed.



UNIVERSITY COURT

21 September 2015

**Baseline Statement on Quality Arrangements**

**Description of paper**

1. The paper is the baseline statement of the University's quality arrangements. The statement is produced in alignment with the Scottish Code of Good Higher Education Governance, the Scottish Funding Council's guidance on public information about quality, and the Quality Assurance Agency's UK Quality Code Part C, Information about Higher Education Provision. The statement is reviewed annually.

**Action requested**

2. Court is asked to approve the paper.

**Recommendation**

3. The paper has been reviewed by the Senate Quality Assurance Committee which is satisfied with its contents and recommends to Court that it approves the statement.

**Background and context**

4. The paper sets out the University's structures and arrangements for the oversight of the quality of the student learning experience. It is reviewed annually in order to reflect any changes. The paper reflects current Vice Principal and Assistant Principal roles, Court's approval of the Reflective Analysis and Case Studies for the ELIR in Semester 1 2015/16 and the meeting of the conveners of the standing committees of Senate and Court.

5. The paper is being transmitted in parallel to the Senate for approval with regard to its functions.

6. The full statement is available on the Court wiki at:  
<https://www.wiki.ed.ac.uk/display/UCC/University+Court>

7. The statement describes the University's structures and arrangements for oversight of the quality of the student learning experience under the following headings:

- a) The statutory framework: the Universities (Scotland) Acts
- b) Court and Senate structures
- c) The internal University structure
- d) Reporting on assurance and enhancement arrangements
- e) Senate oversight of quality
- f) University-led monitoring of quality and standards

8. The paper is relevant to the University's Strategic Plan Goal of 'Excellence in Education'.

### **Resource implications**

9. There are no specific resources implications associated with the report. Actions are expected to be taken forward within current budgets or if additional resources are identified to be proposed via the planning round.

### **Risk Management**

10. There are significant reputational risks associated with the provision of high quality teaching and learning provision. The University's Risk Register includes maintenance of a high quality student experience. Actions in this area are ongoing and continue to be managed via Risk Management Committee.

### **Equality & Diversity**

11. Equality impact assessments are carried out on University quality assurances policies and processes.

### **Next steps/implications**

12. Following approval the statement will be published on the University website at <http://www.ed.ac.uk/schools-departments/governance-strategic-planning/governance/university-governance/other-useful-information>

### **Consultation**

13. The document has been considered and approved by the Senate Quality Assurance Committee and will be considered by eSenate 8-16 September 2015.

### **Further information**

14. Professor Tina Harrison, Assistant Principal Academic Standards and Quality Assurance and Dr Linda Bruce, Academic Services can supply further information.

15. Author

Dr Linda Bruce  
Academic Services

7 September 2015

Presenter

Professor Tina Harrison  
Assistant Principal Academic Standards and  
Quality Assurance

### **Freedom of Information**

16. The paper is open.



UNIVERSITY COURT

21 September 2015

**Annual Report to the Scottish Funding Council on Institution-led Review and Enhancement Activity 2014/15**

**Description of paper**

1. The University is required on an annual basis to provide the Scottish Funding Council with a report on its activities to manage, maintain and improve the standard and quality of its learning experience. This annual report requires endorsement by Court in terms of the agreed University statement on quality arrangements and SFC's requirements.

**Action requested**

2. Court is invited to consider the Annual Report and confirm that it provides Court with the required assurances on the effectiveness of the arrangements put in place by Senate in respect of quality and enhancement of education provision prior to this Annual Report being submitted to the Scottish Funding Council.

**Recommendation**

3. The Annual Report has been reviewed by the Senate Quality Assurance Committee which is satisfied with its contents and recommends to Court that it authorises the Vice-Convenor of Court to sign the following statement on behalf of Court:

'On behalf of the governing body of the University of Edinburgh, I confirm that we have considered the institution's arrangements for the management of academic standards and the quality of the learning experience for academic year 2014/15, including the scope and impact of these. I further confirm that we are satisfied that the institution has effective arrangements to maintain standards and to assure and enhance the quality of its provision. We can therefore provide assurance to the Council that the academic standards and the quality of the learning provision at this institution continue to meet the requirements set by the Council.'

**Background and context**

4. In terms of the University's statutory framework, Court has previously confirmed that the primary responsibility for teaching quality assurance and enhancement rests with Senate and that as required, reports are provided to Court on aspects of the arrangements put in place by Senate.

5. The University's annual report to the SFC on its institutional-led evaluation and review is conducted in accordance with guidance prepared by the SFC with its primary focus to provide assurances about the quality and standard of provision: the exact format is at the discretion of the institution.

**Discussion**

6. The report draws on the outputs of annual institutional-led evaluation and review activity: periodic Teaching and Postgraduate Programme Review and Student Support Service Periodic Review, annual School and College quality assurance and

enhancement reporting, annual Student Support Service quality assurance reporting, and on the consideration of student performance data through these processes. The report includes a list of provision reviewed by internal processes in 2014/15 and gives a forward schedule of reviews for 2015/16. The report also includes as an appendix the outcomes of reviews by professional, statutory and regulatory bodies (PSRB) during 2014/15 and gives the schedule for reviews expected to take place in 2015/16. The report notes where action has been taken to align University and PSRB review in order to streamline procedures.

7. The full report is available at the Court wiki:

<https://www.wiki.ed.ac.uk/display/UCC/University+Court>

8. The headings within the report are prescribed by the SFC and cover:

- a) Summary of principal quality assurance and enhancement activities, including self-evaluation processes undertaken in preceding academic year
- b) Ways in which support services were reviewed
- c) Key messages derived from monitoring and analysis of performance indicators and other data, especially regarding retention, progression, completion, attainment and achievement, from feedback from students (incl. NSS) and other key stakeholders, and actions taken (See below)
- d) Any significant issues relating to development needs or good practice identified as a result of these review processes (See below)
- e) Role and nature of student involvement in review processes and in student engagement more broadly
- f) Reflective overview of key findings from previous year's reviews, including areas of strength and issues for further development (See below)
- g) Alignment of University and PSRB quality assurance processes
- h) Reviews of student support services
- i) Forward schedule of provision to be reviewed

9. *Key messages from monitoring and analysis of PIs and other data*

These include the internal Edinburgh Student Experience Survey 2015 showing that students are becoming more satisfied with the quality of learning and teaching over the course of their degree, more satisfied with the academic advice they are receiving and with the provision of learning resources. Students become more confident in their skills and better prepared for future employment. However the survey shows a decline in satisfaction with assessment and feedback as students progress through their degree. By contrast, across the National Student Survey 2015, results showed the biggest increase in satisfaction in the area of assessment and feedback, evidence of the impact of University wide initiatives in this area. Across the survey University level scores have either gone up or remained constant. The Postgraduate Taught

Experience Survey results for 2015 show overall satisfaction at the same level as the previous year. The Postgraduate Research Experience Survey results for 2015 who increased student satisfaction across all themes, with the largest increase being in satisfaction with supervision, closely followed by research culture, research skills and professional development. All are areas which have seen targeted action.

10. Analysis of progression data showed that the University outperformed the Scottish sector average and the UK sector averages for the relevant HESA Performance Indicators (non-continuation and projected outcome).

11. *Development needs identified through these procedures and actions being taken*

- a) The need for ongoing enhancement to data to support school annual quality reporting, in particular postgraduate research progression monitoring. This being addressed through the current Business Intelligence/Management information work and through scoping of a data dashboard which will support a range of strategic and operational information needs.
- b) The need to enhance PhD completion rates in some areas, especially in the context of the University's target to increase the ratio of students: eligible supervisors to 2.5:1. Senate Researcher Experience Committee continues to oversee developments in the postgraduate research student experience.
- c) Further development of training and induction for external examiners. This has been addressed through the External Examiner project which introduced on-line reporting for External Examiners as well as on-line training and induction resources for External Examiners.
- d) Enhancements to processes supporting collaborative activity. These have been delivered through a project in 2014/15. Enhancements implemented for 2015/16 include a revised suite of standard Memoranda of Understanding and Agreement for collaborative activities, updated guidance for academic and non-academic approval processes for new collaborative programmes, an enhanced digital repository for recording all types of learning and teaching-based collaborative agreements, and improvements to existing arrangements for recording collaborative programmes on the student record system.
- e) The need to undertake a review of the University's quality framework, with a view to streamlining and deriving maximum benefit from activity. This will be undertaken following the outcome of ELIR and the SFC review of quality arrangements in the sector.

12. *Reflective overview of key findings from previous year's reviews*

Every Teaching and Postgraduate Programme Review and Student Support Service review makes specific recommendations for action to the subject area, School or support service. Progress on addressing the recommendations is monitored by Senate Quality Assurance Committee.

13. Areas of strength from review of academic provision:

- a) Embedding graduate attributes in the curriculum.
- b) Ongoing enhancement of student support provision, including the Personal Tutor system.

- c) Supporting student transitions through tailored support for the needs of specific student cohorts.
- d) Training and support for postgraduate tutors.
- e) Activity to build academic and social community.
- f) Tracking student engagement in the curriculum with a view to early intervention in case of problems.
- g) Student engagement in representative structures.
- h) Online distance learning provision, including student support for distance students.

14. Areas of strength from review of student support service provision:

- a) Use of online tools to increase efficiency.
- b) Increased engagement and community building through use of social media.
- c) Increased remote service delivery.
- d) Increased use of data management, analysis and reporting systems.
- e) Increased use of online learning resources for the professional development of staff supporting the student experience.
- f) Increased provision of self-help/self-service.
- g) Partnership working among services.
- h) Initiatives around student mental health.

15. Senate Quality Assurance Committee at its meeting of 3 September 2015 agreed that good practice identified in annual reviews would be disseminated by College Deans for Quality, through the annual 'Learning from Internal Review' event, and through the Institute for Academic Development case studies wiki.

16. Issues for further development (whole institution or specific aspects of provision)include:

- a) Training and support for postgraduate tutors.
- b) Embedding postgraduate student progression milestones.
- c) Developing student support for specific groups of students and ongoing development of the Personal Tutor system.
- d) Exploring the scope for interdisciplinary teaching.
- e) Reviewing programme sustainability.
- f) Workload allocation models.

17. Senate Quality Assurance Committee at its meeting of 3 September 2015 remitted issues requiring further development to relevant committees and roles for action.

### **Resource implications**

18. There are no specific resources allocations associated with the report. Actions are expected to be taken forward within current budgets or if additional resources are identified to be proposed via the planning round.

### **Risk Management**

19. There are significant reputational risks associated with the provision of high quality teaching and learning provision. The University's Risk Register includes maintenance of a high quality student experience, including Personal Tutor structures and processes and coordination of student services. Actions in these areas are ongoing and continue to be managed via Risk Management Committee.

### **Equality & Diversity**

20. Equality impact assessments are carried out on University quality assurances policies and processes.

### **Next steps/implications**

21. Following consideration and approval of the Report by Court and Senate the document will be sent to SFC.

### **Consultation**

22. The document has been considered and endorsed by the Senate Quality Assurance Committee and will be considered by eSenate 8-16 September 2015.

### **Further information**

23. Assistant Principal Professor Tina Harrison, Academic Standards and Quality Assurance and Dr Linda Bruce, Academic Services can supply further information

24. Author

Dr Linda Bruce  
Academic Services

31 August 2015

Presenter

Professor Tina Harrison  
Assistant Principal Academic Standards and  
Quality Assurance

### **Freedom of Information**

25. This paper is open.



UNIVERSITY COURT

21 September 2015

**Joint Court and Senate Committee Conveners Meeting**

**Committee Name**

1. Joint Court and Senate Committee Conveners Meeting.

**Date of Meeting**

2. 23 June 2015.

**Action Required**

3. Court is asked to note the report.

**Key points**

4. This was the first joint meeting of Senate and Court Committee Conveners. It was agreed to be a worthwhile meeting and that such a joint meeting should be held at least annually.

**Full minute:**

5. The note of the meeting is attached.

**Equality & Diversity**

6. No equality and diversity implications were raised by the meeting.

**Further information**

7. Author

Ms Kirstie Graham  
Deputy Head of court Services  
July 2015

Presenter

Ms Sarah Smith  
University Secretary

**Freedom of Information**

8. This paper is open.

## **Joint Court and Senate Committee Conveners Meeting**

**23 June 2015**

### **Note**

#### **Welcome and Introduction**

The Principal welcomed the Court and Senate Committee Conveners and attendees to this first shared meeting, to enhance Senate and Court's understanding of their respective duties and areas of overlap and divergence (Appendix 1). The Principal identified that strong Universities demonstrate mutual respect between academic and overall governance and that a joint meeting was a healthy demonstration of a desire to achieve a greater understanding and appreciation of respective responsibilities.

#### **Vision for Learning and Teaching**

Vice Principal Professor Sue Rigby spoke to the Vision for Learning and Teaching as an example of an area where Court and Senate have a joint and a separate interest. All academic activity has a resource component and many associated metrics and targets, such as those in the Regional Outcome Agreement, are in the purview of Court but the achievement of these will be enacted through Senate.

Teaching and learning were increasingly subject to public debate in relation to student and employer expectations. Court has taken an interest in the student experience and mandated and resourced developments such as the Personal Tutor system, which are subject to Senate oversight.

During discussion, MOOCs were identified as an exemplar of the importance of a joined up approach, with Senate exploring the potential to transform teaching and learning and Court aware of the potential impact on Estates and IT infrastructure. The importance of the role of the Principal, who presides at Senate and is an *ex officio* member of Court, providing a formal link between Court and Senate, was noted.

#### **Court and Senate Committees**

The Court and Senate Committee Conveners, or their representatives, provided a brief overview of the main areas of responsibility of their Committee and any key areas of business undertaken in the last session or planned for the following session.

#### **Closing Remarks**

In summing up, Dr Anne Richards, Vice-Convener of Court, identified that a consensus had emerged to hold a similar such meeting in six to twelve months time, linked to the themes Senate plans to take forward next session.

**University Court and Senate Committee Conveners  
Tuesday, 23 June 2015, 9.30am-11.00am  
Raeburn Room, Old College**

**PROGRAMME**

**9.30am**     **Welcome and introductions**  
Principal

**9.40am**     **Vision for Learning and Teaching**  
Vice Principal Professor Sue Rigby

**10.00 am**   **Court Committees**  
*Overview from Conveners:*

- Policy and Resources and Nominations – Dr Anne Richards
- Audit and Risk – Mr Alan Johnson
- Knowledge Strategy – Professor Ann Smyth
- Remuneration – Mr Alan Johnson on behalf of Lady Susan Rice

**10.25 am**   **Senate Committees**  
*Overview from Conveners:*

- Curriculum & Student Progression - Professor Graeme Reid on behalf of Professor Ian Pirie
- Learning and Teaching - Professor Sue Rigby
- Quality Assurance - Dr Tina Harrison
- Researcher Experience - Professor Jeremy Bradshaw

**10.50am**   **Closing remarks**  
Dr Anne Richards, Vice Convener



UNIVERSITY COURT

21st September 2014

Annual Review Completion Rates 2014/15

**Description of paper**

1. The purpose of this paper is to provide the University Court with information on progress on improving the Annual Review completion rate for the year ending 31 July 2015.

**Action requested**

2. Court is asked to note the contents of the report.

**Recommendation**

3. It is recommended that Court note the significant progress made in 2014/15 and note the plans for further enhancements this year.

**Background and context**

4. The University of Edinburgh’s Strategic Plan 2012-2016 sets out our commitment to aligning the “*University’s world-changing aspirations to individuals’ objectives*” through the Annual Review process.

5. Progress on this objective is measured each year with a specific KPI of 100% completion for eligible employees; the purpose of this report is to provide Court with the information on progress in meeting this KPI for the year ending 31 July 2015.

**Discussion**

6. *Completion Rates*

We are very pleased to note that the University continues to make significant progress with this KPI.

College/Support Group	Headcount	Completed	Incomplete	2014/15 % Completed	2013/14 % Completed	2012/13 % Completed
College of Humanities and Social Science	1712	1638	74	95.68%	91.17%	68.50%
College of Medicine and Veterinary Medicine	1981	1845	136	93.13%	94.23%	77.00%
College of Science and Engineering	1704	1561	143	91.61%	86.35%	43.20%
Corporate Services Group	1540	1520	20	98.70%	93.53%	90.30%
Information Services Group	631	629	2	99.68%	100.00%	91.00%
University Secretary’s Group	430	430	0	100.00%	100.00%	87.10%
<b>Grand Total</b>	<b>7998</b>	<b>7623</b>	<b>375</b>	<b>95.31%</b>	<b>92.55%</b>	<b>71.90%</b>

7. *Some of the relevant actions undertaken during 2014/15 in support of achieving the KPI*

The University Annual Review Working Group, led by Professor Jane Noman, Vice Principal People & Culture, has focussed in 2014/15 on ensuring consistency and

fairness of annual review practice across the University. In Support of this the following have been delivered:

- A suite of training to support managers and staff in participating in Annual Review
- Examples of good practice in relation to forms and guidance and update annual review webpages
- A clearly defined Annual Review population, and clarity of links between Annual Review and other review types
- Annual Review policy statement published
- Guidance on annual review for atypical employees published

### **Resource implications**

8. It is anticipated that the variety of actions that have been taken by Colleges and Support Groups and by UHRS in 2014/15 will need to continue. At this stage no additional funds are being requested.

### **Risk Management**

9. 100% Annual Review Completion is a key strategic goal of the University. There are significant reputational risks if we fail to maintain our progress towards achieving this KPI.

### **Equality & Diversity**

10. The policies which govern Annual Review have been equality impact assessed. The implementation of Annual Review for all staff enhances the University's approaches to improve equality across its different staff groups.

### **Next steps/implications**

11. Future action in 2015/16 will focus on the quality of the Annual Review conversation to support a culture of genuine, open and meaningful dialogue around performance and aspirations.

### **Further information**

12. Author

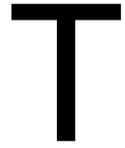
Martyn Peggie  
Deputy Director of Human  
Resources  
9 September 2015

Presenter

Zoe Lewandowski  
Director of Human Resources

### **Freedom of Information**

13. This paper is open.



UNIVERSITY COURT

21 September 2015

**Donations and Legacies to be notified**

**Description of paper**

1. A report on legacies and donations received by the University of Edinburgh Development Trust from 5 June 2015 to 3 September 2015, prepared for the Meeting of Court on 21 September 2015.

**Action requested**

2. Court is invited to note the legacies and donations received.

**Recommendation**

3. No further action is recommended at this time.

**Background and context**

4. This report sets out the legacies and donations received by the University of Edinburgh Development Trust from 5 June 2015 to 3 September 2015, prepared for this meeting of Court.

*Paragraphs 5 – 6 have been removed as exempt from release due to FOI.*

**Resource implications**

7. There are no specific resource implications associated with this paper. The funds received will be appropriately managed in line with the donors' wishes.

**Risk Management**

8. There are policies and procedures in place to mitigate risks associated with funding activities including the procedure for the ethical screening of donations.

**Equality & Diversity**

9. There are no specific equality and diversity issues associated with the paper. Cognisance is however 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.

**Next steps/implications**

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

**Consultation**

11. This paper has been reviewed and approved by:  
Pete Morrison, Director of Development & Alumni Services.

**Further information**

12. Author

Natalie Fergusson  
Donor Relations Officer,  
Development & Alumni

Presenter

Pete Morrison

04 September 2015

Director of Development & Alumni  
Services/Deputy Secretary, University of  
Edinburgh Development Trust

**Freedom of Information**

13. Closed - Its disclosure would substantially prejudice the effective conduct of public affairs.