



University Court
Raeburn Room, Old College
Monday, 5 December 2016

AGENDA

- | | | |
|----------|---|---------------|
| 1 | Minute
To <u>approve</u> the minute of the meeting and the note of the seminar held on 26 September 2016 | A1, A2 |
| 2 | Matters Arising
To <u>raise</u> any matters arising | Verbal |
| 3 | Principal's Communications
To <u>receive</u> an update by the Principal | B |
| 4 | Policy & Resources Committee Report
To <u>consider</u> a report by the Convener of Policy & Resources Committee | C |

SUBSTANTIVE ITEMS

- | | | |
|-----------|--|--|
| 5 | Student Experience Update
To <u>consider</u> an update from the Senior Vice-Principal | D |
| 6 | Teaching Excellence Framework Participation
To <u>approve</u> the paper by the Senior Vice-Principal | E |
| 7 | Strategic Planning
To <u>consider</u> the following papers by the Deputy Secretary, Strategic Planning: <ul style="list-style-type: none">• Strategic Plan 2012-16: Targets and KPIs progress report• Outcome Agreement | F1
F2 |
| 8 | Audit & Risk Committee Annual Report
To <u>consider</u> the annual assurance statement presented by the Convener of the Audit & Risk Committee | G |
| 9 | Risk Management Post year Assurance Statement
To <u>consider</u> the assurance statement presented by the Director of Corporate Services | H |
| 10 | Finance
To <u>consider</u> the following papers by the Director of Finance: <ul style="list-style-type: none">• Finance Director's Update• Annual Report and Accounts 2015/16• Letter of Representation• US GAAP Annual Report and Accounts 2015/16 | I1
I2
I3
I4 |
| 11 | Roslin Technologies
To <u>approve</u> a paper presented by the Director of Corporate Services | J |

- 12 Estates**
To approve the following papers presented by the Vice-Principal Planning, Resources & Research Policy:
- **Building a New Biology** K1
 - **Central Bioresearch Services Estates Strategy** K2
 - **Biological Research Facility at the Institute of Regeneration and Repair** K3
 - **St Leonard's Street Student Accommodation** K4
- 13 Annual Review 2015/16** L
To approve the paper by the Director of Communications & Marketing
- 14 EUSA President's Report** M
To receive an update by the EUSA President
- 15 Court Survey** N
To consider
- ITEMS FOR NOTING OR FORMAL APPROVAL**
- 16 Review of Delegated Authority Schedule** O
To approve
- 17 EUSA Democracy Review Phase 2** P
To approve
- 18 New bank accounts** Q
To approve
- 19 Committee Reports**
- Exception Committee R1
 - Court EU Referendum Sub-Group R2
 - Audit & Risk Committee R3
 - Remuneration Committee R4
 - Knowledge Strategy Committee R5
 - Senate R6
- 20 Donations and Legacies** S
To note
- 21 Uses of the Seal**
To note
- 22 Any Other Business**
To consider any other matters
- 23 Date of next meeting**
Monday, 6 February 2017



UNIVERSITY COURT

26 September 2016

[DRAFT] Minute

- Present:**
- Mr Steve Morrison, Rector (in chair)
 - The Principal, Professor Sir Timothy O'Shea
 - Ms Anne Richards, Vice-Convener
 - Ms Doreen Davidson
 - Dr Alan Brown
 - Mr Ritchie Walker
 - Professor Sarah Cooper
 - Dr Claire Phillips
 - Professor Elizabeth Bomberg
 - Professor Alexander Tudhope
 - Ms Angi Lamb
 - Dr Chris Masters
 - Mr David Bentley
 - Dr Robert Black
 - Mr Alan Johnston
 - Lady Susan Rice
 - Ms Alison Grant
 - Mr Alec Edgecliffe-Johnson, President, Students' Association
 - Ms Jenna Kelly, Vice-President, Students' Association
- In attendance:**
- Mr Sandy Ross, Rector's Assessor
 - University Secretary, Ms Sarah Smith
 - Senior Vice-Principal Professor Charlie Jeffery
 - Vice-Principal Professor Dorothy Miell
 - Vice-Principal Professor Lesley Yellowlees
 - Vice-Principal Professor Sir John Savill (from Item 12)
 - Vice-Principal Professor Jonathan Seckl
 - Mr Hugh Edmiston, Director of Corporate Services
 - Mr Gavin McLachlan, Chief Information Officer & Librarian to the University
 - Ms Tracey Slaven, Deputy Secretary, Strategic Planning
 - Mr Phil McNaull, Director of Finance
 - Ms Leigh Chalmers, Director of Legal Services
 - Mr Gary Jebb, Director of Estates
 - Dr Ian Conn, Director of Communications and Marketing
 - Ms Zoe Lewandowski, Director of Human Resources
 - Mr Gavin Douglas, Deputy Secretary, Student Experience
 - Ms Fiona Boyd, Head of Stakeholder Relations
 - Ms Kirstie Graham, Deputy Head of Court Services
 - Dr Lewis Allan, Head of Court Services
- Apologies:**
- Sheriff Principal Edward Bowen
 - The Rt Hon Donald Wilson, Lord Provost of the City of Edinburgh
 - Mr Peter Budd

1 Minute **Paper A**

The Minute of the meeting held on 20 June 2016 was approved.

Court welcomed Senate Assessors Professor Elizabeth Bomberg and Professor Alexander Tudhope to their first meeting as members.

2 Matters Arising **Verbal**

There were no matters arising.

3 Principal's Communications **Paper B**

Court noted the content of the Principal's report and the additional information on: the welcome ceremony for new students held in the Festival Theatre on 12 September and a successful Welcome Week for 6,000 new undergraduates and 6,500 new postgraduates, including 1,000 online students; the undergraduate open day held on 24 September with approximately 7,000 prospective students visiting and 12,000 visitors in total; engagement with Scottish and UK ministers following the EU Referendum vote and an internal focus on the student experience, considered later in the agenda.

4 Policy & Resources Committee Report **Paper C**

Key items considered by the Policy & Resources Committee were summarised.

SUBSTANTIVE ITEMS

5 EU Referendum: Seminar Outcome and Sub-Group Report **Paper D**

Key points considered at the Court EU Referendum Seminar and the report from the Court EU Referendum Sub-Group were reviewed.

6 Horizon 2020 COFUND application **Paper W**

A proposed application to the European Union's Horizon 2020 COFUND scheme to part-fund a cohort of 25 international postdoctoral collaborative research fellows was considered.

Noting that: the scheme is complementary to the existing Chancellor's Fellows scheme; is open to researchers from EU and non-EU countries aside from the UK; there may be opportunities for Heads of Schools to extend appointments if additional funding is available; and, that the funding requested is denominated in euros and will not vary with exchange rate fluctuations, the grant submission and associated University funding was approved.

7 Lecture Capture Business Case

Paper F

The business case for investment in a University-wide lecture capture system was reviewed following endorsement by Knowledge Strategy Committee and the Senate Learning & Teaching Committee.

The following points were raised in discussion:

- Many other peer universities have already installed a comprehensive lecture capture system, this has helped the technology to mature and will allow the University to learn from early adopters;
- Expect generally high support from academic staff for lecture capture provided that there is clear communication well in advance of installation including addressing any concerns over ease of use and copyright of images;
- Subtitling is not included in the current proposal but as technology improves it may be added at a later date;
- Prioritisation of projects and other areas that could be addressed to improve the student experience, including streamlining Virtual Learning Environments and improving the student (and staff) digital experience more widely.

The business case and estimated implementation cost was approved.

8 EUSA President's Report

Paper G

The EUSA President reported on activities since the last meeting including a positive result from the 2016 Festival operations, a pause on the King's Building redevelopment to allow for a new tendering exercise to keep within the planned budget, the publication of the 2015-16 EUSA Impact Report and the launch of the 'No One Asks for It' anti-sexual harassment campaign. Progress with the external mentoring pilot for History students was raised, with the ambition to extend the scheme following a successful pilot.

9 EUSA Democracy Regulations

Paper N

Proposed revisions to the EUSA Democracy Regulations to enact certain changes supported by a student referendum in March 2016 were considered. Members discussed the changes to:

- Establish a campus-wide online ballot system for contentious issues at Student Council (those that receive more than 33% but fewer than 67% votes in favour);
- Introduce a paid Student Council Facilitator to chair all meetings of Student Council;
- Establish that an elected representative's vote counts for 1.5 votes at Student Council, compared to 1 for a vote from an unelected student.

Noting that the language used in the revised Regulations mirrors the language used in the student referendum, the revised Democracy Regulations were approved subject to a review in twelve months.

10 Finance Director's Update

Paper H

Draft (unaudited) financial results for 2015/16 and changes to the presentation of financial results under the new Financial Reporting Standard (FRS 102) were discussed, with a summary explanation of the key changes to be included in the 2015/16 Annual Report and Accounts. The Ten Year Forecast updated to include the August 2016 Estates Capital Plan was received, with Estates Committee to review proposals to prioritise planned projects.

11 Rest of UK (RUK) Tuition Fees

Paper I

A proposal to set the tuition fee for undergraduate RUK students in 2017/18 at £9,250 for new students and £9,000 for continuing students with a corresponding increase in the bursary level available to new students was considered. Cost increases in the higher education sector, views of the student representatives, the expectations of fee increases amongst continuing students, the importance of clearly communicating decisions and the potential for future tuition fees to rise with inflation was discussed and noted.

Court voted by a show of hands on the following proposals:

- 1) The tuition fee for continuing RUK undergraduate students in 2017/18 will be set at £9,000 – approved unanimously;
- 2) If the tuition fee for new RUK undergraduate students in 2017/18 is set at £9,250, the bursary support available to individual students at the University should be increased proportionally – approved unanimously;
- 3) The tuition fee for new RUK undergraduate students in 2017/18 will be set at £9,250 – approved by a clear majority.

12 National Student Survey 2016

Paper E

The results of the National Student Survey 2016, proposed actions and further issues for consideration were reviewed. It was noted that the 2016 results were deeply disappointing, with the headline overall satisfaction measure falling from 84% in 2015 to 80% in 2016 and a relative weakening in the University's position relative to peer institutions.

The Heads of College commented on School-level results and initiatives to improve the student experience, including seeking to build a sense of community and belonging across the campuses.

Court discussed opportunities for immediate improvements in the student experience alongside longer term initiatives, creating a feeling of inclusion in the undergraduate student body, and learning from other universities, including in the United States.

It was suggested that a seminar on the student experience be scheduled for the morning of the December Court meeting, to allow for further discussion and interaction with invited staff and students in the Colleges. Court members were encouraged to submit any suggestions or further comments to the University Secretary in the interim.

The recommendations set out in the paper were approved, with a progress update to be provided at the December meeting.

13 Outcome Agreement Self-Evaluation Report **Paper J**

Court delegated authority for finalisation and submission of the 2015-16 Outcome Agreement Self-Evaluation Report to the Deputy Secretary, Strategic Planning.

14 Student Accommodation lease **Paper K**

A 20 year lease agreement for a 583 bed space student accommodation building at the New Waverley site was approved, with the Agreement to Lease and Lease documentation to be prepared in line with the Heads of Terms and concluded ahead of a construction start on site.

ITEMS FOR NOTING OR FORMAL APPROVAL

15 Social Impact Pledge **Paper L**

Participation in the Scottish Government's Social Impact Pledge and proposals for the first three pledges to be implemented in 2016-17 was approved.

16 Institutional Climate Change Strategy **Paper M**

The University's Climate Change Strategy 2016-26, approved by Central Management Group, was noted.

17 Heads of School Appointment Process **Paper O**

A revised process, job description and person specification for the appointment of Heads of School was approved.

18 Annual Review Completion Rates **Paper P**

The completion rates for staff Annual Reviews in 2015-16 were noted.

19 Annual Quality Assurance Report to Scottish Funding Council **Paper Q**

Court approved the Annual Report to the Scottish Funding Council on Institutional-led Review and Enhancement Activity 2015-16 and authorised the Vice-Convener to sign the accompanying statement.

20 Court Survey and Effectiveness Review **Paper R**

The 2015-16 annual review of effectiveness of Court was approved.

21 Development Trust President **Paper S**

On the recommendation of the management trustees, Court approved the appointment of Mr Steve Thomson as the new President of the Development Trust.

22 Committee Reports **Paper T1**

- **Exception Committee**

The following matter approved by the Exception Committee on behalf of Court was noted.

Proposed acquisition of former Lauriston Place Fire Station
Submission of an unconditional offer for the strategic acquisition of the former Lauriston Place Fire Station and Museum by the closing date of 1 September 2016 was approved.

- **Nominations Committee** **Paper T2**

Court noted the report.

- **Audit & Risk Committee** **Paper T3**

Court approved the Internal Audit Strategy 2016/17-2020/21 and the External Audit Fee for 2015-16, as recommended by Audit & Risk Committee.

- **Knowledge Strategy Committee** **Paper T4**

Court noted the report.

23 Resolutions **Paper U**

The following resolutions were approved:

- Resolution No. 52/2016: Foundation of a Personal Chair of Business and Sustainable Development
- Resolution No. 53/2016: Foundation of a Chair of Accountancy
- Resolution No. 54/2016: Alteration of the title of the Chair of Cultural Relations
- Resolution No. 55/2016: Alteration of the title of the Chair of Medical Statistics
- Resolution No. 56/2016: Foundation of a Personal Chair of Black Studies
- Resolution No. 57/2016: Foundation of a Chair of Avian Biology
- Resolution No. 58/2016: Foundation of a Chair of Power Electronics
- Resolution No. 59/2016: Foundation of a Chair of Integrated Sensor Technology

24 Donations and Legacies **Paper V**

Donations and legacies received by the Development Trust from 26 May 2016 to 31 August 2016 were noted.

25 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.

26 Any Other Business

There was no other business.

27 Date of next meeting

Monday, 5 December 2016, 2-5pm.



UNIVERSITY COURT

5 December 2016

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/Recommendation

2. Court is invited to note the information presented.
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) *Matters Concerning Brexit*

Court has an update note in this session from the Court EU Referendum Sub-Group and may also be aware of the evidence I gave to the Scottish Affairs Committee in mid-October.

Also, Mr Michael Russell MSP has visited the University twice recently in his new capacity as Minister for UK Negotiations on Scotland's Place in Europe. I had a good discussion with him over the University's main concerns around freedom of movement and access to European Union research links, both are issues that he understands fully. Mr Russell then gave a short talk, hosted by the EUSA President, and undertook a Q&A session with some of our students. I anticipate that there will be further opportunities for discussion as the Prime Minister's March deadline for triggering the Article 50 process, with the formal letter to Brussels, approaches.

b) *Autumn Statement*

The Chancellor delivered his Autumn Statement on 25 November 2016 and began by confirming the strength of the UK economy post the Brexit vote, while noting the need to address underlying problems in terms of productivity and to create a robust economy for post Brexit.

He also confirmed the additional investment in scientific R&D announced by the Prime Minister two days earlier. This additional investment will be known as the National Productivity Investment Fund (NPIF) and will rise to £2bn per year by 2021 (£425m in 17-18, £820m in 18-19, £1.5bn in 19-20, £2bn in 20-21) a total of £4.7bn.

Through the NPIF the government will support the:

- Industrial Strategy Challenge Fund – a new cross-disciplinary fund to support collaborations between business and the UK's science base, which will set identifiable challenges for UK researchers to tackle. The fund will be managed by Innovate UK and the research councils.
- Innovation, applied science and research – additional funding will be allocated to increase research capacity and business innovation, to further support the UK's world leading research base and to unlock its full potential.

Additional points of note:

- Work will start towards a City Deal for Stirling and there is confirmation that work is ongoing to agree a deal for Edinburgh.
- Science and Innovation Audits – The government has selected 8 areas for the second wave of Science and Innovation Audits including Glasgow Economic Leadership, there was no news on the next steps with the first wave; which included the Edinburgh submission.

c) The Scottish Budget

The context for the Scottish Budget announcement, which will be made on 15 December, is set by the Autumn Statement. As a result of the UK Government's focus on infrastructure spending outlined by the Chancellor, and the application of the Barnett Formula, an increase of £800 million will be allocated to the Scottish Government over the five years through to 2020-21.

Through membership of the Scottish Government's Strategic Funding Group I am part of the high level discussions taking place in the lead up to the Budget including discussions with the Deputy First Minister and Cabinet Secretary, Mr John Swinney MSP and Minister for Further Education, Higher Education and Science, Shirley-Anne Somerville MSP.

d) Admissions

The admissions cycle is still at a relatively early stage, with just less than a third of applications normally received by this point. However, it is clear that our application level is more positive than that across the sector as a whole; our applications are marginally ahead of last year compared to a sector drop of around 10%. This pattern is particularly strong for international applicants with growth of 7.2% compared to a fall in applications at the UK sector level. EU applications are approximately 3% lower than in the last cycle at this stage (119 applications) but this compares with a drop approaching 10% across the sector. One area of slight concern is the fall in Scottish domiciled applications which, if sustained, would reduce our ratio of applicants to places from 10:1 to 9:1 for that group.

e) UKVI Audit

The Home Office UK Visa and Immigration Audit for tier 2, 4 and 5 took place at the University in mid-November. A huge amount of work went into preparing for this very important audit from many members of staff who were also on hand during the visit to deal with emerging queries. It will be January before we know the outcome and Court will, of course, be kept fully informed.

f) Conversations with Students

I have met with a number of student School Representatives to talk to them about their time at Edinburgh and listen to their views on what the University could do better. A number of ideas are forthcoming including suggestions on making it easier for the reps to communicate to students in their School and improving communication overall. This, and the other feedback, is being fed into the work that Deputy Secretary Student Experience, Mr Gavin Douglas is leading on for the University.

g) Winter Graduations

As ever we were delighted to welcome parents and guests of graduands at this year's winter graduations and I am very grateful to members of Court for taking part in the ceremonies. Among our honorary graduates this year are Professor Helga Nowotny, Professor Emerita of Social Studies of Science, ETH Zurich and Chair of the ERA Council Forum Austria, Mr Robert Madelin, former director general of the European Commission's Directorate for communications networks, content and technology and artist Mr Tony Oursler. Mr Oursler's *The Influence Machine*, an immersive outdoor sculptural experience that is part of the University's digital arts programme, ran in George Square Gardens at the end of November.

h) Public Affairs

Home Office plans to reduce the overall number of international students and their forthcoming consultation on the matter are causing some concern across the sector. I have written to the Home Secretary, Ms Amber Rudd on the matter inviting her to visit her former University to gain first hand insight into this area. I understand that the consultation is scheduled for early 2017.

There have also been a number of visits:

- Ms Ruth Davidson, leader of the Conservative and Unionist Party and MSP for Edinburgh Central visited the University at the end of November. I had a productive discussion with Ms Davidson who also visited the Informatics Forum.
- I welcomed the Scottish Labour representatives, Daniel Johnson MSP, Ian Murray MP and Iain Gray MSP to Kings Buildings at the end of September
- Senior Vice-Principal Jeffery welcomed Ms Ash Denham MSP to Little France, which is part of her constituency.

i) Discussions with University College London

With my senior team, we spent a very productive afternoon with the leadership team at UCL discussing opportunities for closer strategic working. A small working group is taking forward the discussions led by Vice-Principal Seckl for Edinburgh.

j) National Pay Negotiating Round 2016/17

Following consultative ballots, UCU, UNISON and Unite have ended their dispute with the employer's body, UCEA and settled the 2016/17 pay round. EIS (Educational Institute of Scotland) commenced continuous action

short of a strike on 13 October but is expected to review its position in light of UCU's recent decision (taken on 11 November) to end its dispute.

The 2016/17 settlement includes a commitment to joint working on gender pay gaps and casual working and it is understood that UCU will be seeking to reach local agreement on these issues with every higher education institution which is party to the settlement.

The University implemented the 1.1% uplift in basic pay with October salaries, backdated to 1 August 2016.

k) High Level Visits and Meetings

I was very pleased to sign a Memorandum of Understanding for the University with the National Library of Scotland and to welcome participants to the Edinburgh Festival's Conference which was hosted at the University.

I had very good discussions with Sir John Kingman, Chair of UK Research and Innovation (UKRI), while hosting his visit to Universities Scotland main committee in late October and again subsequently.

I took part in the Falling Walls conference in Berlin and participated in a panel discussion on "Focusing on the Future - Defining Success" with the MOOC platform provider EDx at their Global Forum in Paris.

I represented the University at the installation ceremony for the new Principal and Vice-Chancellor of The University of St Andrews, Professor Sally Mapstone.

Professor Linda Colley from Princetown University, gave an excellent JP MackIntosh Lecture on "Why do constitutions matter?" and Lord Neuberger, President of the Supreme Court, gave the Europa Institute's Mitchell Lecture.

The celebrations of 60 years of Nursing Studies at the University took place in October and I was very pleased to welcome alumni and colleagues to the associated events.

Nobel Laureate Professor Randy Schekman, University of California, was awarded an honorary degree for his contribution to understanding of how proteins are sorted and secreted from cells and he gave the Institute of Cell Biology Murray Lecture.

The French Minister of State for Digital Affairs and Innovation, Axelle Lemaire, spoke at the University on the subject of the Digital Economy and took questions from the audience at an event at the end of November.

On a more personal note I was pleased to be re-elected as Chair of the Edinburgh Festival Fringe Society for a further four years.

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

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

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

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

6. *International News*

a) China

I was very pleased to sign for the University the £7m healthcare and science agreement with China's third largest city, Shenzhen. Edinburgh staff will support medical education and research at Shenzhen University's new medical school and teaching hospital campus which is due to open in 2017. The partnership with China-based Hua Xia Healthcare Holdings will establish the University of Edinburgh - Hua Xia Healthcare Institute for Medical Research, Education and Management at the Edinburgh BioQuarter. The institute will support the development, planning and management of healthcare projects in Shenzhen.

The new Hong Kong Centre for Carbon Innovation office, affiliated to the Edinburgh Centre for Carbon Innovation is now fully operational within the Hong Kong Science Park, staffed by Dr Shelley Zhou.

b) Singapore

A delegation of 18 staff (14 academics, 2 Development & Alumni and 2 International Office) led by Senior Vice-Principal Professor Charlie Jeffery undertook a scoping mission to Singapore in early November including visits to the National University of Singapore (NUS), Nanyang Technological University (NTU) and Singapore Management University (SMU). The delegation included representation from across the University, which brought added value to our engagement with both NUS and NTU (and on a narrower front SMU).

The visit also included a positive alumni reception at the British Ambassador's residence and a very successful recruitment evening. Meetings took place with the two main research funding agencies that might fund future collaborations, and an informal dinner and other meetings with some high-level supporters of the University. The delegation received excellent support from the High Commission, the British Council and the British Chamber of Commerce in Singapore.

Plans are being prepared exploring the possibility of establishing an office in Singapore in 2017.

c) India

Senior Vice-Principal Jeffery was part of the delegation to India led by Jo Johnson MP, Minister for Universities & Science, in early November.

The visit included a Bilateral Education Forum with the Indian Government, the UK India Business Council CEO Forum as well as the CII UK-India Technology and Higher Education Summit.

There was an exhibition of University of Edinburgh technologies in Li-Fi and robotics at the technology summit. Professor Sethu Vijayakumar presented our robots to the Prime Minister, Theresa May, who was there to open the Summit alongside the Indian Prime Minister, Shri Narendra Modi.

d) MasterCard Foundation

The first group of postgraduate and undergraduate students to take part in the MasterCard Foundation Scholars Program joined us for the launch of the scheme at the beginning of October. The scheme supports the brightest and best African scholars, 200 over 7 years, who have great potential but few educational opportunities. They will undertake their studies at Edinburgh on a full scholarship before returning home.

e) Coimbra Group Conference

Colleagues from the Coimbra Group visited the University in October to discuss arrangements for their Annual Conference and General Assembly which we are hosting in July on the theme of Universities and the Future of Cultural Heritage.

f) International high-level delegations were received from:

- Denmark EU Office
- Shanghai Jiao Tong University, China
- Harbin University, China
- Indonesian Ambassador
- Swiss Ambassador
- Tata Institute for Social Science, India
- National University of Singapore
- Chilean Research Directors
- Ministry of Science & Technology, China
- Jilin University, China
- Higher Education Commission Pakistan
- University of Sydney
- Argentinian Ambassador

7. *Higher Education Sector*

a) UK Government Higher Education Bill

The Higher Education and Research Bill passed through the Commons following its third reading on 21 November. A number of minor amendments were made to the original Bill although none by opposition MPs were passed. Universities UK have indicated seven areas where they feel that further work should be undertaken. The Bill will now move to the House of Lords where it will be debated on 6 December.

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
22 November 2016

Freedom of Information

15. Open Paper.



UNIVERSITY COURT

5 December 2016

Policy and Resources Committee Report

Committee Name

1. Policy & Resources Committee.

Date of Meeting

2. 14 November 2016.

Action Required

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

Paragraphs 4 - 18 have been removed as exempt from release due to FOI.

Full minute

19. All papers considered at the meeting and in due course the Minute can be accessed on the wiki site at the following link:

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

Equality & Diversity

20. Issues related to equality and diversity were considered within each paper as appropriate.

Further information

21. Author

Dr Lewis Allan
Head of Court Services
22 November 2016

Presenter

Ms Anne Richards
Convener, Policy & Resources Committee

Freedom of Information

22. The paper is closed.



UNIVERSITY COURT

5 December 2016

Student Experience Update

Description of paper

1. This paper sets out ongoing work to understand and enhance the student experience.

Action requested/Recommendation

2. Court is invited to note and discuss the content of this paper.

Background and context

3. At the last meeting in September Court received an analysis of the 2016 National Student Survey (NSS) outcomes and endorsed a number of actions to enhance learning, teaching and the wider student experience. These focused on the nurturing of excellent teaching (and the elimination of instances of teaching under-performance) and on taking measures to bridge the gap between NSS outcomes and other forms of student feedback on their experience which show significantly greater satisfaction with teaching. The following provides an update.

Discussion

4. We continue to review and adapt **staffing procedures** to express the high priority we give to teaching and to incentivise high performance and achievement in teaching. Detailed guidance, together with a 'toolkit' of examples, has now been given to all Schools on the inclusion of a teaching-focused element in the selection process for any new staff whose role has a substantial teaching element. This supplements other changes and additional guidance given over the last year on annual review, recognition and reward processes and workload allocation. Learning and Teaching Policy Group will review progress on staffing procedures in proposing the new reporting mechanism by Schools and Colleges on these procedures which was endorsed at the last Court meeting.

Engagement with students and staff

5. A University-wide drive is under way to enhance staff-student **engagement** in Schools and to deepen the sense of **community** binding students with the University. There has been a strong emphasis on building a dialogue with students on their experience. Work has included the following:

- Schools took steps to ensure early semester **induction** events had as wide a reach across the student body as possible
- A small number of Schools have in the past run mid-semester feedback exercises which enable students to comment on those things they see working both well and less well in their courses, enabling a dialogue with teaching staff which can produce real-time changes to their learning. These exercises have been beneficial in building shared purpose between staff and students. All Schools were asked to deliver a **mid-semester feedback exercise** for all courses taken by honours-level students (or equivalents). Despite the short run-up the vast majority of honours-level courses held such an exercise and some Schools took the opportunity to run the exercise for pre-honours students too. We

are now collating reports from Schools (see the brief summary below) and, via EUSA, students. Among the latter positive comments and constructive suggestions for further improvement strongly outweighed negative comments. We will carry out a short lessons-learned exercise, which I anticipate will recommend the continuation of this exercise into semester two and beyond.

- Helpful in exploring issues arising from curriculum change (History, Classics and Archaeology; Biomedical Sciences)
- Builds understanding that all (and at times contradictory) student expectations cannot be met; academic staff not always best-placed to respond to wider organisational/structural queries (Vet School)
- Did not synchronise well with existing and effective staff-student liaison committee processes (Divinity; Biomedical Sciences); are we sure this adds value beyond that won from end-of-semester course feedback (Vet School; Biomedical Sciences)
- Helped understand issues students face; is timing right – earlier in semester would leave more scope for change to be made and recognised (Business)
- Good opportunity to conduct meaningful dialogue – but not all colleagues ‘equally skilled in keeping conversations constructive’ (Literatures, Languages and Cultures)
- ‘Important for us and students to see how courses fit together in a coherent programme’ (Health in Social Science)
- Many of the issues raised could be fixed quickly (teaching content and approach); some could not (teaching rooms/timetabling); opened discussion on positives too (Physics and Astronomy)
- ‘Managed to catch some concerns and misconceptions’; ‘students feel that their concerns are being addressed’; contradictory feedback resolved by show of hands after discussion of issues (Biomedical Sciences)
- The first standardised, University-wide **course enhancement survey** is now under way using the EvaSys platform. Some concerns have been raised by academic staff about the roll-out of the standardised survey and these, together with a consideration of response rates and an initial analysis of findings, will inform the delivery of the second wave of the EvaSys survey at the end of semester two.
- Assistant Principal Tina Harrison and EUSA Vice-President Academic Affairs Patrick Garratt have produced a first draft of a **Student Partnership Agreement** designed to lift out a number of areas in which the University and the Students’ Association commit to joint action. A draft Agreement was discussed at Senate Learning and Teaching Committee proposing joint action on student representation, wellbeing and mental health, and student digital experience. The draft is now under wider consultation with view to bringing a final version for agreement at Senate in February.
- In addition to student engagement, we have carried out a parallel **programme of engagement and discussion with academic and professional staff** in Schools. I have discussed the wider NSS challenge and our responses with Heads of School and their management teams. Assistant Principals Tina Harrison, Alan Murray and Susan Rhind are addressing meetings open to all staff in all Schools (with the whole University covered by the end of semester). Their focus has been on discussion of changes to staffing procedures, focused on recruitment, annual review and the annual promotions round, and opening up a conversation about barriers colleagues see in achieving excellence in learning

and teaching. The aim has been to build understanding and support for our responses, but also to surface other issues that Schools and colleagues may have. Discussions have been engaged and forthright. Among the issues raised have been:

- How we manage (pedagogically and organisationally) growth in student numbers, with particular challenges at postgraduate taught level (with continuing teaching in the form of dissertation supervision over the summer difficult to manage as numbers grow)
- How we manage demands on academic staff as existing and exacting expectations around research are supplemented with more explicit and exacting expectations around learning and teaching
- The need to ensure our physical estate is fit for purpose in supporting high quality teaching *and* community-building and a sense of belonging at subject level, especially in big, multi-subject Schools
- A clear welcome to the increased emphasis on rewarding excellent teaching, balanced by concerns that we do not always tackle poor teaching effectively.
- Concerns that we have established unrealistic expectations of Personal Tutors while not (yet) building full awareness of the system of support services students have access to
- Concerns that our processes for consulting and cascading information on new initiatives or obligations (like Tier 4 student monitoring) are not always effective.

Learning and Teaching Communications

6. A working group led by Deputy Secretary Student Experience, Gavin Douglas, has been developing a **communications** plan under the theme 'Inspiring Students' to build out from the student engagement activity set out above and to celebrate achievements in teaching and by students. This work has involved colleagues from across the University, has included the EUSA communications team. It has also been informed by the Principal's conversations with School-level student representatives which have revealed a shared interest in positive communications. Additional resources have been secured for the internal communications team in Communications & Marketing (CAM), and closer links have been developed between communications staff within CAM and communications staff in Schools, to support cross-promotion of stories between departments and across multiple platforms. The plan has four key messages, each with a confident, positive and upbeat tone:

- i. There are many examples of great learning and teaching across the University
- ii. We value our students and are committed to providing an excellent learning experience through investment in facilities and services
- iii. We listen to our students and act on their feedback.
- iv. We have a huge number of outstanding students achieving outstanding things.

7. Much of the communication is online (web, social media, student and staff email newsletters, plasma screens) but some of it is physical – new hoardings and lamp post banners in key sites for example. Some of it, in particular within Schools and between school reps and their students, needs to be face to face in Schools. Our aim is for each School to develop, with central support, its own variants (and its own appropriate communication channels) for the four key messages above, and for this to be prominent in January/February to provide a positive backdrop to the opening of

the next NSS survey. A separate communications campaign will encourage participation in the survey.

8. While we are already promoting good news stories wherever and whenever they arise (“University reduced rents to improve affordability”; “New Counselling Centre opens”; “Students win social enterprise award” ...) there will be a particular focus each month on key messages, for example:

- December: “Investment in facilities and services” – a round-up of the significant investment the University has made in recent months and will make in coming months to improve the student experience (lecture capture, library study spaces, investment in counselling provision, upgrade to Students’ Association space at Kings Buildings and Edinburgh College of Art ...)
- January/February: “we’re listening and acting on feedback”. Face-to-face communications between key school staff and students, informed by mid-course and end of course feedback and where appropriate, by University initiatives (e.g. improvements to transport etc). Supported by University level messaging around examples of good practice from schools and “what we do with your feedback” stories
- March: “inspiring students achieving great things” – to coincide with the Students’ Association Impact and Activities Awards, and looking ahead to the Blues and Colours Awards later in the spring
- April: “outstanding teachers” – to coincide with the Students’ Association annual Teaching Awards.

Resource implications

9. Significant resource is allocated to improving the student experience. This paper describes some of the uses to which this funding is being put.

Risk Management

10. ‘Failure to provide a high quality student experience’ is the most significant internal risk on the University’s risk register – the paper provides an update on mitigating actions.

Equality & Diversity

11. There are no equality and diversity issues arising directly from this paper and any actions taken will consider possible equality and diversity impacts.

Next steps/implications

12. Regular student experience updates will continue to be submitted to Court, including updates on implementing agreed actions.

Further Information

13. Authors

Senior Vice-Principal
Professor Charlie Jeffery
Mr Gavin Douglas, Deputy Secretary
Student Experience

Presenter

Senior Vice-Principal
Professor Charlie Jeffery

Freedom of Information

14. Open Paper.



UNIVERSITY COURT

5 December 2016

Teaching Excellence Framework (TEF) Participation

Description of paper

1. The paper summarises the Teaching Excellence Framework (TEF) Year 2 process and seeks a decision from Court as to whether the University should participate in the scheme.

Action requested/Recommendation

2. The decision on whether and/or when to enter TEF, given the novel and reputational nature of the issue, is of sufficient importance to be taken by the University Court.

3. Court is invited to consider the balance of reputational risk associated with entering or staying outside of TEF and agree action to be taken.

Paragraphs 4 - 24 have been removed as exempt from release due to FOI.

Equality & Diversity

25. No equality and diversity impacts have been identified.

Paragraph 26 has been removed as exempt from release due to FOI.

Consultation

27. This paper has been considered by the Principal's Strategy Group.

Further information

28. *Author*

Senior Vice-Principal Charlie Jeffery
Tracey Slaven, Deputy Secretary,
Strategic Planning
25 November 2016

Presenter

Senior Vice-Principal Charlie Jeffery

Freedom of Information

29. The paper is closed.



UNIVERSITY COURT

5 December 2016

Strategic Plan 2012-16 KPIs and targets – final report

Description of paper

1. This paper presents the annual report on progress against the targets and Key Performance Indicators (KPIs) within the University's Strategic Plan 2012-16.

Action requested/Recommendation

2. Court is invited to review and comment on the paper.

3. We recommend that Court agrees that the University has broadly delivered, or made substantial progress against, the targets and key performance indicators set out in the 2012-16 Strategic Plan.

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

Risk Management

15. Inadequate monitoring of progress against the University's Strategic Plan targets and KPIs could result in the failure to meet these milestones and, ultimately, non-delivery of the University's objectives and strategies.

Equality & Diversity

16. The plan includes a Strategic Theme 'Equality and Widening Participation', with relevant targets and Key Performance Indicators. The paper contains details of progress made against this area.

Next steps/implications

18. As noted above, we are in the process of developing our performance measures for the 2016 Strategic Plan. Progress on this will be brought to a future meeting of Court.

Consultation

19. Colleagues from across the University have provided content for this paper, and in particular the detailed breakdown in the Appendix. Those consulted include: the International Office, Careers Service, Student Surveys, Student Recruitment and Admissions, Edinburgh Research and Innovation, Human Resources, Estates and Buildings, Finance, Student Systems, Development & Alumni, Centre for Sport and Exercise, Office of Lifelong Learning, Communications and Marketing and Information Systems.

Further information

20. Author

Jennifer McGregor
Governance and Strategic Planning
21 November 2016

Presenter

Tracey Slaven, Deputy Secretary
Governance and Strategic Planning

Freedom of Information

21. This paper is closed.



UNIVERSITY COURT

5 December 2016

Scottish Funding Council Outcome Agreement 2017-18

Description of paper

1. The Scottish Funding Council (SFC) has published a new set of Outcome Agreement guidance for the period 2017-18 to 2019-20, requiring us to provide a new Outcome Agreement. We have already indicated to SFC that due to financial and political uncertainties we will not provide a three-year Outcome Agreement as requested in the guidance, instead we will provide a single year Outcome Agreement for 2017-18. This paper outlines the approach and gives early indications on the content. The current working draft Outcome Agreement is available as a background paper on the Court wiki site: <https://www.wiki.ed.ac.uk/display/UCC/University+Court>

Action requested/Recommendation

2. Court is invited to consider the approach and advise on any particular changes to this approach or draft content.
3. Court is recommended to endorse the approach to negotiating the 2017-18 Outcome Agreement with SFC.

Paragraphs 4 - 15 have been removed as exempt from release due to FOI.

Risk Management

16. The Outcome Agreement document will be a public document and is a requirement of SFC funding. There are consequently risks to both University reputation and funding if an effective agreement is not reached. The widening access component of the Outcome Agreement has a statutory underpinning via the Post 16 Education (Scotland) Act 2013.

Equality & Diversity

17. The Outcome Agreement contains specific sections where the impact of the University's activities on protected characteristics – especially gender – are considered. An Equality Impact Assessment of the draft Agreement will be carried out.

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

Consultation

19. Input to the draft has been received from across the University - which will be further developed following advice from Policy & Resources Committee and Central Management Group in early 2017. Trade Union and EUSA input will be sought during the development of the draft.

Further information

20. Author

Jennifer McGregor
Governance and Strategic Planning
23 November 2016

Presenter

Tracey Slaven
Deputy Secretary, Strategic Planning

Freedom of Information

21. The paper should remain closed until final approval of the Outcome Agreement.



UNIVERSITY COURT

5 December 2016

Audit & Risk Committee Annual Report

Description of paper

1. The Audit & Risk Committee's Annual Report provides Court with information on the key areas of the internal control environment, risk management, value for money and corporate governance. The purpose is to provide Court with sufficient assurance in these areas, prior to approving the Annual Report and Accounts for the year ended 31 July 2016.

Action requested/Recommendation

2. Court is invited to agree that the Report provides reasonable assurance that the University's internal control environment during 2015/16 was sufficiently adequate for Court to approve the Annual Report and Accounts.

Paragraphs 3 - 5 have been removed as exempt from release due to FOI.

Resource implications

6. There are no resource implications associated with this paper. The Audit & Risk Committee is a central part of the University's governance arrangements and is comprised of voluntary members drawn either from the Court or professionals in the field: this will continue during 2016/17.

Risk Management

7. The University has a low appetite for risks in the areas of compliance and finance. This report provides assurance to Court on the effectiveness of risk management arrangements during 2015/16.

Equality & Diversity

8. No equality impacts have been identified.

Next steps/implications

9. The Report provides assurances to Court as part of the process to enable it to approve the Annual Report and Accounts for the year ended 31 July 2016.

Consultation

10. The Report has been reviewed and approved by Audit & Risk Committee.

Further information

11. Author

Ms Kirstie Graham
Deputy Head of Court Services
November 2016

Presenter

Mr Alan Johnston, Convener of Audit and
Risk Committee

Freedom of Information

12. This paper is closed.



UNIVERSITY COURT

5 December 2016

**Report and Financial Statements for the Year Ended 31 July 2016
Risk Management – Post Year End Assurance**

Description of paper

1. This paper reports on Risk Management Post Year End Assurances in support of the Annual Report and Accounts for the Year ended 31 July 2016.

Action requested/Recommendation

2. Court is invited to note the information presented.

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

Resource implications

7. There are no specific resource implications.

Risk Management

8. The University continues to manage the major risks in the University Risk Register as approved by Court in June 2016, and to monitor emerging issues.

Equality & Diversity

9. No specific Equality and Diversity issues are identified.

Next steps/implications

10. The paper provides assurances to Court as part of the process to enable it to sign off the Annual Report and Accounts for the year ended 31 July 2016.

Consultation

11. Each College and Support Group was contacted to obtain updates or confirmation of nil returns.

Further information

12. Author

Mr Hugh Edmiston
Director of Corporate Services
November 2016

Presenter

Mr Hugh Edmiston
Director of Corporate Services

Freedom of Information

13. This paper is closed.



UNIVERSITY COURT

5 December 2016

Finance Director's Report

Description of paper

1. The paper summarises the finance aspects of recent activities on significant projects or initiatives.

Action requested/Recommendation

2. Court is invited to note and comment on the content. The paper summarises the current position on: the University October Management Accounts (Period 3), the latest Ten Year Forecast and an update on Pension matters. The University Group Annual Report and Accounts 2015/16 is considered as a separate agenda item (Paper I2).

Background and context

3. The paper provides a regular update on finance related issues for Court.

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

Equality & Diversity

30. Specific issues of equality and diversity are not relevant to this paper as the content focusses primarily on financial strategy and/or financial project considerations.

Next Steps/implications

31. Requested feedback is outlined above.

Further information

32. Authors

Lorna McLoughlin
Senior Management Accountant
Lee Hamill
Deputy Director of Finance
22 November 2016

Presenter

Phil McNaull
Finance Director

Freedom of Information

33. The paper is closed.



UNIVERSITY COURT

5 December 2016

Annual Report and Accounts

Description of paper

1. The Annual Report and Accounts are included in Appendix 1, which contains the financial results for the University Group for the financial year 1 August 2015 to 31 July 2016 together with the main reports.

Action requested/Recommendation

2. Court is invited to review and approve the Annual Report and Accounts to 31 July 2016 with a view to its adoption.

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

Risk Management

9. A report, Understanding our risks, is included in the Annual Report and Accounts to 31 July 2016.

Equality & Diversity

10. University funds are managed in accordance with its policies on equality and diversity. The Operational review in the Annual Report and Accounts includes sections on social responsibility and sustainability and equality and widening participation.

Next steps/implications

11. A copy of the Financial Statements will be lodged with the Scottish Funding Council by 31 December 2016. A further copy will be filed in due course along with the annual return for 2015/16 with the Office of the Scottish Charity Regulator.

Consultation

12. The Annual Report and Accounts has been drafted in consultation with stakeholders and the figures have been prepared and reviewed by External Audit. The Annual Report and Accounts have been presented to Policy & Resources Committee on 14 November and Audit & Risk Committee on 18 November.

13. Further information

Author

Lee Hamill
Deputy Director of Finance
21 November 2016

Presenter

Phil McNaull
Finance Director

Freedom of Information

14. This paper is closed.

15. The release of the Reports and Financial Statements is covered by the University publication schedule. The Reports and Financial Statements will be published 30 days after adoption and signature by the Court on 5 December 2016 and the signing of the audit opinion by the external auditor.



UNIVERSITY COURT

5 December 2016

**Letter of Representation –
Annual Report and Accounts 2015/16**

Description of paper

1. The draft letter of representation from PricewaterhouseCoopers LLP (PwC), in respect of the Annual Report and Accounts for the University Group for 2015/16, is attached as Appendix 1.

Action requested/Recommendation

2. Court is invited to approve the letter of representation and its signing by the Principal and Vice-Convener.

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

Risk Management

7. Risks relating to the University Group are contained in the “Understanding our Risks” section of the “Strategy and Value Model” included in the Annual Report for 2015/16.

Equality & Diversity

8. University funds are managed in accordance with its policies on equality and diversity. The Operational review in the Annual Report and Accounts includes sections on social responsibility and sustainability and equality and widening participation.

Next steps/implications

9. The University’s letter of representation will be signed after the Court meeting. It will then be sent to PwC so that they have the assurances in place to allow them to sign the audit certificate for the University’s Annual Report and Accounts 2015/16.

Consultation

10. The letter of representation has been drafted by PwC and reviewed by the Audit and Risk Committee who have recommended its approval by the Court.

Further information

11. <u>Author</u>	<u>Presenter</u>
Lee Hamill	Phil McNaull
Deputy Director of Finance	Director of Finance
21 November 2016	

Freedom of Information

12. The paper is closed. The Annual Report and Accounts will be published 30 days after adoption and signature by Court and the letter of representation will also be made available at that stage.



UNIVERSITY COURT

5 December 2016

US GAAP Management Commentary and Financial Statements 2015/16

Description of paper

1. The US GAAP Management Commentary and Financial Statements contain the financial results for the University Group for the financial year 2015/16 restated under US GAAP accounting rules.

Action requested/Recommendation

2. Court is invited to confirm approval of the US GAAP Management Commentary and Financial Statements to July 2016, which are a restatement of the figures, and include an extract from the commentary, already reviewed in the Annual Report and Accounts to 31 July 2016 (Paper I2).

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

Risk Management

7. A risk report is included in the US GAAP Management Commentary and Financial Statements for 2015/16.

Equality & Diversity

8. The University's commitment is detailed in the Social Responsibility and Sustainability section included in the US GAAP Management Commentary.

Paragraph 9 has been removed as exempt from release due to FOI.

Consultation

10. The US GAAP Management Commentary and Financial Statements have been drafted in consultation with stakeholders and the figures have been prepared and reviewed by External Audit.

Further information

11. <u>Author</u>	<u>Presenter</u>
Lee Hamill	Phil McNaull
Deputy Director of Finance	Director of Finance
November 2016	

Freedom of Information

12. The US GAAP Management Commentary and Financial Statements will be adopted by Court on 5 December 2016 and subsequently signed by the external auditor. After this time they can be made available.



UNIVERSITY COURT

**Roslin Technologies Ltd. – Securing Investment Funding
& Initiating the Joint Venture Company**

5 December 2016

Description of paper

1. This paper builds on previous papers on the establishment of a commercialisation company, Roslin Technologies Ltd (RTL), with the aim of developing and commercialising Intellectual Property (IP) from the Roslin Institute (Roslin) and the Royal (Dick) School of Veterinary Studies (Vet School). This is to be achieved through a joint venture company, funded initially through an equity capital investment to capitalise the company and seed-fund early commercialisation projects. The University will hold a 50% equity stake in Roslin Technologies Ltd., in return for time limited exclusivity to the IP, on a 'first refusal' basis (on a rolling 15-year term).

Action requested/Recommendation

2. Court is invited to:

- Note the change in business model and business plan, to that which was proposed in February 2016;
- Note that the University's share of any profit/loss made by RTL will be consolidated into the University Group's Income & Expenditure statement;
- To approve that authority is delegated to the Director of Corporate Services to complete the commercial diligence process and finalisation of the necessary legal agreements, so that the Joint Venture can be constituted, the investment received and the University take its 50% equity in the company. To agree that authority is delegated to the University Secretary for signing the legal agreements.

Paragraphs 3 – 33 have been removed as exempt from release due to FOI.

Risk Management

34. A full risk analysis prepared by RTL is included in the business plan. In addition, there are a number of other areas where the University could be exposed to reputational and financial risk. These are detailed in Appendix 1.

Equality & Diversity

35. This paper does not propose any new or revised policies or practices regarding equality & diversity.

Paragraph 36 has been removed as exempt from release due to FOI.

Consultation

37. Consultation by RTL and input to the business plan has been extensive. This has included meetings with Principal Investigators and senior Roslin, School and College colleagues. Policy & Resources Committee endorsed the revised proposal at its 16 November meeting and recommend it to Court for approval.

Further Information

38. Author

Pat Tomlin
Programme Development Director
November 2016

Presenter

Hugh Edmiston
Director of Corporate Services

Freedom of Information

39. This is a closed paper due to commercial sensitivity.



UNIVERSITY COURT

5 December 2016

Building a New Biology Project

Description of paper

1. The paper reports on the progress towards providing the new and redeveloped research and teaching facilities for the School of Biological Sciences (SBS) within the College of Science and Engineering (CSE), based in and around the existing Darwin Tower at the King's Buildings Campus.

Action requested/Recommendation

2. Court is invited to:
- note the key points from the full Business Case.

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

Risk Management

20. The key risks are those associated with asbestos removal, business continuity and financial planning over the 5-year programme. This is being mitigated by regular review of risk management at Project and Programme Boards.

21. There is a short-term reputational and financial risk of failure to spend the UKRPIF award in time if enabling works do not progress on schedule. This risk is being minimised by on-site implementation of mitigation measures and communication with the funder on progress.

22. The key long-term risk is of damage to the University's capability, quality and reputation in Biological Sciences, should the project not proceed and the School remains dispersed into temporary decant accommodation. This risk is being managed by extensive business planning to ensure the proposed investment is appropriate, and by progressing the project carefully through each stage.

Paragraph 23 has been removed as exempt from release due to FOI

Equality & Diversity

24. The redevelopment of the Darwin Tower and the associated BioHive facilities will significantly improve accessibility. A specialist Access Consultant will be employed to audit the design for access and egress during the remaining design stages in line with the requirements of Building Control.

Paragraph 25 has been removed as exempt from release due to FOI.

Consultation

26. The paper has been prepared on the basis of inputs from the School of Biological Sciences, College of Science & Engineering & Estates Department. The funding request has been endorsed by Estates Committee and Policy & Resources Committee.

Further information

27. Authors

Gary Jebb
Director of Estates
Anna Stamp
Head of Capital Developments
22 November 2016

Presenter

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

Freedom of Information

28. The paper should remain closed until all negotiations with all specialist consultants and contractors are concluded.



UNIVERSITY COURT

5 December 2016

Central Bioresearch Services Estates Strategy

Description of paper

1. The paper provides the outcome of the Central Bioresearch Services (CBS) Estates Strategy and the programme of Capital Projects to be delivered as part of this strategy. The CBS programme consists of six individual Biomedical Research Facility (BRF) units which are at various stages of project maturity.

Action requested/Recommendation

2. Court is invited to:
 - approve the overall CBS Estates Strategy.

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

Risk Management

20. Individual and Programme risk registers have been established and will be monitored by the Programme Board. An assumption has been made that a range of costs is considered appropriate for those projects currently sitting at feasibility study stage and as such the risk allowance is articulated as a range between upper and lower limits of 10 – 20% factored into the project cost.

Equality & Diversity

21. No issues were identified that may require highlighting in an equality and diversity context.

Next steps/implications

22. If Court approves the overall CBS Strategy and the funding requests for the Institute for Regeneration & Repair BRF and New Biology BRF, the projects will then proceed through to completion on site.

Consultation

23. The Super User Group have been consulted in the development of the programme. This Group includes representation from: Central Bioresearch Services; MRC Centre for Inflammation Research LFR; College of Medicine & Veterinary Medicine LFR; Institute for Genetics & Molecular Medicine WGH; Deanery of Biomedical Science Centre for Integrative Physiology & Patrick Wild Centre GSQ; School of Biological Sciences; College of Science & Engineering; Veterinary Scientific Services; Roslin Institute and Edinburgh Research & Innovation.

24. The Programme Board for CBS Estates Strategy has been consulted.

Further information

25. Author

Gary Jebb, Director of Estates
Jane Johnston
Head of Estates Planning and Special Projects
Anna Stamp, Head of Capital Projects
22 November 2016

Presenter

Professor Jonathan Seckl
Vice-Principal Planning,
Resources and Research Policy

Freedom of Information

26. The paper is closed.



UNIVERSITY COURT

5 December 2016

Biological Research Facility at the Institute for Regeneration and Repair

Description of paper

1. The paper reports on progress of the Biological Research Facility (BRF) as part of the new Institute for Regeneration and Repair (IRR) at the Edinburgh BioQuarter Campus and seeks funding for progressing the project to completion.

Action requested/Recommendation

2. Court is invited to:

- note the key points from the full Business Case;
- approve funding from University Corporate Resources to finance the Biological Research Facility at the Institute for Regeneration and Repair and to move the project to main contractor procurement and thereafter through to completion on site.

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

Risk Management

16. A risk register for the project has been prepared and will be monitored by the Project Board throughout the project.

Equality & Diversity

17. No issues were identified that may require the instigation of an Equality and Diversity Impact Assessment.

Next steps/implications

18. Following approval, the next step will be moving the project to main contractor procurement and thereafter through to completion on site.

Consultation

19. The paper has been prepared on the basis of inputs from the Estates Development Manager, Head of Capital Projects and the College of Medicine and Veterinary Medicine. Approvals have been given electronically by the IRR Project Board of 19 August 2016.

20. The Programme Board for the CBS Estates Strategy has been consulted.

Further Information

21. Author

Gary Jebb, Director of Estates
Anna Stamp, Head of Capital Projects
Jane Johnston
Head of Estates Planning and Special Projects
22 November 2016

Presenter

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

Freedom of Information

22. The paper is closed to protect the commercial interests of the University and potential contracting parties.



UNIVERSITY COURT

5 December 2016

St Leonard's Street Student Accommodation

Description of paper

1. This paper reports on the discussions held with Unite (LDC Holdings Plc) regarding a 15-year Nominations Agreement commencing September 2017. The Agreement covers 579 rooms on the old Homebase site at St. Leonard's Street – images of the site are provided in Appendix 1.

Action requested/Recommendation

2. Court is invited to approve an agreement to enter into a 15 year Nominations Agreement for 579 rooms.

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

Risk Management

10. In such a length of agreement the property must be maintained and refurbished to remain attractive to students and be worthy of the rental commitments. This aspect will be mitigated by the conditions contained within the Nominations Agreement.

11. This accommodation is future proofed by its central and popular location.

Equality & Diversity

12. No equality and diversity issues are anticipated.

Paragraph 13 has been removed as exempt from release due to FOI.

Consultation

14. This paper was reviewed and endorsed by Estates Committee on 14 September 2016 and the Policy & Resources Committee on 14 November 2016.

Further information

15. Author

Richard Kington
Director, Accommodation Services,
Catering and Events
Elizabeth Beattie
Assistant Director, Accommodation Services
13 October 2016

Presenter

Professor Jonathan Seckl
Vice-Principal Planning Resources
and Research Policy

Freedom of Information

16. The paper should remain closed until this commercial transaction has been completed.



UNIVERSITY COURT

5 December 2016

The University's Annual Review

Description of paper

1. This paper contains nine feature articles to be published in this year's Annual Review.

Action requested/Recommendation

2. Court is invited to approve these features for publication, attached at Appendix 1.

Background and context

3. The Annual Review is a flagship publication targeted at a range of external stakeholders. It also constitutes the Report of the University to the General Council. The feature articles attached represent a selection of highlights of the University's work over the academic year August 2015 to July 2016.

Discussion

4. The Annual Review aims to provide insight into the activities and achievements of the University, its students and staff and enhance awareness and understanding of our contribution to the social, economic and cultural life of Scotland and the global community we serve.

5. This year's features cover an interesting spectrum of the University's activities and provide a narrative context for the financial and statistical information included within the publication.

6. They provide a better sense of the University's varied activities, to ensure our audience enjoys a rounded picture and clear understanding of the impact the University has as a world-leading research and teaching institution, providing the highest quality environment for our students, to produce graduates fully equipped to achieve the highest personal and professional standards, and make a socially responsible contribution in the UK and overseas.

Resource implications

7. The publication is managed by Communications & Marketing and no additional funds are requested.

Risk Management

8. There are no risks associated with this proposal.

Equality & Diversity

9. Equality and diversity have been considered in the selection of subject matter. The paper does not propose any new policies.

Next steps/implications

10. Communications & Marketing will publish the Annual Review in late January 2017 and disseminate to stakeholders. Should any changes to content be required, this will

be relayed to Communications & Marketing following the Court meeting, and amendments made before publication.

Consultation

11. Articles have been reviewed and approved by the staff and students within them and approvals given by the Principal, Senior Vice-Principal, Heads of College, University Secretary, Vice-Principal Equality and Diversity, Vice-Principal Planning, Resources & Research Policy, and Vice-Principal International.

Further information

12. Author

Barbara Laing
Head of Publishing and
Communications
23 November 2016

Presenter

Dr Ian Conn
Director of Communications & Marketing

Freedom of Information

13. This is an open paper.

Exploring the boundaries of next-generation robotics

Working with a robot built by NASA may not sound like an ordinary day at the office to most of us, but for staff in Edinburgh's School of Informatics, it is becoming so. Research teams led by Dr Maurice Fallon and Professor Sethu Vijayakumar are leading the field of robotics into uncharted territory through their work on Valkyrie, one of the most advanced humanoid robots in the world.

In March 2016, researchers began carrying out pioneering work on the state-of-the-art machine in an effort to help America's space agency achieve its vision of sending Valkyries on missions to Mars.

Edinburgh is one of just three universities in the world, and the only centre in Europe, to have received a Valkyrie.

Constructed in 2015 and named after the female spirits of Norse mythology, the humanoid stands almost six feet tall and weighs 125kg. With sophisticated on-board sensors and 44 moveable joints, Valkyrie can walk on two legs and carry out actions, such as picking up and manipulating objects.

"We're pushing the limits of what can be achieved in the field of humanoid robotics," says Dr Maurice Fallon, Chancellor's Fellow in Robotics and Computer Vision. "The research we are carrying out on Valkyrie presents unique and complex challenges, but with that comes the remarkable opportunity to explore a vast frontier in robotics. It's valuable, exciting work."

As part of future missions to Mars, NASA aims to use Valkyrie robots to set up and maintain equipment on the planet's surface ahead of the deployment of human astronauts. Once humans arrive, the robots must be able to work closely and safely alongside them. The Edinburgh team – which includes PhD students - will provide the humanoid with the detailed and sophisticated skills it requires.

"Sending Valkyries on pre-deployment missions makes space exploration safer and cheaper," explains Dr Fallon. "To make this possible it's essential that humanoids are able to carry out all of the tasks and operations that a human astronaut would be expected to perform."

Using their world-leading expertise in motion planning, machine learning and sensing, members of the team are developing software that will help improve Valkyrie's ability to handle objects and manoeuvre on uneven terrain.

The team is also working on ways to overcome one of the big challenges of space exploration – time delay. It would take around 30 minutes for signals from Earth to reach Mars, making functional human control of Valkyrie virtually impossible. Professor Sethu Vijayakumar, Chair of Robotics explains:

"We are seeking to develop Valkyrie's own ability to make sense of the world around her and adapt to unforeseen events while still allowing high-level human input – a concept known as shared autonomy. Once on the surface of Mars, humanoids must be able to react in real-time to meet the challenges of operating in an ever-changing

environment. For this to be achieved, we must provide Valkyrie with the tools she needs to think for herself.”

The humanoid is housed within the Edinburgh Centre for Robotics, a joint initiative with Heriot-Watt University, and is part of a long-term collaboration with NASA.

However, the overall aim of the research is much broader than sending a robot to Mars, and society could benefit from the team’s work on Valkyrie long before humanoids set foot on the Red Planet.

“We want to improve the core capabilities of robots to help improve, and in many cases save, people’s lives,” explains Professor Vijayakumar. “Progress we make on Valkyrie could aid in the development of exoskeletons for people with disabilities or serious spinal injuries. We’re also interested in enhancing the abilities of robots for use during disaster situations, such as following earthquakes and major industrial accidents.”

The Valkyrie project is one of many world-leading research activities of the School, which is recognised as the highest quality informatics centre in the UK.

“Edinburgh has a reputation for excellence in informatics stretching back to the 1960s,” says Professor Johanna Moore, Chair of Artificial Intelligence and Head of the School. Donald Michie, arguably most recognised for his contribution to code breaking at Bletchley Park during the second world war, set up the Department of Machine Intelligence and Perception at Edinburgh in 1963. He developed one of the first programmes capable of learning to play a game, and invented the memoisation technique, a way of speeding up computer programmes.

In the same era, Sidney Michaelson was invited to set up a Computer Unit in Edinburgh, later being appointed to the first Chair of Computer Science in 1967. Michaelson, working with KD Torcher, was one of the first computer scientists to develop microprogramming, and later with H Whitfield invented early versions of a multiuser operating system – commonplace today but unprecedented in the 1960s. Professor Moore comments: “Some five decades later, the University of Edinburgh remains one of the world’s foremost centres for informatics research.”

The examples set by such pioneering and polymorphic computer scientists formed solid foundations for Edinburgh’s multidisciplinary approach to research and learning today. For Professor Vijayakumar, the opportunities arising from this long-established recognition are second to none: “It’s testament to Edinburgh’s reputation as one of the world’s leading centres for informatics, that today we have the opportunity to work on Valkyrie and contribute to NASA’s goal of sending humanoids on missions to Mars in the future.”

Looking beyond borders: student and staff initiatives help those most in need

Edinburgh students have earned a reputation for achieving extraordinary things, both in their academic studies and in their pursuits outside the classroom. In 2015/16 we've witnessed this trend continue unabated, with students from a wide range of disciplines committing their time and expertise towards improving the lives of those less fortunate than themselves.

Second-year Environmental Sciences students Alexandros Angelopoulos and Sam Kellerhals experienced first-hand the refugee crisis in Alex's native Greece. In addition to the poor facilities in some refugee camps they also discovered that a major demand for off-grid electricity existed.

"Our idea started while we were on Samos Island," explains Alex. "I was volunteering there and some young guys asked me if they could use my phone to contact their families because they couldn't find a spot in the camp to charge their own phones."

Without access to a working mobile handset – something many of us take for granted - those refugees were unable to call worried relatives or friends, who remained in home countries, nor to make contact with friends and family in the new, host country. Already in dire situations this inability to communicate with loved ones created understandable yet desperate actions. "We could see electricity poles getting hacked," says Alex. "People were opening the poles and trying to make connections with the wiring. They were running the risk of getting electrocuted."

Alex and Sam saw a way to address and meet this need, by creating solar-powered mobile phone charging units.

"Our initiative – Project Elpis – is named after the Greek goddess of hope," explains Sam. "It is the first step in creating an innovative solution that addresses a real problem."

The devices provide electricity for 120 people per day, 12 phones per hour and 3,600 phones per month. "We're planning to upgrade all our solar hubs in Greece," says Sam. "We want to work with colleagues across the University to incorporate a digital library, educational tools and information into the device. Refugees would then be able to access and download this content free of charge."

Alex and Sam believe that free electricity and educational services need to be provided to those who are most in need. They hope to gain more funding to provide additional devices for some of the 850,000 refugees who have arrived in Greece in the past year.

"Elpis can't change the course of the crisis," reflects Sam. "But it may be able to alleviate some suffering by giving people the ability to regain access to their phone."

Namibian-born Liita Iyaloo Cairney recently completed her PhD in Global Health Policy at Edinburgh. Keenly aware of the lack of hygiene products available to women with little or no income in her own country, she put her skills and knowledge to use.

Liita has developed a product called Koree, an externally worn and reusable menstrual hygiene device for those who are unable to afford existing hygiene products or who have restricted access to such items. Liita also created a website and a 12-year-old character called Koree, who provides girls with tips on how to take care of their bodies.

“A lot of the fear for young girls comes from a lack of knowledge,” says Liita. “If you educate girls about menstruation as a whole then I believe this allows them to better engage with their own bodies. Many women who live in village areas in Africa don’t have easily disposable income on a monthly basis or are facing so many other issues that buying pads is the least of their concerns. I’ve got some really good feedback from young girls in Namibia. They especially liked the idea of the little black character Koree, because they are not used to seeing themselves portrayed in a way in which they can relate.”

Liita’s patent-pending product is soon to be manufactured in the UK. An essential part of Liita’s journey has been the time spent with the University’s entrepreneurial support department Launch.ed. “The University really encourages students to use their knowledge and understanding of the world to make an impact on other people’s lives and I think that’s awesome,” she says. “I’m a big believer in dispersing the knowledge we have, so that we can empower people to gain their own knowledge.”

Another group from Edinburgh has been providing a different form of assistance. In July 2016 a team of students and staff from the Reid School of Music travelled to a refugee camp in Athens to perform for – and with - the camp’s children.

Reid School of Music Senior Lecturer Dee Isaacs led the initiative. Reflecting on the refugee crisis she believes: “It’s a hard situation for everyone - the lack of opportunities to move on from the camps creates a heavy burden on people.”

“Our project was a drop in the ocean,” Ms Isaacs continues. “But I believe it made an impact on those children and allowed them to not think about their situation for a moment. Their days are long, the temperature is 40 degrees and there is little structure in their day. They were hyperactive and found it difficult to focus. This is where structured arts activities can help. Learning a song together is a simple achievable task that requires them to work alongside each other and build positive relationships.”

Edinburgh has a long history of delivering a global impact around some of the world’s greatest challenges and the University has always aimed to equip future leaders with the skills and knowledge required for the challenges ahead. Perhaps there is an innate sense of responsibility that comes with the University of Edinburgh maintaining a global outlook and placing the practical and humanitarian application of knowledge at its forefront. Ms Isaacs comments: “There are tragedies for which we have no solutions yet, so whatever can be done, even if it only changes a child’s frame of mind for a few hours, is worth it.”

60 years of excellence in nursing education

In 1956, in a small flat on George Square, the University opened its Nurse Teaching Unit. Traditionally a vocational subject, this was the first department of its kind to be found at a British university. The unit would become Nursing Studies and went on to transform the profession in the UK and beyond.

In 2016 the University celebrated the 60th anniversary of Nursing Studies, now Europe's oldest nursing department. A series of events marked the diamond jubilee, from student ceilidhs to alumni reunions and, as a sign of the department's impact upon the profession and its global reach, the Royal College of Nursing's International Nursing Research Conference was held in Edinburgh to coincide with the anniversary.

In April 2016 the University's Chancellor, Her Royal Highness The Princess Royal, met former nursing graduates and current staff and students to hear about how one big idea spread from Edinburgh around the world.

Nursing at Edinburgh was established by Elsie Stephenson, described by the *Journal of Advanced Nursing* as "British nursing's messiah of the 20th century". Her plan was to unlock nurses' potential.

"Elsie's vision was to have nurses who thought for themselves, had critical skills, and who were creative in their approaches to health and nursing," says Dr Sheila Rodgers, the current head of Nursing Studies.

"That was her passion," Dr Rodgers continues. "She wanted nurses to study at university, giving them the opportunity to read different subjects that broaden their thinking. This was a totally different ethos to nurse training in the 1950s and 1960s, which tended to encourage a conformist, regulatory view of nursing."

Empowering nurses was not universally accepted at the time. Edinburgh graduate Elisabeth Nicholson started her studies in 1961, in one of the first cohorts on the integrated degree. She studied English Literature and French for three years then an additional two years to gain her diploma in Advanced Nursing Education. She recalls the frosty reception this new breed of university-educated nurses received on the wards.

"A lot of the health professionals made it known they didn't approve of nurses being trained at university," she says. "They saw us as a threat. The Royal Infirmary wouldn't let us stay in their staff housing or give us uniforms. My mother had to buy me three white dresses to wear on the wards."

Both the patients Ms Nicholson dealt with and the constraints placed upon her fellow nurses spoke of a profession untouched by time or progress. Student nurses were locked inside their accommodation at 10.30pm each night. If they got married, they had to leave the profession. In this context, teaching nursing at a university was revolutionary. By situating it within social sciences, as opposed to the School of Medicine, Edinburgh's approach was doubly progressive.

“That is the Edinburgh tradition,” says Dr Rodgers. “Yes, we work across clinical sciences but we have a strong social science perspective. We focus on the patients’ experience of care. Otherwise you can be quite inward looking and ask ‘what are our priorities for nursing?’ rather than ‘what do patients and their families actually want and need?’ ”

Armed with this unique perspective, Ms Nicholson graduated and trained as a midwife. She went on to work in Paris and Geneva before settling in Shetland. Her fellow graduates similarly went out into the world, gained positions of influence, and spread Elsie Stephenson’s new ideas throughout the system.

Pioneers included Professor Anne Marie Rafferty, an alumna who is currently Dean of the Florence Nightingale School of Nursing and Midwifery at King's College London. Professor Rafferty sat on the RN4cast Study, an influential work demonstrating the value of registered nurses and their impact on the quality of patient outcomes.

Professor Alison Tierney graduated in 1971. The Roper-Logan-Tierney model, which switched the focus of nursing onto supporting patients’ needs for daily life, she reshaped how the health service in the UK, and in many places internationally, structured their approach to nursing.

Graduates have gone on to become directors within the World Health Organization, heads of academic departments in Canada, America and Hong Kong. A significant sign of the success of the Edinburgh nursing experience, is that for the last six years, across the UK, all nurses have been educated to degree level.

Staying true to its original spirit, Nursing Studies at Edinburgh continues to innovate. The department has pioneered research in dementia, mental health and the health of older people. It is currently leading on important areas of public health that are frequently overlooked, such as alcohol abuse in prisons and gender-based violence against migrants.

The result is a continuing tradition of excellence. The influential *Guardian University Guide* has consistently ranked Edinburgh number one in the UK for nursing and midwifery. The 2014 Research Excellence Framework rated 83 per cent of Nursing Studies’ research at the University as world leading or internationally excellent.

Edinburgh’s reputation for nursing continues to draw students from across the world. Matthew Steffan is a first-year undergraduate from France. He was drawn to nursing at Edinburgh because of the small class sizes, the career options that nursing now offers, and the course’s reputation. In 2015, 98.5 per cent of students were happy with the quality of teaching.

“I feel very privileged to be on this course,” says Matthew. “Everyone on it feels proud. You can tell that the lecturers and teachers are proud of it too. It is something I’ll continue to feel more and more through the years. I’ve seen how nurses make a difference in people’s lives. I want to provide that for someone too.”

Creating a regenerative revolution for Parkinson's disease

In November 2015 scientists at Edinburgh's MRC Centre for Regenerative Medicine published research that finally addressed a question critical to the application of innovative cell therapies: is the genetic make-up of laboratory-grown stem cells stable, and therefore safe for use in clinical treatments?

Led by Dr Tilo Kunath, a University of Edinburgh Chancellor's Fellow, the paper in *Scientific Reports* was the largest study ever conducted of therapeutically useful stem cells and it paved the way for clinical trials of stem-cell treatments for conditions such as Parkinson's disease, macular degeneration and spinal cord injury.

The team's work brought to fruition a decade's worth of effort into the production of human stem-cell lines and has opened the door to novel stem-cell treatments. These therapies, which harness stem cells' ability to grow into any type of specialised cell, offer the prospect of regenerating cells that are lost, damaged or dying as a result of disease or injury.

Dr Kunath's lab specialises in Parkinson's disease research, and develops stem cells that can turn into dopamine-producing neurons. Dopamine is a neurotransmitter that sends messages to parts of the brain that control movement. In people with Parkinson's disease, the nerve cells that produce dopamine die. The hope of regenerative medicine is to replace these dopamine-producing cells with stem cell-derived nerves transplanted directly into the brain.

"For many people with Parkinson's disease, this will be transformative," says Dr Kunath. "It will rebuild their dopamine network, reverse their symptoms and allow them to live without Parkinson's medication. They will effectively be disease-free."

One of the primary concerns about generating stem cells in a laboratory setting has been that as the cells multiply, they can accumulate genetic abnormalities. These mutations may affect how the cells behave once transplanted into humans and could, for example, cause cancer or other disease.

One means of minimising this risk is to ensure that stem cells have been developed in precisely the right circumstances, having had no contact with animal products or other contaminants, and been fully traced from their original tissue sample. These are termed 'clinical-grade' stem cells, and are deemed fit for use in human patients.

Dr Kunath's latest research has investigated a large collection of clinical-grade stem-cell lines, and found most cell lines possessed large genomic variants that reflected the natural genetic diversity found in the human population. By using a technique called molecular karyotyping, a highly sensitive method of detecting genetic abnormalities, Dr Kunath and his colleagues established the unique genetic signature of each cell line and found that they did not develop mutations that could pose a risk to human health.

“This work is painstaking and methodical, and we now have a greater appreciation of the genetic diversity of stem-cell lines,” says Dr Kunath. “We have now developed a publicly available resource for scientists around the world, so that they can track and trace any of these cell lines and trust that they can be used safely.”

The project was funded jointly by the Medical Research Council and the Cure Parkinson’s Trust. Tom Isaacs, founder of the Cure Parkinson’s Trust, who has lived with the disease for 22 years, feels passionately that this development is crucial to the future of Parkinson’s treatment.

“Everything we fund has to make an impact on the disease within five years,” explains Mr Isaacs. “Tilo’s work defines which avenues we should go down in the pursuit of stem-cell treatments, and that has value for the whole arena of Parkinson’s research.

“What people with Parkinson’s disease want is a renaissance, a rebirth, and stem cells offer that opportunity,” continues Mr Isaacs. “For us, this research is not simply about the realisation of a therapy, it is also about the hope of that realisation. The hope is what will change attitudes to Parkinson’s disease, it will change the outlook for people who receive the diagnosis, and ultimately it will change the quality of life for people who live with the disease.”

Dr Kunath’s research has unsurprisingly attracted great interest from people who live with Parkinson’s disease, and he is closely involved with the local Research Interest Group run by Parkinson’s UK. Its chair, Professor Ken Bowler, who is also Emeritus Professor of Physics at the University, sees great value in promoting scientific research to those living with the condition.

“There has been a great deal of hype around stem-cell research, so it is important that we can access and promote genuine science,” Professor Bowler comments. “We know that there is definitely a real prospect of this work succeeding. It is not a miracle cure, and we know it will not work for everyone. But these treatments are now a reality. It is wonderful to see this work unfold and to witness scientists working at the cutting edge of scientific possibility.”

With clinical trials anticipated across Europe before 2020, and efforts to broaden access to stem-cell therapies already in motion, Dr Kunath feels certain that the landscape of Parkinson’s treatment is set to change.

“It is a hugely exciting time as we have tackled practically all of the scientific challenges,” he says. “Now it is just a case of refining the logistics and practicalities of delivery. I feel very passionately that this will change care for many people with Parkinson’s disease. It is incredible to be able to tell neurologists that they are going to see some of their patients get better. I am absolutely convinced this will change lives.”

Reframing the global debate on child protection

On 10 December 2015, the Peruvian Congress voted to outlaw corporal punishment in schools and all other settings. The work of Dr Deborah Fry, Lecturer in Child Protection at the University's Moray House School of Education, was instrumental in prompting this momentous decision.

Since joining the University from the New York City Alliance in 2008, Dr Fry has worked with government ministries and United Nations (UN) offices across the world to provide evidence that has helped change child protection policies.

"I always talk about relationship-driven research", says Dr Fry. "It's because of relationships that we are able to join high-level meetings, hear about parliamentary discussions and have direct conversations that respond to key issues around violence against children."

The study that led to Peru prohibiting corporal punishment was part of a multi-country, action-research project Dr Fry worked on in partnership with UNICEF's Office of Research-Innocenti and its country-level offices. Focusing on four countries – Italy, Vietnam and Zimbabwe as well as Peru – and using pre-existing data, the project sought to understand what causes violence that affects children, and what can be done to prevent it.

"I think that working with a UN agency whose main client is government was crucial", Dr Fry explains. "The agency's main aim is to inform policy and help governments make better decisions around children, so colleagues there played a key role in facilitating dialogues."

The conversations were not always easy. Early on in this process, Dr Fry and her colleagues discovered that the Peruvian Government had previously funded a nationally representative school-based survey, which found that 80 per cent of children had experienced at least one form of violence. Ministers were initially reluctant to use the information, but through advocacy work alongside UNICEF's Peru Office, the Ministry of Women and Vulnerable Populations, they agreed to revisit the data. This allowed Dr Fry to collaborate with the Peruvian National Institute of Statistics to examine the data, which led to their jointly authored journal article.

The published work resulted in a turnaround that prompted a senior government official to discuss the survey at a Pan-American Health Organisation meeting, and the dataset is now open access.

At the same time, Dr Fry was working with a Young Lives project based in Peru and the UK - at the University of Oxford – in order to include their longitudinal data. The project team examined statistics on violence and bullying and analysed them against educational outcomes. The findings are some of the strongest in the world for showing the negative impact of corporal punishment on learning.

Dr Fry believes that by working together and helping governments make sense of the information that they already have, countries can make informed decisions to change policy, legislation and programming.

“The international academic technical expertise, alongside UNICEF advocacy, changed the framing of the discussion,” comments Dr Fry. “Corporal punishment had been debated in Congress annually for the past eight years, but when we provided a briefing that proved violence in schools has a significant negative impact on learning outcomes, that’s what caused the tipping point.”

Following the multi-country study, a methodological toolkit called Research to Practice Policy Process (R3P) has been developed. This enables countries to navigate their own data and understand what drives violence against children - and what public policymakers can do about it. R3P has resulted in Moray House linking with four further countries, including more involved engagement with governments in the Philippines and Swaziland.

Dr Fry’s research also investigates matters closer to home. In 2012, she secured a Marie Curie Fellowship to examine how new teachers in Scotland respond to issues of bullying and safeguarding. The three-year study provided information on how best to support teachers in complex classroom environments.

In 2015, world leaders made a commitment to end all forms of violence against children as part of the UN 2030 Sustainable Development Goals. While legislation is the first important step to change legal norms, much work needs to be done to change practice. This is where the Safe Inclusive Schools Network comes in. The Network is a new research group led by Dr Fry, and her Edinburgh colleagues, the Bell Chair for Education, Professor Lani Florian, and Dr Gillean McCluskey.

“It is very rare to have this expertise within a School of Education,” Dr Fry explains. “There are some distinct advantages to this, as Moray House has a strong reputation for its work in social justice, child protection and inclusive education, and there are so few people doing research at the intersections of these issues.”

“We’ve been working with colleagues in Geography and Edinburgh College of Art, to explore how we can create safe, non-violent and inclusive schools,” Dr Fry continues. “We are currently developing a conceptual framework and hope to position ourselves for a Global Research Challenge Fund grant. We want Edinburgh to be the leader in this area.”

“The University has been a great incubator of this work,” reflects Dr Fry. “It recognises its own unique contribution and encourages researchers like me to collaborate and look beyond the four walls of my office, which is important if we are going to tackle some of these really big issues.”

Professor Dorothy Miell, Vice Principal and Head of the University’s College of Arts, Humanities and Social Sciences, commends the approach: “The collaborative aspect of this research has been very effective and is something that we are pleased to support and encourage. By bringing together a range of expertise, the Safe Inclusive

Schools Network will further build on Edinburgh's strong reputation in child protection and inclusion, at both a local and international level."

Incubating research to bring global success for our graduates

Two Big Ears, a start-up company formed in Edinburgh by two Edinburgh College of Art (ECA) graduates, Abesh Thakur and Varun Nair, was acquired by social media giant Facebook in May 2016.

The company, which specialises in virtual reality audio solutions, creates audio technology that, according to Varun Nair "helps you see through your ears". The business designs immersive and interactive audio applications and tools, with a focus on mobile and emerging technologies. As part of the acquisition by Facebook, the firm's flagship product, called Spatial Workstation, will in future be given away free of charge, to get the innovative technology in to the hands of developers creating content for the quickly expanding virtual reality markets.

Abesh Thakur graduated from Edinburgh College of Art (ECA) in 2012 with an MSc in Acoustics and Music Technology. Originally from India, Abesh came to Edinburgh in 2011 to pursue his masters, having been working in India for a Fortune 500 company as a programmer.

Varun Nair also graduated from ECA in 2012, but with an MSc in Sound Design. Also originally from India, Varun worked in music and post-production before moving to Edinburgh to pursue a degree. He met Abesh through the Digital Media Studio Project at ECA. The Project forms a core course for masters' students and brings together cohorts from Design and Digital Media, Sound Design, Digital Composition and Performance degrees, as well as other areas from the wider University to form small multidisciplinary teams.

Describing what led Varun to choose Edinburgh for his first venture into higher education, he doesn't hesitate: "The structure of the Sound Design programme and Dr Martin Parker, the Programme Director," he says. "Masters programmes in the UK are extremely flexible and challenging and it was fantastic to be inspired and pushed into areas I've never explored. It was a great combination of good staff, inspiring colleagues, a well-structured programme, access to great resources and ultimately a beautiful city that is easy to live in."

Abesh agrees: "My course too was very well structured and paced and what I'm doing right now is a direct extension of what I learned." He adds: "Amazing course content, a city which redefines beauty, and a world-class university with expert faculty; that's a no-brainer!"

Support during their time at ECA has been crucial to their journey. Abesh describes the College as having been incredibly helpful, not just during their taught masters, but after graduation. For Varun the start-up company began thanks to the Digital Media Studio Project but was only able to continue and flourish due to the broad

spectrum of support made available to them. He says: "Abesh and I decided to take ourselves seriously (while at a mutual friend's birthday party) and began developing a low footprint but effective cross-platform binaural spatialisation engine. We were then supported by University, including Edinburgh Research & Innovation's student enterprise initiative, LAUNCH.ed, who provided investment, mentoring, training, and advisory support. They also received help from the University's Business School's Entrepreneurship Club (eClub) and Informatics Ventures, an initiative run by the University's School of Informatics with a mission to support Scotland's technology entrepreneurs from any university or the business sector.

Two Big Ears formed part of LAUNCH.ed and Informatics Ventures' inaugural summer entrepreneurship programme, and Abesh went on to represent the company to investors in 2014, when he pitched at Engage Invest Exploit, an annual event to bring together a selection of the most talented young, high-growth companies in Scotland to introduce them to a wide range of global investors.

As both Abesh and Varun were international students they also received the backing of the University to gain their Tier 1 Graduate Entrepreneur Visa, to ensure they could stay in Scotland and develop their company.

The success of Two Big Ears in such a short space of time is in no small part due to the hard work of these two inspiring individuals. Abesh comments: "To wake up every day to solve people's problems in an effective and creative way and to be recognised for it, is what keeps us going."

Among their successes since being founded, was a project to use their 3Dception engine (a 3D audio spatialisation tool for games) to create a 360-degree immersive sound experience for musician Björk's *Stonemilker*, in March 2015, which was previewed at MoMA in New York.

As the company has grown, they've taken on two more ECA graduates in Toby Carpenter and Ross Taylor, who both studied on the Acoustics and Music Technology MSc programme.

Grant Wheeler, head of company formation at Edinburgh Research & Innovation comments on the recent acquisition: "We're thrilled for Abesh and Varun; they have worked hard to develop a robust and exciting product and build a strong team to deliver on their mission. They made the most of all the support offered by the University and have turned their idea into something that will make real impact on the virtual reality space. We're pleased that LAUNCH.ed and Informatics Ventures could be part of their entrepreneurial journey. They are proof that student start-ups make a difference and are worth investing in."

Dr Michael Newton, Programme Director of the Acoustics and Music Technology MSc at ECA reflects: "The success of Two Big Ears is remarkable. Its origins lie in the unique, multidisciplinary environment at the University. Such collaborative work, with creative application, underpinned by robust scientific methodology, is ample evidence of the world of opportunities that Edinburgh's unique ethos can provide."

Supporting student volunteering that forms lasting friendships

Best Buddies Edinburgh is a student-run charity that offers a weekly social club and befriending scheme to adults with learning difficulties. In December 2015 the volunteer group was shortlisted for a national award as one of the three nominations for the Royal Bank of Scotland's Real Young Heroes Award.

The awards celebrate the work of people in communities who make a difference to the lives of those around them. The nomination recognised the group's long-lasting commitment and fresh approach to volunteering. The group was nominated for the award by its partner organisation, ENABLE Scotland - a charity that campaigns for a better life for children and adults with learning disabilities.

For six years Best Buddies Edinburgh has been providing an environment for adults with learning problems to enhance their confidence and social skills. They have around 50 members who attend the weekly club.

"A lot of our members have been coming for many years and it's been incredible to see some of them grow," says Cathy Kitchen a third-year medical student who is co-leader of the club. "When you start volunteering you don't know anyone and it's a bit intimidating, but over time you gain this connection with people you didn't know you could have a friendship with."

Best Buddies member John Booker has attended the club for four years and describes the experience as "helping to give him independence". He also has one-to-one outings with Aaron Janklow, a PhD student who came to Edinburgh from New Jersey to study theology and ethics. John and Aaron go bowling and out for lunch regularly to maintain their supportive friendship.

Another regular is Moira Todd, who gets two buses from her home to attend Best Buddies. She is passionate about crafts and likes to share this activity with the friends she has met at the club. The student volunteers offer a range of arts and crafts workshops through Best Buddies, as well as games nights and group outings.

There are around 40 students who give up their free time to volunteer for the group. Co-leader Alex St Clair, a fourth-year Primary Education student says it provides a forum for students to develop their skills and to connect with the community.

"This is really great for people management and interacting with the community," says Alex. "It is also really good in terms of the student body - as it's nice to meet people from other courses who are also volunteering."

She continues: "It's great for us to have a really tight group so we form meaningful friendships with our members which we hope will last way beyond university."

Jeremy Rankin, who enjoys playing the board games at the meetings couldn't agree more. "Alex is the best buddy of all time. I am always with her because she looks after me. I've met my best friends here," he says.

The group have worked with ENABLE Scotland on developing a programme of events which are suited to the needs of the members who are a range of ages.

“We make the activities as fun and accessible as possible,” says Alex. “We have some very young and very elderly members and all of them benefit in different ways.”

According to the Scottish Commission for Learning Disability, in 2015 there were more than 27,000 adults with learning disabilities known to Scottish local authorities, which equates to more than six people for every 1,000 adults in the general population.

ENABLE Scotland is one of the leading campaign groups looking to improve services that are designed to ensure that people who have learning disabilities can live the life they want and participate in their community. The charity offers a small meeting hall as premises – and a home - for the Best Buddies meetings and events.

Cathy Thomson, treasurer of ENABLE Edinburgh reflects: “The students interact very well with the members. The members just trust them. There is a big gap in what is required in services for people with learning disabilities. We supply just a little, but this scheme really helps with the isolation that many people with learning disabilities can experience. It gives members a chance to speak to other people, see their friends and relax.”

The student group in Edinburgh is part of a global volunteer movement, which comes under the umbrella name Best Buddies. It is one of 13 volunteer groups available to Edinburgh students through the Edinburgh University Students Association (EUSA). As well as financial support, EUSA provides students with advice on fundraising and training for how to run a successful group.

Riaz Karim, a fourth-year Economics student who is the fundraiser for Best Buddies Edinburgh has used advice from EUSA and the Edinburgh Students' Charity Appeal to generate funds for the initiative. His experience has been a very positive one.

“I honestly do this out of love,” he says. “When you're fundraising for charity everyone is just so much more welcoming and open, particularly when I explain what Best Buddies is all about. It's a great place to chill out and it is good for the carers to take time out and everyone can just have some fun.”

Launching a new Global Academy of Agriculture and Food Security

For scientists such as Professor Geoff Simm, who believe that teaching and research should have far-reaching impact, leading Edinburgh's newest Global Academy could be considered the perfect opportunity.

There can be no brief more exacting – nor vital – than helping to transform agriculture so that a planet buffeted by changing climate and spiralling population can continue to feed itself. It is a complex and vast undertaking that demands not just imagination and ingenuity, but a sense of perspective and a generous measure of pragmatism.

Farming practice and food security – ensuring everyone has year-round access to a safe, nutritious, affordable diet – are inextricably, yet precariously, linked. Helping to maintain a balance between the two is the Academy's ultimate goal, and Professor Simm, who leads the initiative, is ready for the task.

He is well placed to meet the challenge. Based in the Royal (Dick) School of Veterinary Studies, the Global Academy of Agriculture and Food Security will have ease of access to the School's trailblazing research.

Academy staff will also capitalise on Edinburgh's research excellence in science and medicine, much of it in disciplines at the leading edge of scientific inquiry, such as genomics, data science and bioinformatics. There is the prospect too of synergies with Edinburgh's world-leading research across the humanities and social sciences in areas as diverse as law, business, economics and politics.

Professor Simm, previously Vice Principal Research at Scotland's Rural College, believes this multi-faceted approach will benefit vulnerable communities: "Too often in the past, the focus has been on just one part of the process," he says. "We need to look instead at the whole picture – from growing crops to taking them to market – and be aware that food is a wider cultural matter that has huge behavioural and political ramifications."

The key issues are well documented – a global population expected to top 11 billion by the end of the century; a growing appetite in the developing world for a Western diet; and the paradox that 800 million people starve while two billion are overweight.

In addition to world-class research, teaching will play a pivotal role in helping the Academy achieve its objectives. It will offer a range of undergraduate and postgraduate courses that build on the University's reputation for online distance learning and face-to-face teaching.

The Academy's greatest legacy, believes Professor Simm, would be producing cohorts of highly trained specialists who make a difference in regions most affected by food insecurity.

"When our students become part of the next generation of leaders able to provide long-term solutions, then we can begin to be judged a success," he reflects.

None of these advances can be achieved in isolation. The new Academy will work closely with Scotland's Rural College and a range of partners in the UK and across Africa, Asia and Latin America, including universities, governments, charities, NGOs and industry. The CGIAR Consortium of International Agricultural Research Centers and the International Livestock Research Institute in Nairobi will also be important associates.

For Professor Simm, who has a research background in livestock genetics and breeding, casting a wide net is crucial: "Agriculture is under pressure as never before, but there is a massive effort globally to meet the UN's sustainability goals. We want to be part of the bigger family of institutions which is tackling these problems."

Sharing this vision is the University's Chair of Medical and Veterinary Molecular Epidemiology Sue Welburn, whose research is helping to curb the threat of sleeping sickness in Uganda by reducing the number of disease-causing parasites in cattle. Her work is a prime example of the multi-disciplinary One Health approach to disease control that will serve the new Academy well. This links the health of animals and humans while setting infection in its wider ecological context.

Professor Welburn's work does not stop there. It has also moved into the socio-political realm, seeking to provide a sustainable and cost-affordable way of fighting a disease that, until now, had been hard to detect and difficult to treat. The success of her work gives Professor Welburn a keen sense of how partnership can lead to greater gains: "I don't think there's a lack of talent across the planet to solve these problems," she says. "Closer collaboration between veterinary, medical and ecological disciplines for diagnosis, surveillance and control of infections is a priority but it requires agreement on the political and financial aspects too."

For James Smith, Edinburgh's Vice Principal International and Professor of African and Development Studies, this is familiar territory. Having collaborated with Professor Welburn in Uganda, he is keenly interested in how high-end research can translate into solutions that benefit the world's poorest people. Some 70 per cent of the worst-off depend on subsistence farming, fishing or pastoralism for income and food.

Science, Professor Smith believes, has often promised much – new crops, new medicines, new sources of energy – but the potential of these technologies has frequently bypassed those most in need. There is a resolve to do better at Edinburgh. The University's four existing Global Academies, which focus on development, the environment, health, and justice, offer a versatile framework to facilitate the pursuit of strategic goals.

Professor Smith believes the Academies' global ethos has encouraged the University to be more interdisciplinary and broader in its choice of partner institutions. "We live in a complex, interconnected world that demands new ways of doing things," he says. "The quest for plentiful, safe, sustainable food requires a sophisticated response. We are duty bound to build relationships and pathways that ensure our work has a meaningful impact."

Driving the global fight against antimicrobial resistance

Eighty-eight years after former University of Edinburgh Rector Alexander Fleming discovered penicillin, it is difficult to imagine a world without antibiotics. The life-saving medicines are so widespread, it is estimated they add an average of 20 years to all of our lives. Yet bacteria are increasingly becoming resistant to the drugs used against them and untreatable superbugs are emerging at an alarming rate.

University researchers are developing an international competition to spark innovations in diagnosing infectious diseases to help tackle the rise of antimicrobial resistance.

At least part of the problem arises because antibiotics are overused or prescribed inappropriately. Doctors often don't have enough information about an infection to make an accurate diagnosis and prescribe broad spectrum antibiotics as a catch-all.

Senior academics are now turning to early-career researchers in the hope that they will bring fresh insights in the quest to improve diagnosis and aid antibiotic choice. Dr Till Bachmann of the University's Division of Infection and Pathway Medicine explains: "We need to use antibiotics more wisely and for this we need better, faster diagnostics. Ideally we need to diagnose whether an infection is caused by bacteria or not at the point of care. We also need to know what type of bacteria it is and what its characteristics are. This would allow us to use drugs that we know have the most chance of being effective, which would reduce the risk of building resistance."

In 2016 Dr Bachmann and his colleagues have been developing an innovation competition in antimicrobial diagnostics open to PhD students from the UK and India. Their aim is to connect and inspire the next generation of scientific talent as well as to spark international, interdisciplinary and innovative research and development (R&D) efforts.

"We are focusing the competition on early career researchers to get an unbiased view on the problem," explains Dr Bachmann. "Early career researchers can bring fresh ideas, and at the same time, we're connecting them with leading global experts across a range of disciplines so they have access to advice and guidance that will maximise their chances of success."

Dr Bachman believes antimicrobial resistance is a global problem, and that specific challenges are faced by individual countries. "We want to empower people around the world to find solutions that are relevant to them," he says. "What works in India, for example, may not be so useful in Africa because the environment is different."

The competition was born out of an Autumn School held in late 2015, which was attended by 20 students from the UK and India.

"We hope to take the competition global and involve undergraduate students too," says Dr Bachmann. "Our ultimate aim is to establish a global network of next-generation researchers and a gateway for them to interact with leading experts."

While improved diagnostics can help prevent overuse of antibiotics, experts are agreed that tackling the problem will require a multi-level approach. The good news is that the threat of antimicrobial resistance is rising to the top of the agenda for policy makers. Ahead of a United Nations General Assembly meeting, Edinburgh Professors Mark Woolhouse and Devi Sridhar – alongside colleagues New York University and Fudan University – outlined recommendations for tackling the problem.

The meeting – bringing together global heads of state – is only the fourth of its kind in history to be convened in response to a health issue.

Professor Sridhar, of the University's Usher Institute of Population Health Sciences and Informatics, believes that no single nation can resolve the problem in isolation because these infections know no borders. "We now have a window of opportunity for making global policies in this area that could prevent a serious public health crisis," he says.

Setting out credible evidence to underline these policy changes will be crucial, believes Professor Mark Woolhouse: "As researchers, we have a duty to collate, evaluate, interpret and communicate the evidence clearly over the next few years."

Professor Woolhouse cites an example from his own research to address the impact of curbing the use of antibiotics in agriculture – where they are often used to promote animal growth – on stemming the rise of drug-resistant infections.

"It would be reassuring to have an assessment of what the magnitude of benefits of such a measure would be for public health, given that it would have obvious downsides for food production and sustainability, which are themselves important contributors to public health," comments Professor Woolhouse.

Experts are agreed that tackling antimicrobial resistance will require an interdisciplinary response. As home to world-leading medical and veterinary schools, as well as internationally recognised expertise in global policy, social sciences and physical sciences, Edinburgh is well placed to make a major contribution.

The University is creating a local network of expertise in antimicrobial resistance to coordinate these efforts at a strategic level. The Edinburgh AMR Forum has been convened by Dr Bachmann in collaboration with Edinburgh Infectious Diseases, a research network that extends across the city.

Director of Edinburgh Infectious Diseases, Professor Ross Fitzgerald says: "We have identified four core strengths where researchers in Edinburgh can make the most impact – tracking the dynamics and spread of antimicrobial resistance around the world, improving diagnostics, understanding mechanisms of resistance and developing alternative therapies."

Professor Woolhouse adds: "There is no single magic bullet that will solve this problem. It will require a lot of separate measures that have to be coordinated. But we believe the University is in a strong position to drive research that will make a significant impact."



UNIVERSITY COURT

5 December 2016

Edinburgh University Students' Association President's Report

Description of paper

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

Action requested/Recommendation

2. Court is invited to note the report. In particular, Court is invited to note the proposals in support of the next phase of changes to our democratic structures. A later paper on the agenda contains detailed regulations for Court approval.

3. It is recommended 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

Finance Update

5. Results to date

The Association's most recent financial results cover the six months to the end of September 2016 and crucially, include the results from the 2016 Festival Fringe. A high level summary is shown below:

Net Income / Expenditure (£000)
September (Period 6)
2016/17

Table with 4 columns: Actual, Budget, Variance, Last Year. Rows include Trading, Block Grant, Total net income, Student Support Activities, Central costs, Total expenditure, and Surplus / (deficit).

Numbers shown in brackets denote a net expense or an adverse variance

6. Two points to note before we explore this in further detail.
 - The Trading surplus is heavily influenced by the Festival results which, even at the end of September, continue to shift. Further costs will continue to feed through over the following months.
 - The apparent adverse variance to budget (and last year) of the block grant is because of a reallocation of the 'restricted' elements of the grant into Student Support activities this year.

Analysis of results to date

7. The Festival trading period was positive, partly down to campus changes and partly investment in our offer. We anticipate a full year contribution close to £700,000; which will be a record high and over £200,000 above our budget.

8. This result has a distorting impact on the overall Trading results which, excluding the Festival are around £90,000 behind their budgeted position overall – catering and bars being the worst areas relative to budget. The building works in Bristo Square have mainly been the cause of this, with the main entrance being completely closed off for all but the first two weeks of the first semester. This has had a greater impact than last year where the restriction wasn't full closure, and also the impact was at a quieter time of the year.

9. On the other hand, while Student Support activity benefits from some modest cost savings and higher than budgeted income, central cost areas are showing significant cost savings against budget. This is spread across several areas in staff and (predominantly) non-staff costs.

10. Together this adds to a position where at the half year point the Association is operating significantly ahead of budget.

11. We are investing over £100,000 of our own funds into several one-off building-related projects. These are overwhelmingly student-focused and include investment with a financial return (eg refitting a bar or café) as well as those with a student experience return (such as new equipment into the refurbished Pleasance, the Wee Red Bar or the 'Common Room & Kitchen' at Kings Buildings House). We are also investing in our staffing areas to improve working conditions.

12. This investment will reduce the bottom line gain made by the Festival, and our current forecasts indicate a full year deficit of around £75,000 -£100,000. This represents a significant improvement on the £209,000 budgeted deficit.

Financial strategy

13. As the Students' Association works towards achieving its strategic goals, and concurrently improves its financial position, it has become clear that the original financial recovery plan, which set a target of break-even net assets by 2018, has been superseded: the Association reported net assets (before pension provision) of approximately £680,000 at 31 March 2016.

14. A new suite of measures is being developed, to be tracked over the remaining course of the strategic plan period and beyond. These include a mix of balance sheet,

income/expenditure and key process measures, designed to drive the continued financial recovery of the Association as well as to track it.

Commercial Update

15. Our new Commercial Director and also Festival Business Manager are firmly in post and have been reviewing the various business areas with a view to establishing a cohesive commercial strategy and range of service offers which are “fit for purpose” and specifically tailored towards the needs and wants of our core customer base. Further student engagement is ongoing to inform this work.

16. The first phase of development works at King’s Buildings House have been undertaken and delivered by the Association, this saw a “heat and eat” kitchen facility and dining space introduced within our “Common Room Kitchen” this has proven extremely popular and has become a key addition to the services provided to students and staff alike. We fast-tracked this work as the main project was delayed, but did manage to open for the first week of the semester. We now await the commencement of the University Estates projects to deliver the main elements of this project which see part of the ground floor refurbished and the creation of a new entrance and improved catering facilities.

17. The planning work for next year’s festival operation, an integral part of our business model has commenced under the direction of our Festival Business manager and we have already engaged with key stakeholders to continue to build on the success achieved this year. It is our aspiration for this role to both secure the current level of trading activity and financial contribution and also to consider how the festival activity of the Association can better reflect our core Student Service and experience objectives.

Estates Update

18. In addition to the specific current projects referred to above, we are at a key point in relation to the proposed Central Area Development, which includes a redevelopment and extension of Teviot Row House, linked to a new Student Centre on the site of 1 George Square. The Student Union site in particular is a complex mix of services and activities, making use of a unique listed building, and whilst the architects have been very responsive to our particular needs in relation to the array of facilities and access required, this has required some compromise. We remain convinced that in the central area a single site Student Union offer, complimented by a clear, adjacent, student services offer next door, and by society space at Pleasance, is preferable, but it is important at this stage to get the plan right.

Strategic Project Work: Governance and Democracy Review

19. Court members will remember at the last meeting receiving an update on proposals for a substantial revision of our democratic processes and student representative roles. At that meeting Court approved a set of revised democracy regulations to support the implementation of changes to our democratic processes to enable us to begin utilising these immediately – Phase 1 implementation. We are now presenting further revised ‘Phase 2’ regulations, and the technical changes required to our Articles of Association which put into place the key student representative role changes – the move from 4 to 5 sabbatical officers, to appointed rather than elected student trustees, and also to broaden the membership of Student

Council to include Student Activities Representatives. These changes have been approved in principle by our student referendum in March 2016, by our Trustee Board, and in the case of the sabbatical and trustee role changes, will also have been approved by the required Company General Meeting, held on 24 November. **The detailed changes are presented for approval by Court in Paper P.**

20. Having identified that student democracy at Edinburgh required significant improvement, we are very pleased with the substantial progress we have made over the last 12 months, beginning with seeking student views widely last November, identifying key principles for any new proposals, developing detailed proposals for change presented to referendum in March, and securing excellent engagement with that process with over 4000 students taking part with over 3000 voting in favour. This was swiftly followed by work to implement key aspects of the changes from September and develop the detail to support introduction of the majority of the new positions in March 2017. A very small number of further implementation aspects remain that require further work before they can be finalised, and we anticipate this will be completed during 2017. This has involved a huge amount of work across the Association. We are grateful for the University's support in this process to ensure we can deliver the desired outcomes for our members.

21. Attention now turns towards enhancing our Governance more generally in the light of benchmarking work we have undertaken using the National Union of Students/Committee of University Chairs self-evaluation tool. A programme of work throughout 2017 will see:

- New Articles of Association to clarify and address a number of possible good practice elements – NUS Scotland are working to develop a set of 'model' Articles we would then tailor with expert legal advice
- Identification of any further regulations required and delivery of these
- New Trustee Board procedures document
- Revised complaints and disciplinary policies and procedures
- Proposals for an annual cycle of Trustee Board reflection, review, training and development

Student Representation and Democracy By-Elections

22. October saw us double turnout in our by-elections versus last year, and also saw rising interest in running for positions, with 21 out of 27 positions contested by at least two people. We were really pleased with the rising level of engagement, and the continued positive atmosphere around elections following concerted effort on this point. We have been making good progress with increasing engagement with our March elections, but the by-elections have traditionally been more challenging, with the majority of positions having a smaller more specific eligible electorate, and turnout is always much lower. We now have a thriving network of School representatives, and are particularly pleased to have a very engaged pool of postgraduate representatives elected this time around. Around half of those who ran for election this time were international students, and in their first year (undergraduate or postgraduate) at Edinburgh. Anecdotally it is clear that these students are seeking out opportunities to be engaged in their academic community and to take on positions

of responsibility that offer personal development opportunities almost immediately on arrival.

23. We are now focussing on working towards a set of challenging targets for our March elections: 25% voter turnout; all positions to be contested by at least two candidates; all sabbatical positions to be contested by at least three candidates. We are optimistic we will achieve these following positive engagement and feedback on the election experience from candidates and growing turnout over the last two years.

1st Student Council

24. Student Council met for the first time on 27 October. Over 150 students attended to vote on issues ranging from anti-semitism to how best to support voter registration by students, and also to approve the establishment of a number of new student societies. This was the first meeting using our new meeting and voting procedures, developed in response to the Democracy Review, and all of these ran very smoothly. We are taking a very thorough approach to our meetings, with formal paper ballots, secure ballot boxes, and time set aside the following day to count, and plan for online ballot of members if need be the following week. None of the motions voted upon fell within the new threshold for sending matters out to an all-student ballot so we have not yet had an opportunity to put that aspect of the changes into practice.

Academic Representation and National Student Survey

25. We have been working to facilitate the Principal's recent interactions with student representatives, at both School and Class Representative level. We welcome the clear desire to engage with representatives, and to work in partnership to develop ways to facilitate student/staff interaction and strengthen the student voice on academic issues in particular. In a similar vein we have also recently published a research report based on findings from the free-text comments being submitted as part of our Teaching Awards scheme. Now in their ninth year, the Edinburgh University Students' Association Teaching Awards normally receive 2,000 - 3,000 student nominations annually. The extensive qualitative data from 2014-15 were analysed to investigate student perceptions of teaching excellence across all disciplines at the University. Four key themes were identified: 1) concerted, visible effort; 2) charisma, personality and engaging teaching; 3) breaking down student-teacher barriers and fostering student engagement; 4) consistency, predictability and stability of support. Based on the research findings, the Students' Association has proposed a number of recommendations for the University to consider. The report is publicly available for dissemination at <http://bit.ly/TeachingAwardsReport>.

26. This project was funded by a grant from the Principal's Teaching Award Scheme (PTAS), and has already been commended as a positive and robust piece of work that can add to the University's understanding of how students' experience is impacted both positively and negatively by good academic support or lack of it.

27. Supporting Student Development through our activities

- a) **Training and induction of reps and volunteers:** Semester 1 sees us delivering training and ongoing support to thousands of volunteers who work with us, as reps, office bearers, peer support leaders etc. We are trying to strengthen our relationship with these groups, and increase the support and contact we have, to enable them to make the most of their roles. We have

moved significant core training and information online (primarily using LEARN, the University's virtual learning environment which supports most course resources and is something very familiar to students) and are seeing fantastic levels of engagement. This year has really seen a step change in this contact. We have trained almost **1400 Course Reps** through this mechanism so far this year, and over **1300 Society Office Bearers** (previous face to face basic training has seen c120 attend). Delivering core training in this way means we can focus staff time and face to face interaction on sessions that benefit more obviously from that, such as our rep development sessions, intermediate training for continuing reps, and our programme of Office Bearer skills development sessions running throughout the year including everything from finance management and project management to developing confidence, and public speaking. In addition, our Peer Learning and Support team have delivered 150 hours of training to almost **300 new peer support volunteers** who now provide support to thousands of students across c50 School-based peer support schemes this year.

- b) **Provision at Pleasance for our Societies:** The Activities Team is now staffing the Activities Resource Hub at Pleasance.. Whilst the complex is not fully in operation (Phase 2 of the building works are ongoing), we are seeing this year as a transitional phase and still making a commitment towards being accessible to societies on site. There are some regular daytime users now, including Fresh Air and Student Newspaper, and physical presence on our part provides an opportunity to develop positive working relationships and have more direct contact with societies and office bearers – but this is a work in progress, with next year, after completion of the whole site, likely to see a further increase in usage.
- c) **Recognising and Rewarding Achievement through the Edinburgh Award:** The Association runs several strands of the University's Edinburgh Award Programme (Volunteering; Activities Group Office-Bearers; Student Staff; Peer Support Leaders; Student Representatives; Advice Place Volunteers, and we are seeing good levels of interest in this area. Last year 207 students completed an award with us. This year the level of interest in the Award has increased, with **476** students having completed the semester 1 requirements to date.
- d) **Broadening Students' Horizons: Give it a Go:**
<https://www.eusa.ed.ac.uk/whatson/category/giveitago/>
Our Give it a Go programme runs from 12 – 19 November, and aims to encourage all students to try out a new activity. The programme includes around 80 events ranging from beginners dance classes, to sports tasters, to outdoor volunteering, coffee tasting, animal handling, and mindfulness. The scheme enables first years to get involved if they didn't manage to do this during Welcome Week and the early part of semester 1, but also encourages later years to try something new. We've also partnered with the Careers Service, Centre for Sport and Exercise, Sports Union and Chaplaincy to include a range of their events, including various Global Entrepreneurship Week activities.

e) **Participation Grant and Participation Review**

Following work done last year which identified that support was needed to encourage students from widening participation backgrounds to make the most of opportunities to engage with extra-curricular activities and particularly the leadership opportunities that come via this route, our pilot Participation Grant scheme (based on a successful model at Sheffield University) aims to support students with the additional costs of taking part in extra-curricular activities. This was funded by £10k secured from the Principal's Assistance Fund by last year's President. Launched in mid October, 189 students applied for grants of up to £100 within an almost 3 week period, totalling c£18,000. **133 students received an award**, with the awards totalling just under £10k. Applications included students seeking money to facilitate the costs of local travel to and from society or sporting activities, to specialist equipment or clothing required. We have been working in partnership with the Sports Union and the University's Widening Participation team in developing the criteria and application process, and the fund has focussed on students with lower household incomes, linked to University bursary criteria. We will use the information from this year's pilot to develop proposals for future years, but also to inform a broader piece of research work exploring barriers to participation in extra-curricular activities for widening participation students. A report will follow later in Semester 2.

EUSA Sabbatical Team updates

28. **Jess Husbands (VPSA)** – Jess has been working with colleagues in departments across the University to put together the second annual Mental Health and Wellbeing Week in late January. She is also working with several EUSA reps and Gavin Douglas to review policy related to sexual harassment. This is in reaction to significant student pressure following the joint “No One Asks For It” campaign.

29. **Patrick Garratt (VPAA)** – Patrick has been working to encourage students to participate in the Teaching Awards and to embed best practices in teaching into teaching structure. He is also working with academic colleagues to create student partnership agreements to give students more say in their courses.

30. **Jenna Kelly (VPS)** – Jenna has been working with colleagues in Accommodation Services to represent the student voice in the accommodation strategy. She has also been working with the SRS department to put on the first ever Green Festival to celebrate sustainability at the University and in the city.

31. **Alec Edgecliffe-Johnson (President)** – Alec has been collecting the views of students that are typically disengaged from the University and Student Association on the topics of community and student experience. He is also working to increase participation and support students in societies/volunteering and social enterprise.

Resource implications

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

Risk Management

33. Not applicable.

Equality & Diversity

34. Equality and Diversity considerations are implicitly included in this paper. Edinburgh University Students' Association represents the interests of a diversity of student groups and exists to maintain the equal representation of students and student groups.

Next steps/implications

35. Court approval is sought on the regulations referenced under discussion item 4 of this paper, and presented separately as Paper Q on the agenda.

Consultation

36. All relevant Association 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

37. Author

Alec Edgecliffe-Johnson
Edinburgh University Students'
Association President
November 2016

Presenter

Alec Edgecliffe-Johnson

Freedom of Information

38. This paper is open



UNIVERSITY COURT

5 December 2016

Annual Survey of Court Members

Description of paper

1. This paper provides a summary of the findings from the 2015/16 annual survey of Court members, completed in Summer 2016.

Action requested/Recommendation

2. Court is invited to comment on the summary findings.

Background and context

3. At the September meeting, Court approved the annual review of effectiveness (a requirement of the Scottish Code of Good Higher Education Governance), which comprised:

- A report providing evidence of compliance with the Scottish Code of Good Higher Education Governance;
- A report providing evidence of compliance with the Statement of the Court's Primary Responsibilities;
- The summary findings from the annual survey of Court members.

4. Court members had limited opportunity to comment on the survey findings at the September meeting given time constraints. Subsequently, a Court member requested that the survey be re-tabled at the December meeting to allow for discussion.

Discussion

5. Court members were invited over the summer to complete a survey of their views on the effectiveness of Court. 14 Court members completed the survey with a summary of responses attached in Appendix 1. In addition, the University Secretary met with Court members completing their first year of office and those demitting office. The free text comments received in response to the survey and the comments made in discussion with University Secretary are summarised below. All comments will be considered by the University Secretary and Court Services Office to inform future practice as appropriate.

- *Court arrangements:* Members welcome Court meetings in different locations. Seminars and tours add to the complexity of arrangements but were generally well received by members and appreciated by those areas of the University able to showcase their activities.
- *Court Papers:* There were positive comments on the format, style and length of papers and the balance between freestanding papers and additional papers on the Court wiki site. Whilst it was recognised that the overall volume of Court papers had reduced, there were concerns about the length of some papers and whether those previously considered by Policy & Resources Committee could be further summarised.

- *Court Membership*: The issue of greater diversity of Court members was raised. It was generally recognised that Nominations Committee worked hard to consider effective succession planning around membership of Court and key committees, and also keeps skills under regular review and the Skills matrix was noted as a helpful addition to this process. However, the work of Nominations Committee and its processes were not always apparent to those not on the Committee. It was suggested that more could be done to consider ongoing development of Court members.
- *Court Meetings*: The size of Court was noted as potential barrier to positive interaction. It was noted that not all Court members are actively involved in each discussion and busy agendas can result in reduced time for discussion. The important role of the presiding Court member in facilitating discussion and enabling all members to contribute was raised. Constructive challenge was felt to be welcomed but could be limited by time constraints. The importance of people issues being given as much time as finance and estates issues was raised.
- *Court Engagement*: Members welcomed staff and student involvement in strategic governance processes and projects. Positive reference was made to direct engagement with Senate committee chairs, the Meet the Court events and the level of consultation on the Strategic Plan. Members noted the positive contribution student members make to Court discussions and it was suggested there could be even more participation and consultation with students. In addition, more work could be undertaken to increase the visibility of Court across the University and with key stakeholders.

Resource implications

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

Risk Management

7. It is a requirement of the Scottish Code that governing bodies keep their effectiveness under annual review and best practice in governance arrangements aids effective risk management.

Equality & Diversity

8. Improving the equality and diversity of Court has been raised in the survey. Nominations Committee consider equality and diversity aspects when recommending new co-opted members of Court for appointment and the Committee of Scottish Chairs has committed to achieve a minimum of 40 percent of both men and women amongst co-opted members of Scottish higher education governing bodies.

Next steps/implications

9. Court to consider the comments from the survey and identify any areas it would wish to be considered further. The University Secretary and Court Services Office will review all comments in order to inform future practice as appropriate.

Consultation

10. The paper has been reviewed by the University Secretary.

Further information

11. Authors

Dr Lewis Allan & Ms Kirstie Graham
Court Services Office
23 November 2016

Presenter

Ms Sarah Smith
University Secretary

Freedom of Information

12. This paper is open.



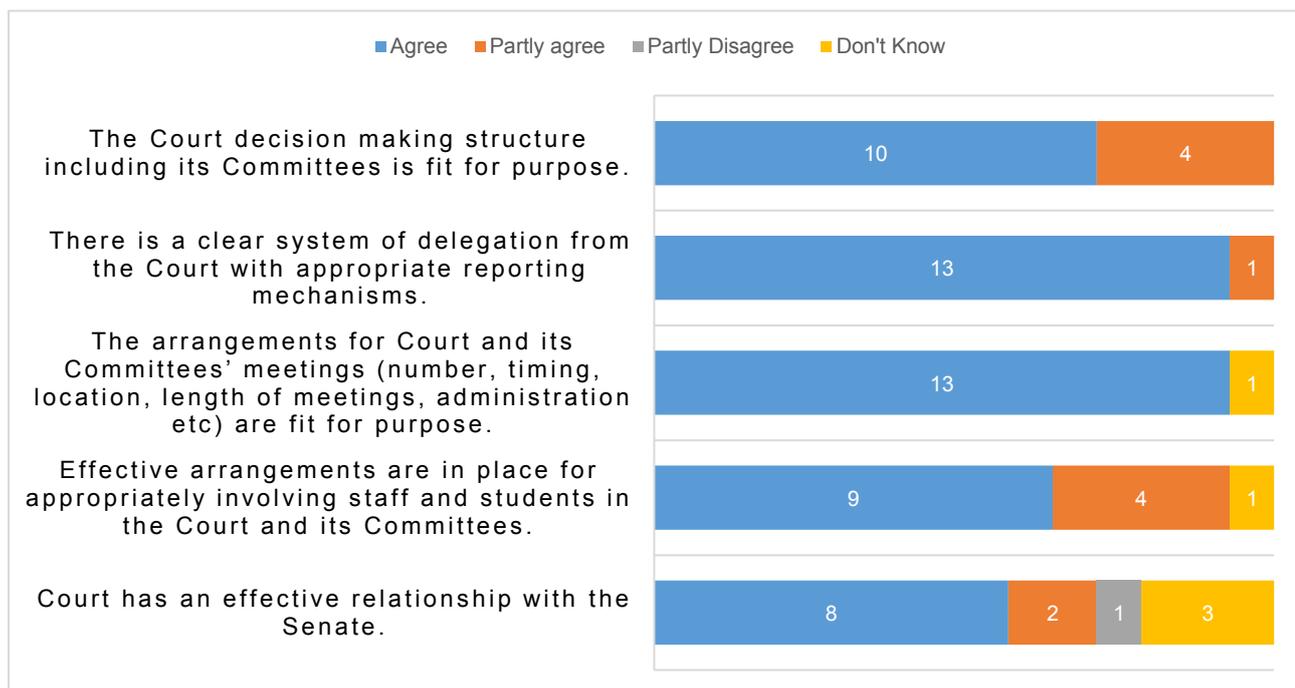
Court Members' Survey, 2016

Responses:	General Council Assessors:	2
	Senatus/Non-teaching Staff Assessors:	3
	Co-opted Court Members:	7
	Others:	<u>2</u>
	Total Responses:	14

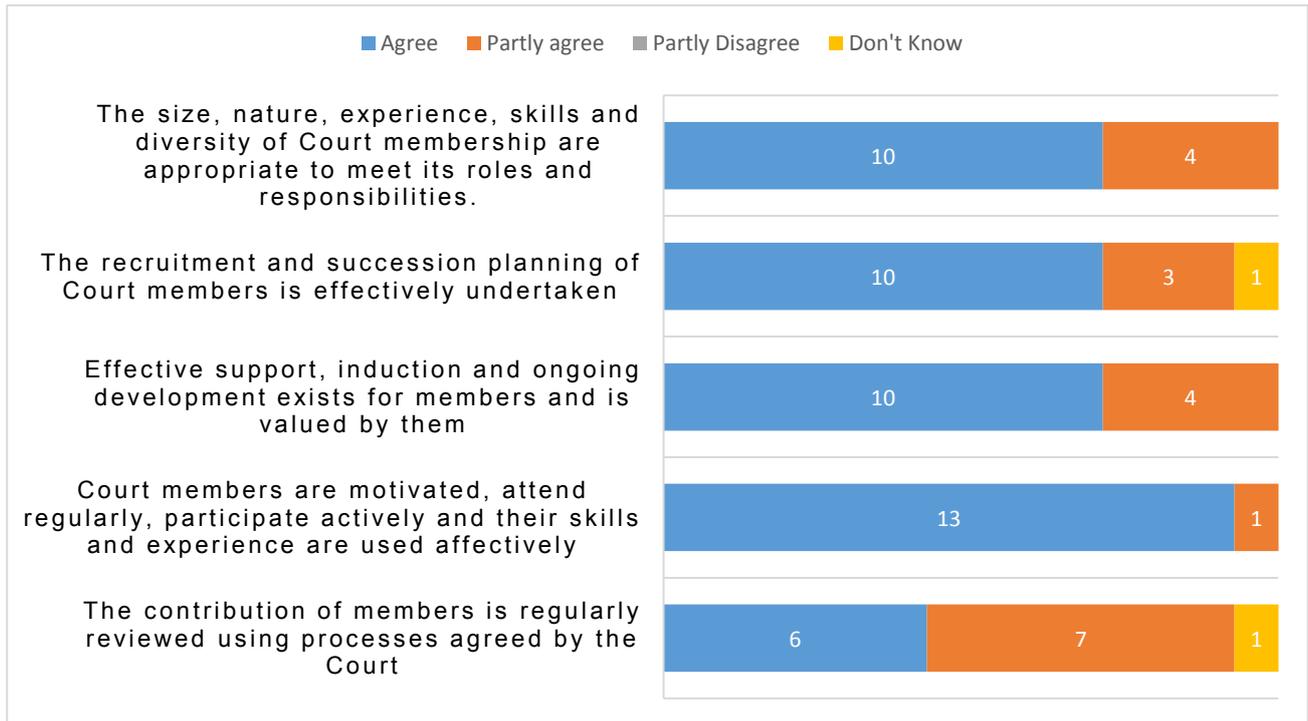
The commitment to effective governance



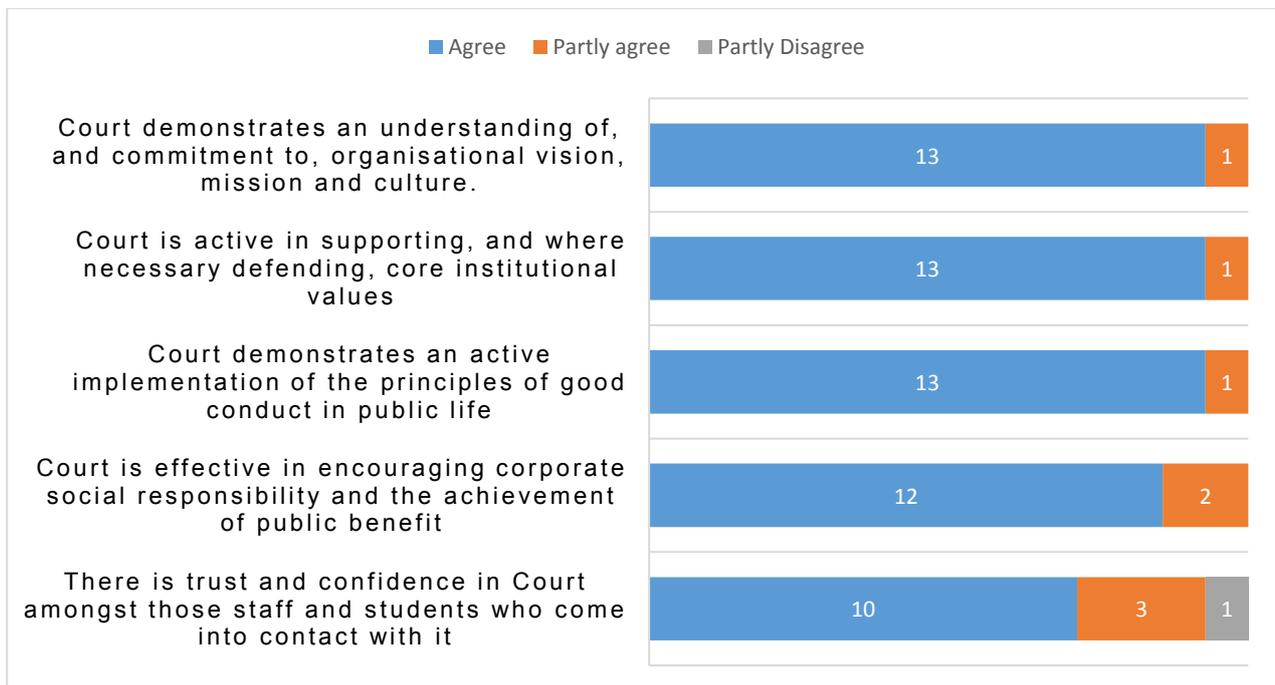
Effective governance structures and processes



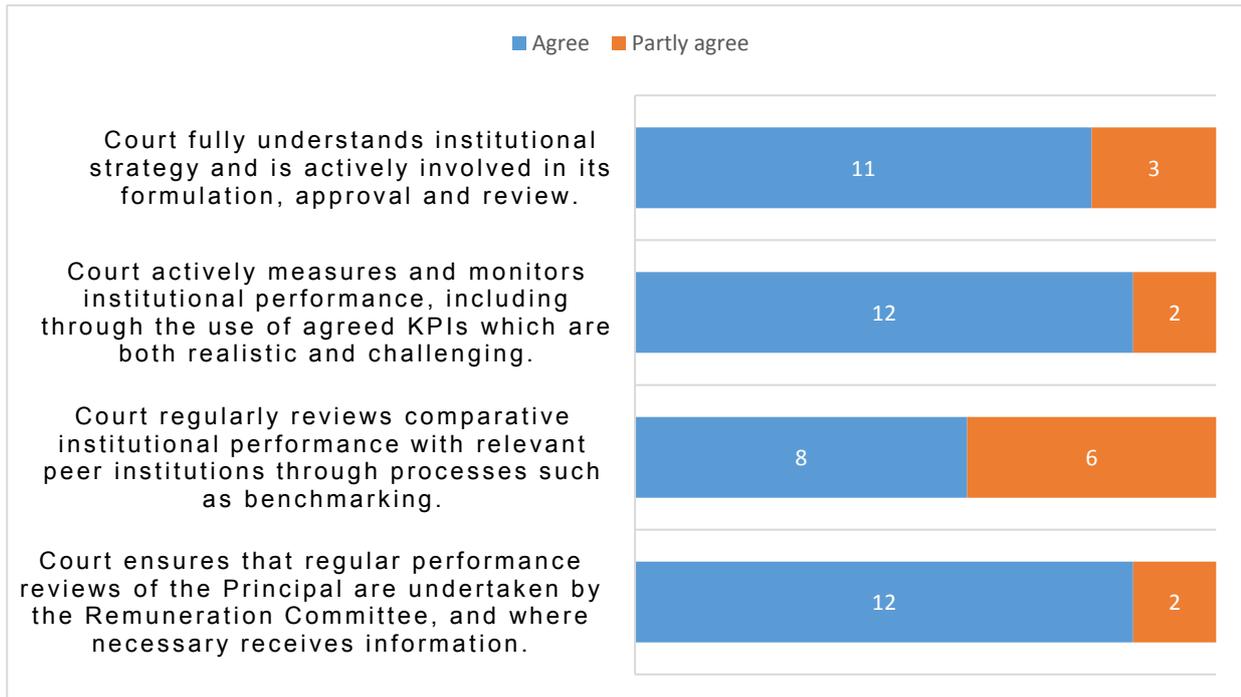
Effective Court membership



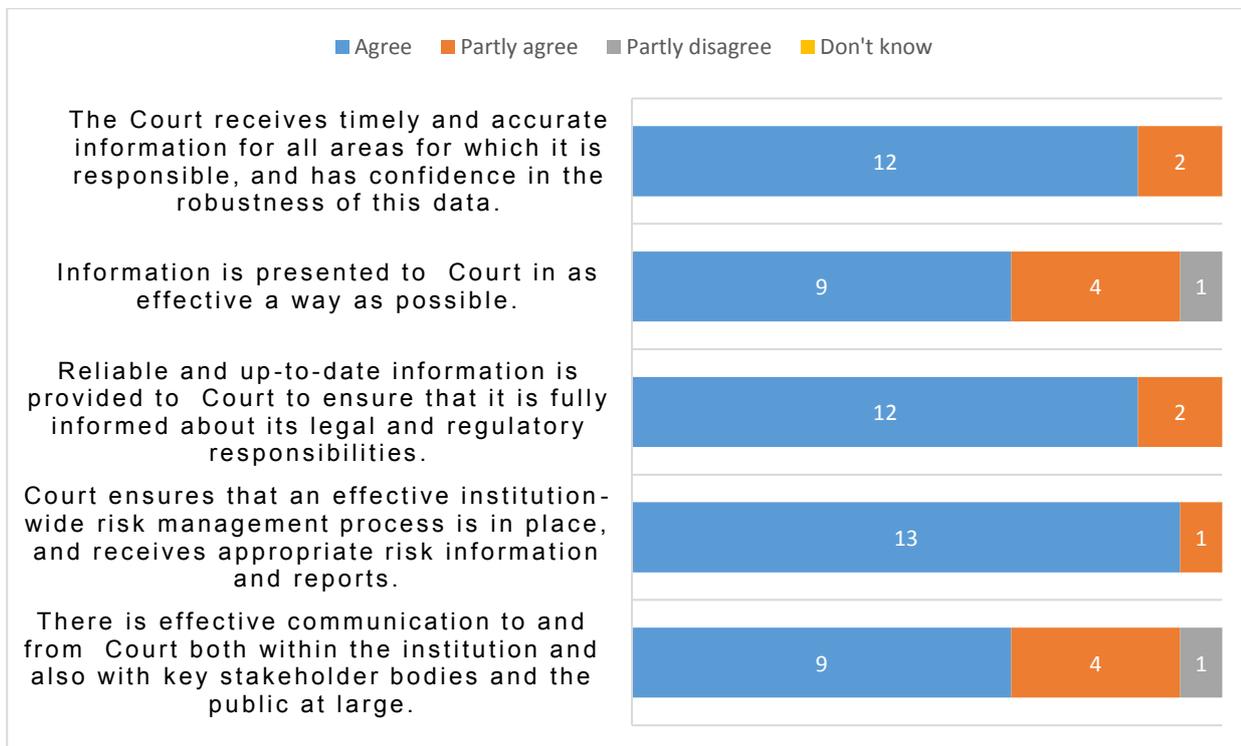
Court commitment to organisational vision, culture and values



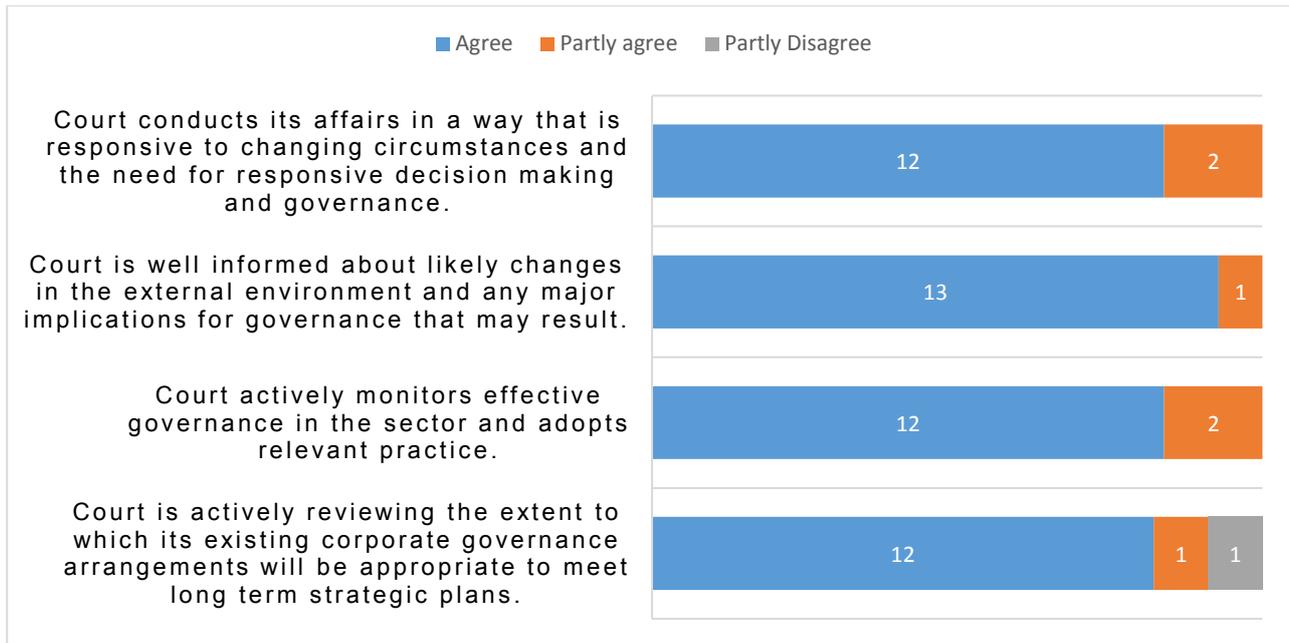
Effective strategic development and performance measurement



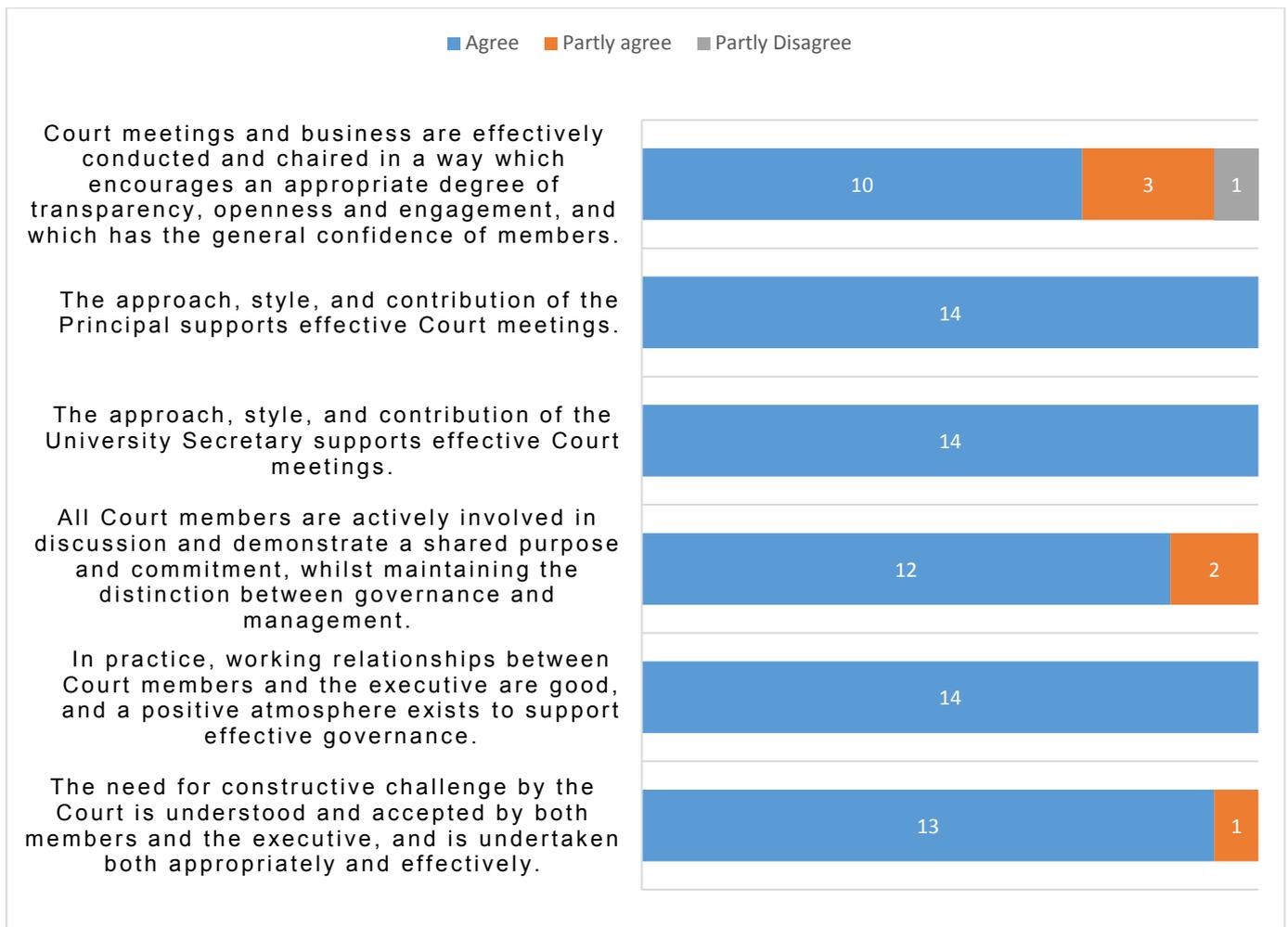
Effective Court information and communication

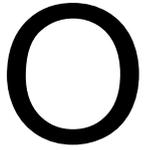


Future Governance



Working Relationships and Court behaviour





UNIVERSITY COURT

5 December 2016

Delegated Authority Schedule – Annual Review and Update

Description of paper

1. The paper contains proposed updates to the Delegated Authority Schedule (DAS) to reflect the current structures and needs of the University. The current DAS was approved by Court in December 2015 and an annual review and update represents good practice.

Action requested/Recommendation

2. Court is invited to consider whether the proposed DAS meets the needs of the University and to approve the updates.

Paragraphs 3 - 7 have been removed as exempt from release due to FOI.

Risk Management

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

Equality & Diversity

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

Next steps/implications

10. The updated DAS will be implemented following Court approval.

Consultation

11. Updates to the DAS reflect feedback to Court Services, Internal Audit and Legal Services over the course of the last year. Policy & Resources Committee at its meeting on 14 November endorsed the revised DAS.

Further information

12. Author

Tracey Slaven

Deputy Secretary, Strategic Planning

28 October 2016

Presenter

Tracey Slaven

Freedom of Information

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



UNIVERSITY COURT

5 December 2016

Edinburgh University Students' Association Democracy and Governance Changes

Description of paper

1. This paper outlines changes to the Students' Association's Governing documents in order to enact some key aspects of our Democracy Review. These changes are those agreed specifically by the referendum last academic year, and outlined to Court previously.

Action requested/Recommendation

2. Court is invited to approve the changes, through approval of the documents listed below. This is in order to allow progress in our aspirations for our Democracy and Governance project, to respond to the clear student view as expressed in our March 2016 referendum, and to ensure that our democratic processes allow for wider student involvement.

Background and context

3. A detailed paper outlining the democracy review proposals and rationale was submitted to the September Court meeting. This is attached here for reference as **Appendix 1**. It also approved Phase 1 democracy regulations enabling some key process changes to be introduced immediately. This paper represents Phase 2 of this project.

4. **The other attached documents are presented for approval**, as highlighted in the President's Report to Court:

- a) **Specific changes to our Articles of Association (Appendix 2)** (being approved by members via our General Meeting on 24 November) to facilitate the change in number of sabbatical officers, and appointment of student trustees.
- b) **Revised Sabbatical Regulations (Appendix 3)**, to permit the change to number and role changes for our sabbatical officers.
- c) **A revised set of Democracy Regulations (Appendix 4)** to facilitate the change in membership of Student Council

5. In summary this will then allow implementation of the key changes below:

- Increasing the number of elected sabbatical officers from 4 to 5
- Reorganising the responsibilities of the sabbatical officers
- The appointment of diverse student trustees
- Revised membership of Student Council, to include student activities' representatives

6. Two other specific items remain in development, and are not part of this stage of implementation. These are:

- The introduction and remuneration of new College Representative positions.
- The remuneration of Liberation Officers.

7. Considerations around remuneration have been complex. We have worked with relevant University and student stakeholders in relation to these roles, and at the current time require further time to finalise these positions. Proposals for a mechanism to determine the method and rate of pay will be considered by the HR Sub-Committee of the Association's Trustee Board in the new year.

Resource implications

8. The appointment of a 5th sabbatical officer has resource implications but this was highlighted to and agreed with the University via the 2015-16 planning round process.

Risk Management

9. There is some reputational risk associated with not progressing implementation of this work, given the high profile consultation with members.

Equality & Diversity

10. 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

11. If approved, these changes would be implemented in time for nominations for our elections opening early in Semester 2.

Consultation

12. There was extensive consultation regarding this project and these specific proposals. Over 4,000 members voted in a referendum on these issues, with 80% voting in favour.

13. In addition, a General Meeting of our members approved the company special resolution amending the Articles of Association.

Further information

14. See Appendices

15. Author

Alec Edgecliffe-Johnson
Students' Association President
15 November 2016

Presenter

Alec Edgecliffe-Johnson
Students' Association President

Freedom of Information

16. This paper is open

Appendix 1: From September 2016 Court Meeting: Democracy Review Overview

This paper outlines work to date on the Democracy Review, which began in September 2015. It sets out a number of proposals that will be brought for Court Approval in due course. It also highlights 2 key changes we are seeking Court Approval for at **this** meeting.

1. Work to date

Work to date during 2015-16 has included:

- A student survey, fully completed by almost 1400 students
- Student representatives' workshops
- Stakeholder consultation with EUSA and University input
- NUS professional support, contextual research, and analysis
- Development and discussion of options by student and staff leadership at EUSA
- Student Referendum on specific proposals
- Development of an implementation plan for progress throughout 2016-17

Key themes that emerged:

- The importance of student sabbatical officer leadership for: liberation, equality, welfare, academic representation, societies, and housing
- Russell Group average ratio of officers to students is 1 to 4000. Our current ratio at Edinburgh is 1 to 8000
- Consensus exists amongst stakeholders that additional officer roles would resolve workload issues and increase effectiveness. It would also help to increase visibility of officers, and consequently our ability to engage with our members.
- Also worth noting here are: the growth of student welfare and mental health as an area of work within the sector, as well as here at Edinburgh; the continuous proliferation of work in relation to students' academic experience; liberation, identity politics and issues relating to equality and diversity becoming more prominent, within the sector but also here at Edinburgh; some of our current roles including non-intuitive combinations of role, making it difficult to deliver across the remit; the President role needing more definition;
- Students are keen to be involved in determining what issues EUSA should be addressing (71%), and several (59%) are also keen to be involved in deciding which solution to implement. (statistics from EUSA democracy survey November 2015)
- Representation may be more effective where there are clear 'constituencies' - students identify strongly and want to be represented in terms of being part of a group of students doing similar things – being grouped with students studying the same thing, or with shared interests
- there is an appetite for more participative and enactive democracy, with online campus-wide ballots being the most popular way students want to be involved in decision-making.

2. Proposals for change

In summary:

1. An increase in the number of sabbatical roles from 4-5
2. A revised set of sabbatical roles and remits:

Current roles	Proposed Roles
President	President
Vice President Academic Affairs	Vice President Education
Vice President Societies and Activities	Vice President Activities and Services
Vice President Services	Vice President Welfare
	Vice President Community

3. The possibility of students running for a 2nd sabbatical term of office
4. Retention of Student Council, but with a revised membership, and new procedures
5. Introduction of a new way for contentious policy issues to be referred to the membership through cross-campus ballot
6. The introduction of some substantial, paid representative roles, to enable us to strengthen representation in relation to 2 key areas identified by students and by EUSA: student identity/liberation, and academic representation (particularly at College level which was also identified through ELIR as a priority for development). These particular roles are designed to strengthen and support sabbatical officers' ability to represent effectively in these particular areas, and for EUSA to significantly improve engagement in each case. The roles will be representative, but will also work in partnership with EUSA and the College, and include various more 'administrative' or 'co-ordination' tasks, making them distinct and more time consuming and demanding than other non-sabbatical representative roles, and justifying payment.
7. Revised membership of the Trustee Board, to include appointed, rather than elected students.

3. Implementation

1. **Referendum:** In March, over 4000 students voted in a Referendum – with 80% voting in favour of the proposals put to them. This gave us a very strong mandate to take these proposals forward and work up the detailed regulatory changes required by our Trustee Board, and for University Court Approval.
2. **Managing the implementation:** the Trustee Board agreed to the formation of an implementation group, who have now developed a detailed plan to guide the work over the next year and have been working to this plan since it was approved in May. Much of the work is being led from within the Representation and Democracy Team.
3. **Professional advice:** Some of the changes will require formal amendments to EUSA's current Articles of Association, and this work fits with a wider project to develop the Association's Governance in line with sector best practice. We are seeking professional legal advice on this particular aspect. In addition, NUS Strategic Support Unit continues to be providing support as we progress both the Democracy and Governance aspects.

4. **Securing approval: and some key changes requiring approval now**

According to University Court Ordinance no 60, established in 1895, we are required to present any changes to the regulations for the operation of our Student (Representative) Council to University Court for approval.

Court will receive the detailed regulations to support the majority of the changes at its December meeting for approval. This will enable us to progress with the new representative roles in our March 2017 elections.

However, having spent a full year engaging our members in identifying appropriate improvements, and gaining their support, we also feel it is important to demonstrate progress, and introduce the specific changes to the Student Council processes now. This is because they will bring genuine improvement to how our democratic processes work, and address some of the key concerns around this important aspect of the Association's work, by immediately providing opportunity for a wider range of students to engage in our democratic decision making, and ensuring the Student Council can operate effectively from the start of this academic year.

The later paper on the agenda (which includes a cover note and new draft regulations) articulate these changes in detail, but in brief they will enable us to:

- Appoint an independent facilitator for Student Council meetings
- Introduce new voting procedures, including a process for taking issues that are contentious at Student Council out to the wider student body.

University Court is asked to APPROVE the regulations. (NOTE THESE WERE APPROVED)

Appendix 2: Revisions to Edinburgh University Articles of Association

As agreed by Special Resolution, passed at a General Meeting of our members in accordance with our Articles, and Company Law, 24 November 2016

Special Resolution No.1

That, in line with the outcome of a referendum held of all members and in order to effect that outcome, the Articles of Association of the Company shall be and are hereby amended as follows:

- (a) In Article 10.2 (a), delete the number “4” and insert in its place the number “5”;
- (b) In Article 10.2 (b), delete the words “5 elected” and insert in their place the words “4 appointed”;
- (c) Delete the existing Article 10.4 and insert in its place the following new Article 10.4:

“10.4 Student Trustees

- (a) Student Trustees are intended to enhance the diversity, skills and experience of the board of Trustees, and to promote involvement at board level from amongst the wider student population.
 - (b) Subject to being Members at the time of appointment and throughout their term of office, Student Trustees shall be appointed by a simple majority of the Trustees then in office.
 - (c) The Nominations Committee will nominate Student Trustees for appointment after a suitable recruitment process..
 - (d) Student Trustees shall be appointed for a term not exceeding 2 years and shall be eligible for re-appointment for a second and final term not exceeding 2 years. The commencement and expiry dates of such terms of office may vary in line with the Academic Year.
 - (e) Notwithstanding the foregoing, provisions regarding commencement and expiry of the terms of office of any Student Trustee elected prior to 31 December 2016 shall continue in full force and effect, in accordance with their original terms of election.”
- (d) In Article 10.7, delete the words “or a Student Trustee”.

Dated: 9 November 2016

BY ORDER OF THE BOARD

Appendix 3: Revised Sabbatical Regulations: to permit the change in roles, and number of officers.

Current text (approved in September 2014):

Regulation 8 – The Sabbatical Officer Regulations.

1- This regulation should be read in conjunction with section 10.3 of the EUSA Articles of Association.

Office bearers

2 -There will be four Sabbatical Officers. These are:

President

Vice President Academic Affairs

Vice President Services

Vice President Societies and Activities

Terms of Office

3- Sabbatical Officers will only serve one term of office. Any person having previously served as a Sabbatical Officer (or any previous major union office as defined in section 22(2)(d) of the Education Act 1994) will not be eligible to stand for election to, or otherwise serve as, sabbatical officers.

Amendments to these regulations

4 – Amendments to these regulations will require a simple majority decision by the Trustee Board and a decision by referendum held in accordance with the prevailing regulations within the Student Democracy Regulations relating to referenda. For the avoidance of doubt a referendum held under Article 8.16 of the Association will only be used in the absence of referenda provision in the Student Democracy Regulations.

Proposed text:

The Sabbatical Officer Regulations.

1- This regulation should be read in conjunction with section 10.3 of the EUSA Articles of Association.

Office bearers

*2 -There will be **five** Sabbatical Officers. These are:*

President: *whose remit will include:* all non-academic University issues, role as University Court member, Association spokesperson, Trustee Board chair, Association internal operations (Finance/HR)

Vice President Activities and Services: *whose remit will include:* commercial services, societies, volunteering, student opportunities, student development.

Vice President Community: *whose remit will include:* housing, environment, sustainability, transport, local council and citizenship, University estates liaison

Vice President Education: whose remit will include: all academic matters, central University representation, course reps, College and School liaison

Vice President Welfare: whose remit will include: student safety, wellbeing, mental and physical health, campus cohesion.

Detailed role descriptions will be provided each year and reviewed annually.

Terms of Office

3- Sabbatical Officers will only serve one term of office. Any person having previously served as a Sabbatical Officer (or any previous major union office as defined in section 22(2)(d) of the Education Act 1994) will not be eligible to stand for election to, or otherwise serve as, sabbatical officers.

Amendments to these regulations

4 – Amendments to these regulations will require a simple majority decision by the Trustee Board and a decision by referendum held in accordance with the prevailing regulations within the Student Democracy Regulations relating to referenda. For the avoidance of doubt a referendum held under Article 8.16 of the Association will only be used in the absence of referenda provision in the Student Democracy Regulations.

Appendix 4 Revised Democracy Regulations

Summary of changes by line

Line 5 – 18 Contents	Deleted bodies that no longer exist in democratic structure and added new roles. Liberation Groups and Section Groups have been replaced with Liberation Officers and Student Section Representatives. Societies Council has been replaced with Activities Executive. Standing Committees, School Councils, Equal Opportunities Forum and the All School Forum have been deleted. Renumbered list.
Line 65 – 69 Democratic structure	Deleted bodies that no longer exist in democratic structure. Standing Committees, School Councils, Equal Opportunities Forum, All School Forum, Liberation Groups and Student Section Groups deleted. Societies Council replaced with Activities Executive.
Line 71 - 97 Elected officers	This section has been updated to include the new roles. Deleted roles that no longer exist on Student Council and replaced with new representative roles. Deleted Campaign Organisers, School Convenors and Vice Convenors, Liberation Convenors and Student Section Group Convenors. Replaced with UG and PG School Representatives, Liberation Officers, Section Representatives and Activities Representatives. Also includes new positions on Student Council for Sports Union and ESCA.
Line 88 – 159 Elections	This section has been updated to reflect the new roles on Student Council, and the eligibility to stand and vote for the new roles.
Line 170-175 Budgets	This section has been updated to reflect the decision that Standing Committees, School Councils, Liberation Groups and Student Section Groups are no longer bodies within the democratic structure.
Line 432 – 437 Student Council policy	This section has been updated to reflect that Standing Committees, School Councils, Liberation Groups and Student Section Groups are no longer part of the democratic structure and therefore not able to submit motions.
Line 568 - 575 Accountability	Deleted the requirement for Standing Committees, School Council, Liberation Groups and Student Section Groups to give reports at Student Council as these are no longer part of the democratic structure.
Line 587-592 Liberation Officers	Deleted regulation for Liberation Groups which no longer exist. Replaced with regulation about Liberation Officers.
Line 595-599 Section Representatives	Deleted regulation for Student Section Groups which no longer exist. Replaced with regulation about Section Representatives.
Line 614-617 Activities Executive	Replaced Societies Council with Activities Executive.
Line 637-644 Censure	Campaign Organisers deleted from this section. School Convenors, Liberation Convenors and Student Section Group Convenors replaced with School Representatives, Liberation Officers and Section Representatives.

Note: the full set of Democracy Regulations are available for background information on the Court wiki site: <https://www.wiki.ed.ac.uk/display/UCC/University+Court>



UNIVERSITY COURT

5 December 2016

New bank accounts for Treasury Management purposes

Description of paper

1. This paper requests approval to establish two new bank accounts in order to manage short term cash balances in accordance with the agreed University Treasury Management Policy (TMP). The Delegated Authority Schedule (section 6a) states that Court must approve the opening of any new University bank accounts. Both institutions require formal resolutions in order to complete the process of establishing new current accounts.

Action requested/Recommendation

2. Court is invited to formally approve the establishment of bank accounts with both HSBC and Santander in order that treasury products offered by these institutions may be used to manage University cash balances.

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

Risk Management

11. The addition of further counterparties will allow the greater diversification of deposits and thus reduce the risk of holding significant cash balances with individual institutions. As per the Delegated Authority Schedule, two account signatories will be required for amendment to bank mandates and the set-up of direct debits or standing orders to manage risk exposure.

Equality & Diversity

12. There are no equality & diversity issues associated with this decision.

Paragraph 13 has been removed as exempt from release due to FOI.

Consultation

14. Consultation has been conducted with the Director of Finance.

Further information

15. Contact: Terry Fox. Director Finance Specialist Services.

Freedom of Information

16. This paper should not be included in open business as its disclosure would substantially prejudice the commercial interests of the organisation. This paper should be withheld for 2 years.



UNIVERSITY COURT

5 December 2016

Exception Committee Report

Committee Name

1. Exception Committee

Date of Meeting

2. The Committee considered business via electronic communications concluded on 21 October 2016.

Action Required

3. To note the matter approved on behalf of Court by Exception Committee.

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

Full Minute:

6. Papers considered are available at:

<https://www.wiki.ed.ac.uk/display/UCC/Exception+Committee>

Equality & Diversity

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

Further information

8. Author

Dr Lewis Allan
Head of Court Services

Presenter

Ms Anne Richards
Convener of Exception Committee

Freedom of Information

9. The paper is closed for reasons of commercial confidentiality.



UNIVERSITY COURT

5 December 2016

Court EU Referendum Sub-Group Report

Committee Name

1. Court EU Referendum Sub-Group

Date of Meetings

2. 8 November 2016 (electronic meeting)

Action Required

3. Court is invited to note progress with the three stands of activity – Communications, Scenario Planning & Mitigation and Strategic Partnerships – reported to the EU Sub-Group since the Court Seminar discussion on 26 September.

Paragraphs 4 - 18 have been removed as exempt from release due to FOI.

Equality & Diversity

19. Issues related to equality and diversity were considered within each paper as appropriate.

Further information

20. Author

Dr Lewis Allan
Head of Court Services
November 2016

- Presenter

Ms Anne Richards
Vice-Convener of Court

Freedom of Information

21. The paper is closed.



UNIVERSITY COURT

5 December 2016

Audit & Risk Committee Report

Committee Name

1. Audit & Risk Committee.

Date of Meeting

2. 18 November 2016.

Action Required

3. Court is invited to note the key points from the meeting and to approve the Modern Slavery Statement.

Paragraphs 4 - 9 have been removed as exempt from release due to FOI.

Full minute:

10. All the papers considered at the meeting and in due course the Minute can be accessed on the wiki site:

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

Equality & Diversity

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

Further information

12. Author

Ms Kirstie Graham
Deputy Head of Court Services
November 2016

Presenter

Mr Alan Johnston
Convener of the Audit & Risk
Committee

Freedom of Information

13. This paper is closed.



UNIVERSITY COURT

Remuneration Committee Annual Report

5 December 2016

Description of paper

1. This is a report from the Remuneration Committee to Court and provides a summary of the Committee's activities from 1 December 2015 to 21 November 2016.

Action requested

2. Court is invited to note the content of the report.

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

Risk Management

18. No risk assessment has been completed for this paper. Consideration of risk in relation to employee reward policy and practice is key to the work of the Committee.

Equality & Diversity

19. No equality impact assessment has been completed for this paper. Consideration of matters of equality and diversity in relation to employee reward policy and practice is key to the work of the Committee.

Next steps/implications

20. Further reports summarising the activity of the Committee will be presented to future Court meetings.

Consultation

21. Remuneration Committee has been consulted in the development of this paper.

Further information

22. Further information on the matters contained in this paper is available from Mr Martyn Peggie, Deputy Director of Human Resources.

23. Authors

Martyn Peggie
Deputy Director of Human Resources
(On behalf of the Chair of Remuneration
Committee and Zoe Lewandowski,
Director of Human Resources)

Presenter

Lady Susan Rice, Chair of
Chair of Remuneration Committee

Freedom of information

24. The paper is closed.



UNIVERSITY COURT

5 December 2016

Knowledge Strategy Committee Report

Committee Name

1. Knowledge Strategy Committee.

Date of Meeting

2. 14 October 2016.

Action Required

3. Court is invited to note the key points discussed at the meeting.

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

Full minute

11. The full minute and papers considered are available at the following link:
<https://www.wiki.ed.ac.uk/display/UCC/Knowledge+Strategy+Committee>

Equality & Diversity

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

Further information

- | | |
|------------------------|--------------------|
| 13. <u>Author</u> | <u>Presenter</u> |
| Dr Lewis Allan | Ms Doreen Davidson |
| Head of Court Services | Convener, KSC |

Freedom of Information

14. The paper is closed.



UNIVERSITY COURT

5 December 2016

Senatus Academicus Report

Committee Name

1. Senatus Academicus.

Date of Meeting

2. 28 September 2016

Action Required

3. To note the key points from the Senate meeting.

Key Points

Presentation: Interdisciplinarity

5. The focus of the presentation and discussion was “Interdisciplinarity”. It considered ways in which we might strengthen our culture and expectations of high performance in interdisciplinary research, learning and knowledge exchange. Six members of staff shared their experiences of and views on interdisciplinarity:

Professor Catherine Lyall – Science, Technology and Innovation Studies

6. Professor Lyall expressed the view that the term ‘interdisciplinarity’ is used ubiquitously but poorly understood. There are many papers on the topic, but there has been a lack of systematic review of good practice. As a result, research into interdisciplinarity often ‘reinvents the wheel’.

7. Interdisciplinary research is essential to addressing global and societal challenges, but requires researchers to overcome many obstacles. Early career researchers receive mixed messages about the importance of interdisciplinary research. Interdisciplinary activity is often encouraged at policy level, but discouraged by funding mechanisms.

8. Professor Lyall concluded that there was a need for better sharing of good practice in this area; identification of administrative barriers to interdisciplinary activity; a willingness to commit more time to interdisciplinary activity; and better training and mentoring for interdisciplinary researchers.

Professor Jon Oberlander – Informatics

9. Professor Oberlander observed that interdisciplinary research is far riskier than single discipline research. The review process for interdisciplinary research is more complex, and it has been suggested that the Research Excellence Framework (REF) may undervalue interdisciplinary research as compared with the wider academic community. It was noted that interdisciplinary projects require time and space to emerge.

Dr Zoe Marks – Global Development Academy

10. Dr Marks stated that interdisciplinarity hinges on process and application – it is

about how things are done. It requires humility about disciplinary limits. The strongest interdisciplinary activity does not dispose of individual disciplines, but focusses on their strengths.

11. Attendees heard about the highly successful, issue-driven, taught masters programmes offered by the Global Development Academy. The PhD studentships offered by the Academy were also discussed. Dr Marks stated that the biggest challenge at PhD-level was not developing community within a research team, but issues around the transferability of data and analysis, and ensuring that researchers can also survive within their own discipline.

12. Dr Marks proposed that more needs to be done to celebrate the creativity and innovation of interdisciplinary work, including creating space both for failure and for the intellectual 'moonshots' that interdisciplinary work can make possible.

Professor Chris Speed – Design Informatics

13. Professor Speed noted the importance of recruiting the correct people for interdisciplinary work. He observed that academic teams are more likely to be made up of 'I' (skilled in a single discipline) than 'T' (skilled in a single discipline, but with the ability to collaborate across disciplines) shaped people, but that 'T' shaped people are critical to the success of interdisciplinary projects.

Mr Gary Jebb – Estates and Buildings

14. Mr Jebb noted that most researchers and students agree that interdisciplinarity is a good thing, and that isolation comes with risk. However, providing a physical infrastructure that promotes interdisciplinarity becomes difficult when opposing priorities such as requirements for space, noise reduction and possibly status also exist. In the main, we create space that is function and equipment-focussed rather than people-focussed.

15. Mr Jebb expressed the view that with growing student numbers and developing technologies and pedagogies, change was essential. He encouraged the University to embark on new conversations about the importance of the academic unit, and to consider how forthcoming estate developments might help to deliver a paradigm shift.

Professor Christine Bell – Global Justice Academy

16. Professor Bell spoke about the Political Settlements Research Programme, a four-year research programme undertaken by a consortium of five organisations. The programme had secured significant funding on account of it being interdisciplinary and high-impact. Professor Bell outlined those factors which she considered to have contributed to the success of the programme, and the challenges that had been encountered. She discussed the need for institutional workarounds when engaging in interdisciplinary activity, and long-term, the need to make changes to ensure that interdisciplinary work fits within mainstream structures.

Discussion

17. The following points were raised during the discussion:

- The work of the Institute for Advanced Studies in the Humanities (IASH), which supports innovative research and public engagement activity across the arts,

humanities and social sciences through a range of interdisciplinary programmes and projects was highlighted.

- Virtual University Edinburgh (VUE), a virtual educational and research institute bringing together those with an interest in the use of virtual worlds for teaching, research and outreach, was also introduced.
- Attendees were encouraged to take a longitudinal view and to consider the way in which our existing disciplines emerged – in many cases, from collaboration between more traditional disciplines - in addition to thinking about ways in which we can transcend disciplinary boundaries.
- Several of those present expressed the view that there was significant appetite amongst early career researchers to be involved in interdisciplinary work.
- The lack of social spaces and dining facilities at King's Buildings was identified as a barrier to interdisciplinary activity. Conversely, the high-quality communal space within the Queen's Medical Research Institute had been a significant factor in developing strong, interdisciplinary teams.
- The lack of support available for 'self-interdisciplinary' researchers (as opposed to disciplinary researchers working within interdisciplinary groups) was highlighted.
- The view was expressed that the term 'interdisciplinary' can be unhelpful when used internally as it retains the link to disciplines and implies that only disciplines do research. Attendees were encouraged to find different ways of thinking and talking about open research.
- Recruitment processes, and the need to hire for interdisciplinarity, were discussed. It was noted that Edinburgh has a strong history in this respect, and attendees were keen to see this continue.

National Student Survey 2016: Results and Responses

18. Senate noted that the results of NSS 2016 were disappointing, with the University falling back on each of the Primary Themes. There was no obvious reason for the general drop, and many other sources of information suggested that teaching within the University was of genuinely high quality. However, it was important for the University not to become either complacent or demoralized, and the Senior Vice-Principal outlined immediate action that was being taken in response to the NSS results:

- NSS free text comments showed that some students had had poor experiences during their time in Edinburgh. This was unacceptable, and it was important to address staff under-performance where this was identified.
- Recruitment, annual review, and reward processes would continue to highlight the importance of and recognise excellent teaching.
- Work would be done to increase engagement between staff and students at all levels of the institution, including the introduction of a mid-Semester feedback event for all Honours-level courses.
- A more sustained and creative approach to communication with students would be adopted.
- Plans to introduce a reliable and comprehensive lecture recording system would be accelerated.

19. Discussion with Heads of Schools had also highlighted that:

- more needed to be done to ensure that the University estate allowed staff to deliver the best possible student experience;
- improvements to the University's digital systems were necessary;
- there may be benefit in having further discussion about academic roles, and specifically considering the merits of teaching-focused career paths.

20. The following points were raised by Senate attendees in relation to the NSS results:

- In general, NSS results for smaller Schools were better than those for larger Schools. Further thought needed to be given to ways in which a greater sense of community might be fostered in larger Schools.
- The University had undergone rapid expansion, and the development of institutional structures and teaching style had not always kept pace.
- There may be benefit in looking again at the content of the University's Open Days to ensure that students' first impressions of the University were positive. The matter would be referred to the Director of Student Recruitment and Admissions.

Development of Policy for Lecture Recording

21. The Assistant Principal Online Learning advised members that existing University systems for lecture recording had reached the limits of their usability. There was high student demand for lecture recording. Evidence from comparator institutions showed that lecture recording was particularly important for non-native English speakers and those with disabilities, and was heavily used during revision periods. There was no evidence to suggest that lecture recording impacts negatively on lecture attendance.

22. On this basis, Senate Learning and Teaching Committee had supported the case for University investment in lecture recording, and the business case had been approved by the Court. The University was embarking on a procurement process, and was aiming to equip around 400 teaching spaces over a 3-year period, with the potential to capture almost all lecturing activity. The system would be integrated with Virtual Learning Environments (VLEs) and timetabling systems.

23. A University-level policy to support lecture recording now needed to be developed. This would involve widespread consultation with staff and with campus unions. It was noted that the policy would need to be consistent with other related policies, particularly the Accessible and Inclusive Learning, Open Educational Resources, Timetabling and Data Protection Policies.

24. Attendees were very positive about the planned developments. It was noted that further thought would need to be given to copyright-related issues and to the provision of recordings in alternative formats. Senate members were invited to submit further comments to the Assistant Principal Online Learning.

Teaching Excellence Framework (TEF)

25. The Senior Vice-Principal advised Senate members that the UK Government's response to the Technical Consultation and specification for Year 2 of the TEF would be published shortly. A Universities Scotland working group was considering the way

in which Scottish institutions might engage with the TEF. It was recognised that the Scottish quality enhancement framework and higher education system differed from the system in England, and that this distinctiveness needed to be taken into account. Discussions were continuing about the way in which a subject-level TEF might be implemented.

Edinburgh University Students' Association Priorities for 2016/17

26. The Students' Association Vice-President Academic Affairs outlined priorities for 2016/17. Senate members considered the priorities to be ambitious and encouraging. There was much that the University and Students' Association could work on collaboratively, and the Senior Vice-Principal was keen to involve students in the work being done to tackle poor NSS results and improve the student experience. The priority being given to mental health issues was welcomed, and it was suggested that there would be benefit in giving further thought to the ways in which those living in student accommodation with mental health issues were supported.

Full minute:

27. <http://www.ed.ac.uk/schools-departments/academic-services/committees/senate/agendas-papers>

Equality & Diversity

28. No key implications for equality and diversity were raised by Senate. All paper authors are asked to consider and identify equality and diversity implications.

Further information

29. Author

Senate Clerk
Academic Services
27 October 2016

Presenter

Principal and Vice-Chancellor Sir Timothy O'Shea

Freedom of Information

30. This paper is open



UNIVERSITY COURT

5 December 2016

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 1 September 2016 to 15 November 2016, prepared for the Court meeting of 5 December 2016.

Action requested/Recommendation

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

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

Risk Management

7. 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

8. 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

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

Consultation

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

Further information

11. Author
Gregor Hall
Finance Manager,
Development & Alumni

Chris Cox
Vice-Principal Philanthropy &
Advancement and Executive Director
of Development & Alumni

Freedom of Information

12. Closed.