THE UNIVERSITY of EDINBURGH

**University Court
Reaburn Room, Old College
Monday, 1 October 2018**

AGENDA

1 Minute A1, A2
To *approve* the minute of the meeting and the note of the seminar held on 18 June 2018

2 Matters Arising Verbal
To *raise* any matters arising

3 Principal's Communications B
To *receive* an update from the Principal

SUBSTANTIVE ITEMS

4 Student Experience – Approach and Action Plan C
To *consider* a paper by the Senior Vice-Principal

5 EUSA President's Report D
To *receive* an update from the EUSA President

6 Review of Undergraduate Scholarships and Bursaries E
To *approve* a paper by the Deputy Secretary, Strategic Planning

7 Finance Director's Report F
To *consider* a paper by the Director of Finance

8 Annual Court Effectiveness Review G
To *approve* a paper by the University Secretary

ITEMS FOR NOTING OR FORMAL APPROVAL

9 Draft Ordinance: Composition of Court H
To *comment*

10 City Region Deal Update I
To *note*

11 Bayes Centre – Robotic Living Labs J
To *approve*

12 DiRAC High Performance Computer System Upgrade K
To *approve*

13 College of Science & Engineering: Reorganisation of Endowments L
To *approve*

14   Development & Alumni
      To _approve_:
      - Hong Kong Alumni Club   **M1**
      - Cross & Salmon Trust   **M2**

15   Annual Scottish Funding Council Quality Assurance Report   **N**
      To _approve_

16   Committee Reports
      - Exception Committee   **O1**
      - Policy & Resources Committee   **O2**
      - Audit and Risk Committee   **O3**
      - Senate   **O4**

17   Donations and Legacies   **P**
      To _note_

18   Uses of the Seal
      To _note_

19   Any Other Business
      To _consider_ any other matters

20   Date of Next Meeting
      Monday, 3 December 2018

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY COURT

18 June 2018

[DRAFT] Minute

Present:	Ann Henderson, Rector (in chair)
	The Principal, Peter Mathieson
	Anne Richards, Vice-Convener
	Edward Bowen, Chancellor's Assessor
	Frank Ross, Lord Provost of the City of Edinburgh
	Alan Brown, General Council Assessor
	Doreen Davidson, General Council Assessor
	Ritchie Walker, General Council Assessor
	Elizabeth Bomberg, Senate Assessor
	Sarah Cooper, Senate Assessor
	Claire Phillips, Senate Assessor
	Alexander Tudhope, Senate Assessor
	Jo Craiglee, Non-Teaching Staff Assessor
	Frank Armstrong, Co-opted Member
	David Bentley, Co-opted Member
	Robert Black, Co-opted Member
	Perdita Fraser, Co-opted Member
	Alison Grant, Co-opted Member
	Alan Johnston, Co-opted Member
	Susan Rice, Co-opted Member
	Eleri Connick, President, Students' Association
	Kai O'Doherty, Vice-President, Students' Association
In attendance:	Angi Lamb, Rector's Assessor
	University Secretary, Sarah Smith
	Senior Vice-Principal Charlie Jeffery
	Vice-Principal Dorothy Miell
	Vice-Principal Moira Whyte
	Gavin McLachlan, Chief Information Officer & Librarian to the University
	Phil McNaull, Director of Finance
	Leigh Chalmers, Director of Legal Services
	Tracey Slaven, Deputy Secretary, Strategic Planning
	Gavin Douglas, Deputy Secretary, Student Experience
	James Saville, Interim Director of Human Resources
	Theresa Merrick Director of Communications and Marketing
	Kate Schafferius, undergraduate student (for Item 5)
	Jon Turner, Director, Institute for Academic Development (for Item 5)
	Lewis Allan, Head of Court Services

1   Minute   Paper A

The Minute of the meeting held on 23 April 2018 was approved.

On behalf of Court, the Rector welcomed Student President Eleri Connick
and Student Vice-President Welfare Kai O'Doherty to their first meeting

as Court members and welcomed new Court attendee Theresa Merrick, Director of Communications & Marketing.

Court recorded its condolences on the passing of George Grubb, former Lord Provost, who served on Court from 2007 to 2012.

2   Matters Arising   Verbal

There were no matters arising.

3   Principal's Communications   Paper B

Court noted the contents of the Principal's Report and additional information on: the report expected in September 2018 from the Joint Expert Panel regarding the 2017 valuation of the Universities Superannuation Scheme (USS) and potential increases to employers and staff contributions if the cost sharing provision is implemented; the forthcoming launch of a student opportunity fund to support those students most impacted by recent industrial action; the Review of Post-18 Education and Funding in England and potential cross-border implications; the League of European Research Universities meeting hosted by Edinburgh on 18-19 May; engagement with the developer and local groups regarding a proposed student accommodation site in the Leith Walk area; James Saville's appointment as Director of Human Resources on a substantive basis; the forthcoming graduation ceremonies and recent celebrations of student sporting success at the Commonwealth Games and the annual Blues and Colours awards; the Chancellor's visit on 1 May – to celebrate 150 years of Engineering at the University, visit surgical training facilities at Little France and open the Charnock Bradley building and new Equine Hospital at the Easter Bush campus; and the receipt of a five year funding award of £55m from the Medical Research Council to support the MRC Human Genetics Unit.

Court noted the recent fire in the Mackintosh Building at the Glasgow School of Art and expressed its deep sympathy and support for the Glasgow School of Art.

The extension of the terms of office for Honorary Assistant Principals Professor John Smyth and Professor Eve Johnstone CBE to 31 July 2019 were endorsed.

4   Policy & Resources Committee Report   Paper C

The report was noted.

SUBSTANTIVE ITEMS

5   Student Experience Update   Paper D

The Senior Vice-Principal introduced a regular update on the University's student experience enhancement activities, with a presentation on the College of Arts, Humanities & Social Sciences led by the Head of College, with a contribution by a Business School undergraduate and peer support

leader. Case studies for the School of Economics and the Business School and convergence in staff-student ratios and workload allocation models within the College were discussed.

The Director of the Institute for Academic Development presented on drivers for curriculum change – including technology, widening participation, graduate outcomes, government policy changes, desire for flexibility and joint degrees – and possible responses, with the last major curriculum review having taken place in 2001-04. Court thanked the presenters and noted the contents of the paper and presentations, with further updates to be provided as scheduled.

6   Planning
- **Planning Round 2018-2021**   **Paper E1**

The financial plan for the three year cycle from 2018-2021 and accompanying synthesis of the underpinning business plans were considered. Following a query on plans for growth in student numbers over the period, it was confirmed that these are similar to previous years and have been formulated at School level. The proposed business plans and surpluses for the period 2018-21 were approved.

- **Scottish Funding Council Strategic Plan Forecast**   **Paper E2**

The University's Strategic Plan Forecast 2017-18 to 2020-21 was approved for submission to the Scottish Funding Council.

7   City Deal   **Paper F1**
- **Negotiations Update**

An update on the final phase of the Edinburgh and South-East Scotland City Region Deal negotiations was considered. The expected funding profile and negotiating outcome was welcomed and leadership shown by University staff in progressing the City Region Deal congratulated. It was noted that the City Region Deal agreement comprises three documents: a City Region Deal document; a Financial Plan and Agreement; and an Implementation Plan. In addition, a legally binding University Grant Agreement will follow. Court authorised the Senior Vice-Principal to sign the public-facing City Region Deal document as designated representative of the universities and colleges of the region.

- **Funding and Legal Arrangements**   **Paper F2**

The proposed funding arrangements for the City Region Deal between the UK and Scottish Governments, the City of Edinburgh Council (the Accountable Body), the University and the other Council partners were reviewed. Court authorised:
- the University's City Deal Executive Governance Group to approve the final legal and funding arrangements as set out in the University Grant Agreement described in the paper; and,
- subject to the approval above, the University Secretary to sign the University Grant Agreement between the City of Edinburgh Council and the University.

8   Estates
- **IGMM 4D Cellular Medicine**   **Paper G**

A proposal to expand and upgrade space at the Institute of Genetics and Molecular Medicine (IGMM) to house the 4D Cellular Medicine Initiative led by the Medical Research Council Human Genetics Unit was considered. Court:
- noted the approval by Estates Committee of funding for design fees subject to confirmation of the capital commitment from the Medical Research Council;
- approved the underwriting from University Corporate Resources to provide 1:1 matched capital funding with the Medical Research Council; and,
- noted that a full business case in support of a formal request for University funding will be submitted to Estates Committee, Policy & Resources Committee and Court after completion of the initial design phase.

- **Estates Plan Progress/Capital Prioritisation Overview**   **Verbal**

The Director of Finance provided an update on work to develop a capital prioritisation methodology considering strategic fit, financial aspects and estates benefits, such as relieving teaching space pressure. The methodology will be reviewed by the University Executive then submitted to Policy & Resources Committee.

9   Finance
- **Finance Director's Report**   **Paper H1**

The Period 9 (April) Management Accounts and the Quarter 3 University Full Year Forecast for the year were reviewed. Members discussed the introduction of quarterly rolling financial forecast meetings for the seven budget areas and the potential impact of any increases in employer pension contributions on the UK higher education sector as a whole.

- **Estates Funding Strategy**   **Paper H2**

Court reviewed the latest iteration of the Ten Year Forecast, a summary of the latest Estates Capital Plan and options being explored to fund the emerging priorities of the Estates Capital Plan. The opportunity to refinance relatively expensive existing debt and finance new student residences by raising external debt at current low interest rates was considered, alongside amending the current cash liquidity assumption given significant improvements in financial forecasting and estates planning in recent years. Members discussed the historic underinvestment in estates and information services, the expected high demand for University owned student residences and the external risk environment, including possible higher levels of employer pension contributions and reductions in higher education funding. Court supported the direction of travel and endorsed the next steps, to include:

- a review by Audit & Risk Committee of a revised University Risk Appetite Statement with a reduced minimum cash holding policy and increased gearing associated with raising new debt;
- an updated paper on financing options to be reviewed by Policy & Resources Committee; and,
- final approval by Exception Committee of a revised University Risk Appetite Statement and financing proposal over the summer period.

10 IT Network Replacement   **Paper I**

An opportunity to incorporate the student residences and conference data network and telephony service into the University campus network within the current campus network replacement project was considered. The potential benefit to the student experience, lessons learned for similar projects in future and the low level of implementation risk were discussed.

Court approved:
- the change of scope to the Campus Network Replacement project to include the Accommodation, Catering and Events student data networking and telephony services;
- procurement Option 4 as set out in the paper, to amend the current campus network procurement to include the residential network; and,
- the associated increase of capital expenditure.

11 Developing a University Strategy: Preventing and Responding to   **Paper J**
Sexual Violence and Misconduct

University activity to prevent and respond to sexual violence and to identify priority future actions was reviewed. The approach and activity to date was welcomed. Learning from other sectors and organisations and a comprehensive approach including all gender orientations and student and staff categories was discussed. The proposed future plans were approved, with a taskforce chaired by the Vice-Principal People & Culture to report to the University Executive.

12 Governance   **Paper K1**
   - **Governance Code Implementation**

Recommended changes to Court documentation and practices to ensure compliance with the revised Scottish Code of Good Higher Education Governance were approved. It was noted that Nominations Committee will undertake further work to explore whether staff and student Court members should join Remuneration Committee.

   - **External Effectiveness Review**   **Paper K2**

Court approved the appointment of David Newall, former Secretary to Court & Director of Administration at the University of Glasgow and current Chair of the Board of Management at Glasgow Clyde College as facilitator of an external effectiveness review of Court and its committees and approved David Newall's suggested approach to the review.

13   EUSA President's Report   **Paper L**

The Student President reported on the Impact Awards, work to develop a British Sign Language plan and summarised the joint priorities for the new sabbatical team. The Students Association's preference for University-owned and operated student accommodation was discussed. It was requested that future EUSA President's Reports be considered beside Student Experience items on the agenda.

ITEMS FOR NOTING OR FORMAL APPROVAL

14   Prevent Duty Implementation Update   **Paper M**

The report was noted.

15   Education Act 1994 Compliance   **Paper N**

The report was noted.

16   Committee Reports
   - **Court City Deal Sub-Group**   **Paper O1**

The report was noted.

   - **Nominations Committee**   **Paper O2**

On the recommendation of the Nominations Committee, Court approved the following appointments and reappointments from 1 August 2018:

University Court
   o Alan Johnston to be reappointed as a co-opted member of Court for a three year term of office to 31 July 2021
   o Clare Reid to be appointed as a co-opted member of Court for a three year term of office to 31 July 2021
   o Robert Black to be reappointed as a co-opted member of Court for a one year term of office to 31 July 2019
   o David Bentley to be reappointed as a co-opted member of Court for a one year term of office to 31 July 2019

Audit and Risk Committee
   o Alan Johnston to be reappointed as Convener for a two year term of office to 31 July 2020
   o Robert Black to be reappointed for a one year term of office to 31 July 2019
   o Alan Brown to be reappointed for a one year term of office to 31 July 2019

Committee on University Benefactors
   o Edward Bowen to be reappointed for a one year term of office to 31 July 2019
   o Jo Craiglee to be appointed for a two year term of office to 31 July 2020

Exception Committee
- o Sarah Cooper to be reappointed for a three year term of office to 31 July 2021

Knowledge Strategy Committee
- o Elizabeth Bomberg to be appointed for a two year term of office to 31 July 2020
- o Claire Phillips to be reappointed for a three year term of office to 31 July 2021

Nominations Committee
- o Robert Black to be reappointed for a one year term of office to 31 July 2019

Policy and Resources Committee
- o David Bentley to be appointed for a one year term of office to 31 July 2019
- o Sarah Cooper to be reappointed for a three year term of office to 31 July 2021

Remuneration Committee
- o Alan Johnston to be reappointed for a three year term of office to 31 July 2021

Trustees of the Staff Benefits Scheme
- o Alan Johnston to be reappointed as Convener for a three year term of office to 31 July 2021

Ethical Fundraising Advisory Group
- o Alan Johnston to be appointed for a three year term of office to 31 July 2021

Intermediary Court member
- o Edward Bowen to be reappointed as the intermediary Court member for a one year term of office to 31 July 2019

Court noted the following appointments and reappointments to Thematic Committees approved by Nominations Committee from 1 August 2018:

Estates Committee
- o David Bentley to be reappointed for a one year term of office to 31 July 2019
- o Clare Reid to be appointed for a three year term of office to 31 July 2021 (subject to Court approval as a new Court member)

Investment Committee
- o Richard Davidson to be reappointed as Convener for a two year term of office to 31 July 2020
- o David Bentley to be reappointed for a one year term of office to 31 July 2019
- o Henry Cobbe to be appointed as an external member for a three year term of office to 31 July 2021

     ○ Jim Roth to be appointed as an external member for a three year term of office to 31 July 2021.

- **Audit and Risk Committee**   **Paper O3**

The report was noted and the following approved:
     ○ University Risk Register 2018-19
     ○ University Statement of Risk Appetite – noting that this will be further reviewed as part of the Estates Funding Strategy considered under Item 9
     ○ External Audit Annual Plan and Fee for 2017-18.

- **Knowledge Strategy Committee**   **Paper O4**

The report was noted and progress with lecture recording equipment and policy discussed.

- **Senate**   **Paper O5**

The report was noted.

- **Senate Committees Annual Report**   **Paper O6**

The report was noted.

17   Resolutions   Paper P

The following resolutions were approved:

No. 10/2018: Undergraduate Degree Programme Regulations
No. 11/2018: Postgraduate Degree Programme Regulations
No. 12/2018: Higher Degree Programme Regulations
No. 13/2018: Foundation of a Chair of Agricultural and Resource Economics
No. 14/2018: Foundation of a Personal Chair of Tissue Regeneration and Repair
No. 15/2018: Foundation of a Personal Chair of Paediatric Medicine
No. 16/2018: Foundation of a Personal Chair of Morphosyntax
No. 17/2018: Foundation of a Personal Chair of Intellectual History
No. 18/2018: Foundation of a Personal Chair of Labour Law
No. 19/2018: Foundation of a Personal Chair of Science and Technology Studies
No. 20/2018: Foundation of a Personal Chair of Nineteenth-Century Art
No. 21/2018: Foundation of a Personal Chair of History
No. 22/2018: Foundation of a Personal Chair of English Language and Book History
No. 23/2018: Foundation of a Personal Chair of Cultural Sociology
No. 24/2018: Foundation of a Personal Chair of Forensic Clinical Psychology
No. 25/2018: Foundation of a Personal Chair of Early Modern Art History
No. 26/2018: Foundation of a Personal Chair of Public Health Policy
No. 27/2018: Foundation of a Personal Chair of Marketing

No. 28/2018: Foundation of a Personal Chair of Applied Development Psychology
No. 29/2018: Foundation of a Personal Chair of Qualitative Inquiry
No. 30/2018: Foundation of a Personal Chair of Translational Obstetrics
No. 31/2018: Foundation of a Personal Chair of Molecular Microbiology and Global Health
No. 32/2018: Foundation of a Personal Chair of Translational Liver Research
No. 33/2018: Foundation of a Personal Chair of Farm Animal Health and Production
No. 34/2018: Foundation of a Personal Chair of Transplant Surgery
No. 35/2018: Foundation of a Personal Chair of Clinical and Experimental Surgery
No. 36/2018: Foundation of a Personal Chair of Preclinical Ultrasound
No. 37/2018: Foundation of a Personal Chair of Developmental Haematology
No. 38/2018: Foundation of a Personal Chair of Melanoma Genetics and Drug Discovery
No. 39/2018: Foundation of a Personal Chair of Medicinal Chemistry
No. 40/2018: Foundation of a Personal Chair of Veterinary Immunology and Infectious Diseases
No. 41/2018: Foundation of a Personal Chair of Parasite and Mitochondrial Biology
No. 42/2018: Foundation of a Personal Chair of Patterned Parallel Computing
No. 43/2018:Foundation of a Personal Chair of Human Geography and Cultural Studies
No. 44/2018: Foundation of a Personal Chair of Experimental Nuclear Physics
No. 45/2018: Foundation of a Personal Chair of Cryosphere-Atmosphere Interactions
No. 46/2018: Foundation of a Personal Chair of Astrostatistics
No. 47/2018: Foundation of a Personal Chair of Computational Language Learning
No. 48/2018: Foundation of a Personal Chair of Epigenetics and Developmental Biology
No. 49/2018: Foundation of a Personal Chair of Atmospheric Chemistry
No. 50/2018: Foundation of a Personal Chair of Microbial Geochemistry
No. 51/2018: Foundation of a Personal Chair of Asymptotics and Special Functions
No. 52/2018: Foundation of a Personal Chair of Machine Learning
No. 53/2018: Foundation of a Personal Chair of Civil Engineering Design
No. 54/2018: Foundation of a Personal Chair of Ocean Engineering
No. 55/2018: Foundation of a Chair of Renewable Energy Technologies
No. 56/2018: Foundation of a Chair of Genomic Medicine

18   Recognition of Alumni Clubs   Paper Q

Court approved the formal recognition of the following alumni clubs:
- Edinburgh University Club of Toronto (EDUCT)
- Edinburgh University Boston Club
- Edinburgh University Club of New York

- Edinburgh University Alumni Club of Washington DC
- The London Club
- Edinburgh University Brussels Society
- London Alumni Network

It was noted that continued compliance with the criteria will be monitored for recognised clubs.

19   Donations and Legacies   **Paper R**

Donations and legacies received by the Development Trust from 1 April to 31 May 2018 were noted.

20   Uses of the Seal

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

21   Any Other Business

Court recorded its thanks to departing co-opted member Alison Grant for her service to the University. A publication from the Graduates' Association was circulated.

22   Date of Next Meeting

Monday, 1 October 2018

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY COURT

1 October 2018

Principal's Report to Court

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

Action requested
2.   Court is asked to note the information presented. No specific action is required of Court, although members' observations, or comment, on any of the items would be welcome.

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

Discussion
4.   It does feel like a long time since my last report to Court: much has happened since then. In many ways the summer period showed the University at its very best with our packed graduation ceremonies and the Festivals extravaganza, both of which I enjoyed tremendously. I would like to take this opportunity to congratulate and thank everyone involved in the significant amounts of work which are entailed in all the planning, organising and also participating. One comment is that I firmly believe that the University does not make enough of our relationship with the Fringe and Festival. The month of August should be a fabulous recruiting sergeant for us: we need to brand and market our contributions much more effectively. I was also surprised to learn that the University's agreements with the likes of Underbelly, Assembly and Pleasance require renewal every year. This strikes me as unnecessarily bureaucratic as well as a missed opportunity: in return for offering greater security of forward planning (with, of course, the necessary protections to ensure that University core business must always take priority) we can negotiate better prominence of the University in the events. These thoughts are already being implemented for next year.

5.   The positive feeling has continued into the start of Semester and it has been uplifting to see our new students arrive for welcome week. There has been a tremendously positive atmosphere: thanks to everyone for contributing to that. Recruitment-wise it is an increasingly competitive arena and we are pleased that there have been overall positive outcomes for the 2018-19 recruitment cycle, particularly given the existing UK demographic dip. Two areas have been notably positive: those of international recruitment and students from Widening Participation backgrounds. With the latter group there is a very high probability that we will deliver ahead of time against the initial 10% target for SIMD20 entrants.

6.   Over the summer we also moved forward by securing what looks like an excellent deal with the external debt financing agreement and the coup of the City

Region Deal formal signing with both the First Minister and Prime Minister doing the honours, more on that later.

7.   The end of the summer did bring a less welcome message in the form of the latest National Student Survey results. I know that we will be looking at that in greater detail but I wish to take this opportunity to summarise my initial thoughts. I have repeatedly, in my face to face discussions with staff and in my all-staff e-mails, stated that I believe that we need a systematic institutional response to the issue of student satisfaction at Edinburgh. We need to collectively shift the culture to one where students are uniformly cared for, valued and respected in all of their dealings with the University. This starts before they arrive, in our communications with applicants, their families and their schools; and continues throughout their time here and after they graduate. In discussions with my Senior team we have agreed on the need for this wholesale culture change and are looking in detail at how this can be delivered. Specific actions which are already in motion include a 'nothing off the table' review of the Personal Tutor system; the need for Schools to deliver on already-agreed measures such as mid-semester feedback and ensuring that the academic reward process gives due weight to teaching excellence; induction meetings for final year students; and recruitment of a Vice-Principal (Students) to join my senior team. On this lattermost point, I stress that we cannot wait for this person to arrive nor expect that they will be single-handedly responsible for the necessary changes. Instead, it is everyone's challenge and every member of the University can contribute to the solutions.

8.   The importance I place on student satisfaction goes hand in hand with my approach to that of staff and I am pleased that we have just launched the University's first ever staff satisfaction survey, a major milestone in our steps to gather views on what our staff members believe works well here and what they believe does not work so well. The survey will provide a wealth of data on how we can improve the University for everyone.

9.   I have met many new people across the University throughout the summer, including at the very successful inaugural University Learning and Teaching Conference led by Charlie Jeffery; the Corporate Services Away Day and the Information Services All Staff meeting in June; a visit to the School of Health in Social Science; the August Garden Parties for new staff and to thank all those involved in the summer graduations; a meeting with the Technicians Support Steering Group, to learn more about the Technician Commitment Pledge; and I have managed to see more of the University estate with visits to Dryden Farm and the Roslin Institute, the Royal (Dick) School of Veterinary Studies and the Pleasance Sports Complex.

10. The quality of our staff shines through, and many more are seeking to join us: I have been delighted by the high quality of the candidates for various appointments, both academic and in professional services, that I have chaired in recent months. Most recently, I am very pleased to confirm that Lee Hamill has been appointed as our new Director of Finance. It is appropriate at this point to thank and acknowledge the contribution of Phil McNaull – I know Court is very well placed to understand how significant this has been over the last seven years. Also, James Saville has been

confirmed as our new Director of Human Resources, a post he was holding on an interim basis when we last met.

11. I harnessed the opportunity of the University's first Leaders' Forum, bringing together around 80 of our senior leaders, both academics and professional services leads, to develop a shared understanding of our leadership priorities and direction. These include our collective responsibility for improving student satisfaction, and also the effective delivery of the Service Excellence Programme. The Forum is also an opportunity to develop leadership skills for the leaders of the future: two further meetings are planned to continue to develop this approach.

12. Now signed, the City Region Deal represents a huge economic opportunity for Scotland. We have a number of significant programmes in development with both private and public sectors which will likely lead to public announcements over the next 6-12 months. Existing activity means that we are on track to deliver our revenue targets. The University's leading role in the City Region Deal with its focus on Data-Driven Innovation will shape and influence the strategic direction of the University for the next 10 years at least. We must ensure that this huge opportunity is fully grasped and delivered.

13. The City Region Deal and other aspects of the University's development have featured in a number of meetings with key partners or potential partners including: as guest speaker at the August Edinburgh Chamber of Commerce dinner/roundtable event; a meeting with Tata Consultancy Services Scotland to discuss ideas for closer co-operation; and a tour of Edinburgh Airport with Gordon Dewar, the Chief Executive, which brought to light possible areas of collaboration around data innovation and opportunities for student interns or work placements.

14. The University hosted a visit from the UK Research and Innovation (UKRI) Board and Senior Leadership team in early July who were holding their 'away' meeting at the University of Edinburgh. The UKRI colleagues also heard about the City Region Deal and visited the National Robotarium, the Anne Rowling Regenerative Neurology Clinic and the Centre for Neuroregeneration.

15. The mention of this visit brings me to another piece of very positive news as the University's research income in the last academic year was £386.5m of new awards – a 6% further increase on last year's best ever performance. All in all, an excellent performance from the research community especially in light of Brexit and major shifts within the UK funding environment.

16. As a quick summary of other activities: I welcomed delegates attending the 50th anniversary UK Council for International Student Affairs conference to the University, which was opened by Deputy First Minister and Cabinet Secretary for Education and Skills, John Swinney MSP. I had introductory meetings with Andrey Pritsepov, Consul General of the Russian Federation, and Anastasia Ilinskaya, the Russian Vice-Consul, and also welcomed Lenín Moreno, President of Ecuador and Carlos Abad, Ambassador of Ecuador. I enjoyed meeting Josh Littlejohn, Social Bite Founder and will be visiting the Social Bite Village soon. The University will be supporting and promoting the Sleep Out event again this year. Tina and I attended the summer garden party of the Honorary Consul of Iceland, Kristín Hulda

Hannesdóttir and we also greatly enjoyed the Donghua Fashion show, produced in conjunction with the Confucius Institute in the Playfair Library, Old College. I gave the welcome at the summer event for Senior Women in Business.

17. I was in Sheffield in early September for the Universities UK (UUK) Members' Annual Conference. There were a range of speakers including the Universities Minister Sam Gyimah MP and Chair of the Post-18 review of education and funding in England Philip Augar. There was much discussion of the challenges facing the sector including the latest position on pensions in the Universities Superannuation Scheme. The Joint Expert Panel continued to meet over the summer and submitted their report to the University and College Union (UCU) and UUK on September 13th. Meanwhile the employer consultation is now underway and remains open until 2nd November 2018. Concurrently the University has arranged for a series of presentations by Mercer to provide independent advice on pensions to staff: these have been running throughout September.

18. UUK have launched a campaign calling for a Global Graduate Talent Visa, which will allow international graduates sponsored by a university to contribute to the UK economy by working for up to two years on a more flexible basis than currently permitted by the Tier 2 visa. I have written to our local MPs expressing our support, and asking for theirs, on this campaign.

19. The national pay negotiations for 2018/19 concluded with UCEA advising all participating employers to apply the 2% uplift to base salaries (with higher increases of up to 2.8% on lower scale points). The University implemented this for September salaries. Only the GMB accepted the offer and consequently the other four recognised unions, EIS, UCU, UNISON and Unite are in dispute. The UCU ballot is live and is for strike action and action short of a strike, the UNISON ballot is also live and is for national strike action. If the vote were in favour, action could commence as early as 2 November for UCU (with the mandate for action lasting until 18 April 2019) and 9 November for UNISON (with the mandate for action lasting until 24 April 2019).

20. A pan-University Contingency Group has been set up to oversee our response to any industrial action, supported by an Academic Services sub-group focussing on actions to mitigate the impact on students.

21. In Scotland I also contributed to sector discussions via Universities Scotland main Committee and a joint meeting with the Scottish Funding Council (SFC). I had a further meeting with Dr Stuart Fancey, SFC Director of Research and Innovation in late June. I participated in the Universities Scotland event for Principals and Innovation Centre Chairs to discuss issues, opportunities and changes to the Scottish and UK landscape. In August, I took part in the Universities Scotland away day, which included a discussion with Lord Kerslake for the University Partnerships Programme Foundation's Civic University Commission and the CASE Europe Leadership dinner.

22. I have taken over as Lead Member for Health at Universities Scotland, and am Vice-Convener of the Funding Policy Group, as of September.

23. Overseas, I participated in a panel discussion on Global Academic Leadership at the 9th University Scholars Leadership Symposium at the United Nations in Bangkok, Thailand in early August and also made a short return visit to Hong Kong, where I spoke at the International Baccalaureate World Student Conference together with the University of Hong Kong (HKU)'s HeForShe Scholars and met with Professor Xiang Zhang, my successor as HKU's Vice-Chancellor and President. Vice-Principal Philanthropy and Advancement Chris Cox joined me for a number of meetings with key contacts in Hong Kong.

24. I have also enjoyed meeting with a number of University supporters closer to home, it has been good to experience the positive regard in which the University is rightly held, and to see some of the areas and projects that have benefited from the generosity of others. On that subject, Court will I am sure be interested to hear of a significant generous pledge from Baillie Gifford to fund a Chair in Data and Artificial Intelligence (AI) Ethics, an associated programme of postdoctoral and postgraduate research and an annual flagship lecture at the University for ten years through a gift of £5m. This is a significant step in the University's aspiration to be at the forefront of research on the ethical and social implications of data, AI and related technologies.

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

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

Equality & Diversity
27. No specific Equality and Diversity issues are identified.

Next steps/implications
28. Any action required on the items noted will be taken forward by the appropriate member(s) of University staff.

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

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

31. *Author and Presenter*
    Principal and Vice-Chancellor Professor Peter Mathieson
    17 September 2018

Freedom of Information
32. Open Paper.

UNIVERSITY COURT

1 October 2018

Student Experience – Approach and Action Plan

Description of paper
1. This paper sets out the proposed approach and action plan for student experience.

Action requested/Recommendation
2. Court is invited to consider and discuss:
- the proposed change of approach to one tackling deep-seated cultural challenges impacting on student experience;
- the outline Action Plan in Appendix 1.

Background and context
National Student Survey (NSS) 2018
3. The University of Edinburgh's results in the National Student Survey 2018 are extremely disappointing (A full analysis of the NSS 2018 results is available on the wiki: https://www.wiki.ed.ac.uk/display/UCC/University+Court). The University dropped by 5.2% on the headline measure of Overall Satisfaction and fell also on all other Primary Theme measures. On six out of nine Primary Theme measures the University is ranked among the bottom dozen universities in the UK.

4. There is also significant variation in results across Schools and within Schools, and significant volatility in this year's results compared to last year's. Only two Schools – the Vet School and Divinity – are within the Russell Group upper quartile on a majority of the Primary Theme measures.

5. The simple conclusion is that student satisfaction at the University of Edinburgh is nowhere near high enough, and that students have much too inconsistent an experience both across and within Schools.

6. These poor results clearly bring reputational risk with the potential to impact on student demand. They are also damaging to staff morale. Many colleagues – both academic and professional services staff – have worked hard to address the challenges raised by NSS. And many colleagues across the University are both diligent and creative in devising and delivering teaching and in providing student-facing services. But this work has had little or no traction on NSS survey results; our relative position in the sector has been poor since the survey launched.

Discussion
Changing approach
7. The apparent intractability of the student experience challenge, and its impacts on reputation and morale, require a change of approach. The conclusion drawn from a series of discussions convened by the Principal with senior colleagues from across the University over the last few weeks is that poor NSS results are symptomatic of a deeper set of 'cultural' challenges – deeply-engrained assumptions and patterns of

behaviour that impact on how we deal with students, and how we value teaching relative to research.

8. Put simply we do not cherish our students enough from their first point of contact with the university onwards, and our expectations of high performance in teaching do not match those we have for research. In both respects we must change, no longer just tackling 'symptoms' revealed by NSS, but their deeper causes. As the Principal put it in his email to all staff shortly after the NSS results were published: 'This must be a clarion call to all of us to make changes: we must face this head on.'

9. Some of these changes include specific actions, and are detailed in the Action Plan in Appendix 1. Others are more fundamental and require collective recognition of, mobilisation to address, and accountability for, our student experience challenge. This applies to all academic staff, whatever the balance of their roles in research or in teaching. And it applies to both academic and professional services staff, so that all dimensions of student experience are captured.

Expectations and leadership
10. All staff will work to meet the following expectations:
   - That we need in all of our roles to cherish our students and work to ensure they have an outstanding experience
   - That we need to achieve standards of performance in teaching and student support equivalent to those in research

11. Delivering on these expectations will require concerted leadership at all levels of the University, from the Principal down. So the Principal's Direct Reports Group will collectively drive a focus on the student experience challenge at university level. Heads of College and Support Group will identify a leadership formation to do the same within their fields of operation. The same will apply at School level and – where appropriate – at sub-School level in bigger Schools. At all levels there will be intensive engagement with student representatives.

12. Each leadership level will be responsible for delivery of the expectations set out above, and will be held to account on their delivery of those expectations by
   - regular reporting on a set of health-check indicators on student experience such as (for schools and programmes) admissions quality and volume – retention data – levels of attainment – levels of student satisfaction – outcomes and graduate destinations – with a similar set to be devised for professional service teams; and,
   - regular reporting on progress against the measures and associated deliverables as set out in draft form in the Action Plan in Appendix 1.

Draft Action Plan
13. The Draft Action Plan in Appendix 1 identifies a series of measures designed to give effect to the expectations set out above. It is a work in progress that will be developed further subsequent to discussion by both University Executive and Court into a project plan with associated milestones and deliverables. A number of the measures identified so far will be taken forward immediately and others over the course of this academic year and (in some cases) beyond. The Action Plan also proposes a substantial review of our curriculum structures as a medium term

objective. A member of the Principal's Direct Reports Group has designated responsibility for progress on each action.

14. Among the key actions are:
- The establishment of a Teaching and Academic Careers Working Group to ensure we have the right incentives and procedures in place to recognise teaching excellence in academic careers
- A Review of the Delivery of Advice and Support to Students which will explore changes to the Personal Tutor system alongside the changes to professional services for student support under development in the Service Excellence Programme
- A focus on enhancing Staff Experience in recognition of the interdependencies of quality of staff experience and quality of student experience
- A focus on ensuring an effective Student Voice through an enhanced and responsive representative system
- The appointment of a new Vice-Principal for Students to work alongside Heads of College and Professional Services Groups in delivering a high quality student experience and to take forward work on curriculum reform.

Resource implications
15. There is no direct resource request in this paper but significant resource is allocated to improving the student experience.

Risk Management
16. Failure to continue enhancing the student experience and meet student expectations for both learning/teaching and other elements of student life may lead to reputational damage and affect the University's ability to attract the brightest and best students in the future.

Equality & Diversity
17. There may be equality and diversity implications to be considered for new or revised policies or practices required by the action plan.

Next steps/implications
18. Further discussion will continue in the Principal's Direct Reports Group and University Executive on related, significant initiatives that can further support the required culture change, including discussions on size and shape, and prioritisation in our capital programme.

Consultation
19. Principal's Direct Reports Group, University Executive, University Leadership Forum, Heads of School, EUSA President and Vice-President Education. This was reviewed by the University Executive at its meeting on 25 September and was recognised as a starting point for building collective commitment at all levels of the University to drive cultural change.

Further information

20. *Author*   *Presenter*
    Charlie Jeffery   Charlie Jeffery
    Senior Vice-Principal   Senior Vice-Principal
    Gavin Douglas
    Deputy Secretary, Student Experience

Freedom of Information

21. This paper is open.

Student Experience Action Plan – DRAFT

This draft plan sets out the high level initiatives that we will take forward in 18/19 and beyond to ensure that the student experience is at the heart of our thinking across all areas of the University and that our expectations of high performance in research are matched by equally high expectations of teaching and student support. This plan, once finalised and approved, will be developed further into a comprehensive project plan with milestones and deliverables.

Review points:
Progress with the final version of this plan will be monitored by the Principal's direct reports group, with formal reporting to University Executive and Court in 18/19 as follows:

University Executive	*University Court*
20/11	3/12
15/1	18/2
19/3	29/4
14/5	17/6

What?	Who is responsible?	Who supports?*	Notes	Indicative target date
For Immediate Action				
1. Implementing agreed actions consistently				
a. Induction meetings for final year students	Heads of College and through them Heads of School, ensuring	Deputy Secretary Student Experience	Already under way through joint email to Heads of School by Senior Vice Principal and Students' Association VP Education.	Semester 1 action completed. Repeat at start of semester 2 2018/19

	consistency of action in Schools			
b. Consistent delivery of mid-semester feedback for all UG students	Heads of College and through them Heads of School, ensuring consistency of action in Schools	Assistant Principal Assessment and Feedback	Good progress already made. Secure full delivery for UG students this year, extend to PGT next subject to review in semester 2 and Quality Assurance Committee approval.	Review and decisions by end semester 2 18/19
c. Systematic coverage of teaching/other student experience themes in annual review for academic and professional services staff	Heads of College (and through them Heads of School) and Heads of Professional Service Groups, ensuring consistency of action in Schools/Professional Services units	Director of HR	Some good practice happening already but we need to both ensure consistency of guidance for all staff and monitor implementation of this guidance more consistently.	tbc
d. Ensuring we give due weight to teaching in academic promotions and other reward processes	Heads of College and through them Heads of School, ensuring consistency of action in Schools	Director of HR	Materials and advice are already clear, and practice is robust in College and University level processes. But there is uncertainty about how (consistently) School-level processes are carried out. Messaging around Grade 10 reward and recognition could also be strengthened.	tbc
e. Structured programme of student, staff and leadership facing communications	Principal, Heads of College (and through them Heads of School), and Heads of Professional Service Groups, ensuring consistency of communications University-wide	Deputy Secretary Student Experience and Director of CAM	Work under way to improve 2-way coordination between all areas, with staffing resource and budgets in place. Includes strengthened communications with senior leaders eg Leaders' Forum.	Rolling programme throughout 18/19 with review June 19
2. Teaching in Academic Careers Working Group ('Teaching Track')	Senior Vice Principal with VP People and Culture	Director of Academic Services and Director of HR	Explore potential for "teaching career track" to allow expert teachers to progress to senior roles on basis of teaching	Consultation on Principles this semester including 3 October Senate; any subsequent changes in policy and procedure to be considered next semester with a view to implementing any changes from 2019-20.

3. Review of Delivery of Advice and Support to Students	Senior Vice Principal with Assistant Principal Academic Support and Deputy Secretary Student Experience	Assistant Principal Academic Support and Deputy Secretary Student Experience	The rationale for a review of Personal Tutor system is now widely accepted. Work on this will be taken forward under joint oversight of Senate Learning & Teaching Committee and the Student Administration and Support strand of the Service Excellence Programme. Additional resources tbc	Proposals for student support changes to be approved spring 2019; proposals for PT changes no later than autumn 2019.
4. Inter-campus transport and off-site transport	Director of Corporate Services	Director of Estates	A transport strategy has been commissioned from Peter Brett Associates and is currently being scoped.	Transport strategy for discussion early 2019
5. Establish strong and visible structures for enhancement and review of student experience at all levels	Principal, his Direct Reports, and their Direct Reports (and to the next level, especially sub-units of big Schools if needed)	Senior Vice Principal (progress on agreed actions) and Deputy Secretary Student Experience (student experience 'health-check' metrics)	Each level in the system to establish specific structures to train focus on, and ensure delivery of, measures to enhance student experience, reporting 'upwards' and providing a two-way communication mechanism. Key issues are a) upgrading the dashboard of metrics for academic areas to track admissions – retention – attainment – student satisfaction –outcomes / destinations b) creating a dashboard for professional services c) enhancing / revitalising Course Enhancement Questionnaires Resourcing challenges in Student Systems being explored.	Revised / enhanced data dashboards available by Dec 2018 for use from semester 2 onwards
For action this academic year				
6. Enable staff voice through a clear focus on Staff Experience	University Secretary with VP People and Culture	Director of HR	The University-wide staff survey is already live and will close 28/9. Delivery, analysis and discussion of Staff Survey will be central – to be used to animate a more purposeful 'What's the University for?' conversation?	Initial staff survey results available November 2018.
		CIO / Deputy Secretary (Student Experience)	A new "suggestions and comments" scheme Uni-wide will offer additional means of identifying good practice/raising concerns by staff	Suggestion scheme live by 11/19

7. Enable student voice through an enhanced and responsive representative system	Heads of College and through them Heads of School, ensuring consistency of action in Schools	Assistant Principal Academic Standards and Quality Assurance and the Students' Association	Continue to support the reform of the student representative system led by the Students' Association and to ensure clearer routes for Student/Staff Liaison Committees and School Councils to escalate 'upwards' where matters can't be dealt with locally (link to review of Senate Committees – item 10 below). Opportunities to strengthen student representation on management groups as well (as is now the case for the University Executive).	New programme representative structures in place in all schools by start of 19/20
		CIO / Deputy Secretary (Student Experience)	A new "suggestions and comments" scheme Uni-wide will offer additional means of identifying good practice/raising concerns by students	Suggestion scheme live by 11/19
8. Strengthen support for those tasked with leading change in this area	Heads of College (and through them Heads of School), and Heads of Professional Service Groups	*Director of HR*	Review and enhance the professional development of and support for Heads of School and other key leaders through improved engagement and communications (see 1e above); peer mentoring / buddying schemes; leadership and change management training etc	tbc
9. Focus on academic community-building	Heads of College and through them Heads of School, ensuring appropriate action in Schools	Senior Vice Principal and the Student's Association	This is a high priority but complex area that requires further consideration. It is partly an estate issue, but also a discipline / curricular one, a student-led one, a staff-led one, an IT-enabled one… Important to identify the right scale for action (whether at School, Subject, or Programme level and to work with student representatives, societies, peer-learning networks etc. Further exploration with students and staff needed at Academic Strategy Group in 18/19 with further actions identified thereafter.	Initial review at ASG by Dec 18
10. Review status of student experience in Senate Committee structures	Senior Vice Principal	Director of Academic Services	Opportunity to review standing, remit and membership of Learning and Teaching Committee, possibly to become Student Experience Committee. Further opportunity to review role of and support for Boards of Studies.	Review completed by June 2019, with implementation of any changes for start of 2019-20.
11. Cherishing our students				
a. Ensure welcoming and friendly student facing	Heads of Professional Services Groups and Heads	Deputy Secretary Student Experience / Deputy Secretary	There are a range of issues that need to be addressed here including staff training and career development – systems and processes – structures –	Student Administration and Support proposals for

services from first point of contact with the University	of College (and through them Heads of School)	Governance & Strategic Planning	service standards. These are all being addressed through strands of the Service Excellence Programme.	review by Feb 2019, implementation over rest of 18/19 and 19/20 Student Recruitment and Admissions website upgrades by Aug 19 and enquiry management systems by Feb 20
b. Enhance student digital experience	Chief Information Officer & Librarian	Heads of College and through them Heads of School where we need to secure greater consistency	Among the various issues raised are: lecture recording roll-out, electronic resource lists, (standard?) effective platforms for assessment and feedback, exam timetabling, online chat support for student enquiries. Need to prioritise, initially within current resources.	Dates subject to further consultation and review
12. Appoint a cohort of Chancellor's Fellows for teaching	Heads of College	*Director of HR*	We will explore the pros and the cons of the proposal, which would be a strong symbolic step but may be seen to cement a T vs R divide. Resource implications also need to be considered further, as does interplay with other schemes eg Clinical Teaching Associates	Initial decision by Mar 19 with any new scheme that may be approved to open for applications late summer 19.
13. Appoint new VP focused on student experience	Principal	*Director of HR*	Changes above will locate responsibility for teaching and student experience more directly and explicitly within standard line management structures and out of the current remit of SVP (and associated APs). A new VP could then focus on cross-cutting and pedagogical issues, notably curriculum reform (see below).	tbc
Preparing for medium-term change				
14. Curriculum reform	New VP Student Experience (SVP in the interim)	Assistant Principals, Director of Academic Services, Director of the IAD,	There appears to be broad recognition that we need to review curriculum structure and pedagogy. This would be a large, medium term project for the new VP to lead. In the interim we can open up and shape a wider conversation on key issues we will need to consider including	tbc

		Director of the Careers Service.	digital education, experiential learning (including outdoor/residential education), employability and skills, needs of WP students, etc.	
15. Study spaces	CIO and Librarian in conjunction with Director of Estates		Given the number of free text comments on the lack of student study spaces it is necessary to review our provision of this important facility for students. The CIO and Director of Estates are taking forward an initial review of this area.	Initial discussion at University Executive in Sep 18 with further actions to be confirmed thereafter

* Where the role is *in italics*, this is subject to further discussion with the role holder.

UNIVERSITY COURT

1 October 2018

Edinburgh University Students' Association President's Report

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

Action requested/Recommendation
2. Court is invited to note this report. 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
3. The Students' Association provides regular reports to Court on projects, campaigns and developments of the organisation as a whole

Discussion
Introduction to a new Academic Year
4. Overall, the President would like to report on what has been a positive first quarter of the Sabbatical Officers' term and a successful start to the year for the Students' Association as a whole. The team have begun building strong relationships with the University and Students' Association staff. We have also begun to make strides in achieving manifesto points, as well as working on other opportunities when they arise. At a University level, we have been given the chance to influence the University's Strategic Plan refresh and National Student Survey (NSS) response. Whilst within the Students' Association we have begun work on our new Strategic Plan. We were extremely pleased to have students back in Edinburgh and to launch our new Sabbatical video which you can watch here: https://we.tl/t-KLW8WU54RA.

5. The Impact Report will be presented as a guide to our progress over the last year.

Strategic Planning
6. The Association is in the final year of our Strategic Plan, which runs until April. This was our first long-term plan. Following student consultation and insight it aimed to address relevance of our services to students and ensure the organisation was fit for purpose. Semester 1 will see us progress towards developing our next plan, through an extensive programme of internal planning workshops and consultation with key stakeholders. We have, as an organisation, regularly collected feedback and insight from our students over the life of our current plan, through our own survey but also via NSS and other external sources. This will form a key piece of insight as we determine priorities for the organisation for the future. We will continue to update Court on progress and will use the Association/University of Edinburgh Forum meetings to sound out key University colleagues as we go. Our draft plan will be ready in time to inform the Association's budgeting and planning for April 2019 onwards, and the University planning round.

Postgraduate elections.
7.   We have always traditionally held 'by-elections' in October, partly to fill any vacancies remaining from our main elections in March, and also for some other specific positions. This year, as the majority of the positions available for the first time are postgraduate School positions, we have re-branded the elections as Postgraduate Elections (with some by-election posts also remaining), and are hopeful that this will also encourage postgraduate students to get involved, feel the Association is of relevance and keen to represent them. Nominations are open now, until 4 October, with voting taking place from 7-10 October.

Work on Sexual Violence and Harassment.
8.   Following lengthy conversations over the previous year(s) regarding the growth in reported cases, but also the desire for university-wide recognition of these issues and a plan for addressing them, several work strands are gaining momentum. We are pleased to see the early stages of progress on these issues. The Association has also undertaken substantial work, in partnership with the university, so a number of activities are coming to fruition at this point:

- We are appointing an additional, part time member of staff in the Advice Place, to help in addressing the, still increasing, volume of complex casework.
- The #noexcuse campaign (to replace the previous 'No-One asks for It' campaign) is being promoted now and will launch fully by the start of semester 1.
- Sports Club and Society leaders are signing up in large numbers for 'Leading to prevent….' – an extension of by-stander training that aims to support student leaders create a positive culture and challenge inappropriate behaviours in their groups and elsewhere. 300 places on the training, which runs throughout September and early October, are available, with two thirds of the sessions already full before Welcome Week.
- In partnership with the University we are supporting the delivery of workshops and performances delivered by The Consent Collective in October open to students and staff, being supported by the Director of Student Wellbeing.
- We are pleased that the Sexual Violence and Harassment Task Force has begun to meet – amongst other things to address the current issues with case handling and the suitability of our current processes and procedures, training and support, and how they articulate. That group is surfacing a number of key issues and some of these will be challenging to address, requiring a substantial shift in approach, support and resource.
- We were members of the short life working group to develop a staff/student relationships policy which has now been approved as the Disclosure of Intimate Relationships Policy. We were pleased that there was a strong consensus in the group regarding the need for direction, clarity and transparency. The policy is robust and requires a high level of transparency and reporting. It is similar to the approach taken at other institutions who may not be our traditional comparators in other senses, but are ahead of us in this area. We are keen that in order to be effective this policy will need some very clear communications across the university community, and training/briefing for all staff, and particularly for those staff who are expected to receive relationship disclosures and record/report these.

9. After a long period of highlighting this emerging and growing issue, the current set of work and resource going into addressing cases, and commitment to challenging perceptions/culture across the university is positive, but this will be challenging, and we hope the University will continue to address this issue head-on.

Celebrating our Student Community.
A new approach to Awards for 2018-19
10. Court members may well be familiar with our three various Awards schemes (and indeed we have appreciated Court member attendance) – these are the Teaching Awards (predominantly for university staff), Activities Awards (recognising achievements in societies, volunteering, student fundraising) and our Impact Awards (a varied range of student activities in Schools and also extra-curricular/student community focus). Given the overlap, and some confusion amongst students and staff between our two sets of student awards, we are for this year going to launch a larger, combined Student Awards scheme, culminating in a celebration in early April at the Assembly Rooms (the Teaching Awards will still remain separate). Any student/student group will be eligible across a broad range of categories and we anticipate that the event will enable both existing groups (including societies) and new nominees to be considered and recognised. University colleagues will shortly receive a Save the Date, and we are hopeful that the event will be a highlight in the university calendar, acting as not only a place to announce the winners but also to celebrate our wonderful student community and their activities and achievements more generally.

We Are Edinburgh
11. We are a vast student body, with around 40,000 students and yet belonging within the student community, and the wider University community, often seems to be missing. Many students have their own communities whether that be their liberation campaign, their society, or sports club but few feel connected as an Edinburgh student. As a sabbatical officer in the University of Edinburgh, we are constantly surrounded by amazing students doing so much for our University, our community and our world. Thus, from Thursday 20 September 2018, we'll begin our new social media campaign 'We Are Edinburgh', where we'll be featuring Edinburgh students and sharing their stories. We recognise that it is not enough to celebrate students during awards or graduation season, and so we want it to be year-round. I look forward to sharing these students' stories with Court members soon.

Financial update

12.

Net Income / Expenditure (£000)
Estimate August (Period 5)
2018/19

| | Year to Date | | |
| | Actual | Budget | Variance |
	£000	**£000**	**£000**
Trading	824	1,127	(303)
Block Grant	1,212	1,212	0
Total net income	2,036	2,339	(302)
Student Support Activities	(364)	(381)	16
Central costs	(1,149)	(1,247)	98
Total expenditure	(1,513)	(1,627)	114
Surplus / (deficit)	**523**	**711**	**(188)**

13. The results shown above give a provisional position at the end of the Association's period 5, covering April to August 2018. This is significant as period 5 reflects the trading period that includes the Festival Fringe activity. This is our single biggest commercial contributor, and also the activity with the highest opportunity & risk profile.

14. The provisional results show a surplus for the organisation of £523k against a budget of £711k, £188k behind budget. This overall shortfall is almost the same as the shortfall on contribution from the Festival Trading (£200k). Further shortfalls in trading are largely offset by savings in central costs.

15. Festival sales were down by £500k at £2.8m versus a budget of £3.35m This is largely attributable to the intense competition of Underbelly in Bristo Square, the bar there being over double the previous size anticipated. Festival ticket sales with our partners were down around 3.5% (on our sites). The uncertainty around future building works to both Teviot Row House and Potterrow has also already had an impact, with both partners seeking to build alternative options as a contingency measure and driving some quality shows to these alternative sites.

16. A further approximate £100k shortfall in commercial contribution is split between Kings Building House business interruption (post-fire), a general shortfall in bars and catering trading, and a worse than anticipated result from the Jazz festival – although that was new business. The business impact at Kings Building House is misleading, as an approximate £50k impact is shown as commercial shortfall, but the insurance settlement will be reflected within central costs. This has no impact on our overall bottom line forecast position of course, although once the claim is settled we may adjust the management reporting to better reflect this. Other trading areas of the Association are currently holding to budget or slightly better.

17. Student Support activities are sitting with a positive variance to budget of £16k (4%) through a variety of factors including some staff cost savings. Our forecasts assume these savings to date will be preserved to end of year.

18. Central costs are running at £98k (8%) under budget with most areas seeing cost savings partly through staff savings through delayed recruitment. We are also seeing savings in estates costs with improved systems to manage these and in IT on outside maintenance costs. As with Student Support our forecasts assume these savings to date will be preserved to end of year and increased in some cases.

Year-end forecast position and actions
19. We are currently projecting to hold at this variance to budget for the rest of the year having allowed for other variances in line with performance prior to the Festival this year. Our full year forecast is currently a £107k deficit versus a £90k budgeted surplus. As we ended 2017/18 with a deficit of £175k, eroding the Association's modest reserves, we have no option but to turn this situation around.

20. In order to contain the variance at its current level, we will need to make planned efficiency savings of £60k in the second half of the year. These were intended to be mainly staff reductions in non student-facing areas. Clearly we now have a further target of an additional £200k p.a. to 'rebalance' against the Bristo Square impact.

21. That takes our annualised savings target to £320k p.a. That represents just under 10% of our operating expenditure. Such savings will most likely now have an impact on the scope of service going forward, although clearly we will be trying to limit any negative consequences.

Estates update
22. We have continued to invest, relatively modest amounts, in our estate areas. During the summer the Baristo coffee shop has been refurbished and reconfigured addressing both workflow issues and environment. Feedback has been positive from customers and positively impacting in 52% growth, highlighting the popularity.

23. Earlier works to the Library bar and Sports bars have seen post completion additions for the new academic year and are showing increasingly strong returns. We have also completed minor works at the Pollock Shop (and intend to refurbish this more fully).

24. The impending Teviot redevelopment is of course causing some reluctance to invest (at Teviot and Potterrow) in terms of available returns in the limited life. We are however installing a 'Heat and Eat' station in Teviot Study area, along with new baby changing facilities and a family friendly area to support student parents and carers. This follows the popular introduction of Heat and Eat services – first at Kings Buildings House, and last year at Potterrow. Students love these spaces and hopefully the University will be able to copy more of them. We are also completing a minor refurbishment of the Potterrow Dome café and bar area over the next three months, making this more attractive and fit for purpose.

25. The ground floor at Kings Buildings House is all back and running for this semester. The University has suspended works to the first floor pending being

considered alongside the wider Kings Buildings Nucleus Estates Strategy, so as not to waste investment. This has come with some challenges obviously as it is a key common room, rehearsal and activity space. We have though found alternative locations for most student groups affected.

Commercial update
26. Several strategies and plans have been implemented recently to improve our trading offer for students within catering, bars, retail and entertainments. We have developed menus, increased promotions and enhanced ranges in line with student needs. We are working with external partners and brands to develop future catering and licensed trade concepts and business. We are working more collaboratively with Sport and Exercise in our delivery of Peffermill and have a plan to build greater engagement with Sports Teams.

27. The fire at Kings Building House earlier this year led to the closure of all services impacting upon student and commercial room bookings, cumulatively leading to a reduction in sales. Whilst the Students' Association took back control of Tempo, the Shop, Advice Centre, Nom Nom and the Sports Centre at the end of May, Mayfield Bar did not reopen until Monday 10 September.

28. The Festival as a key event and income generator for the Student Association has been a challenge this year as noted in the financial report above. We did see proportionate growth in some areas however and improved overall margins, despite holding bars prices static for a third year in a row to rebalance perceptions. We still had a turnover in excess of £3m in the festival period and believe we can grow that in the future.

29. Looking ahead, we are focusing on some key trading areas and seeing good improvement in these both from a service perspective and financial perspective. Whilst this year will remain financially challenging, the capital investments we have made are positive and we also will be developing our digital offer further, both in terms of applying new digital approaches to marketing and sales of our traditional products, and service development.

Welcome Week
30. We had a very successful Welcome Week, with over 400 events, many of those led by societies, as well as our own entertainments/orientation events. We have made a concerted effort this year to clearly highlight our relevance to postgraduate students, and to promote our postgraduate programme of daytime and evening social events – which have been very well received and full to capacity in many cases. In addition, we hosted a welcome/information point in the postgraduate accommodation at Holyrood (in addition to our usual offer at Pollock Halls), over moving in weekend, which enabled us to actively engage with new postgraduate students in a more informal setting. We have worked closely with the University induction team on some collaborative events for postgraduate students, and have also had the opportunity to speak at a number of local postgraduate programme level inductions.

31. Following student feedback we have significantly revised our programme and ticketing, to ensure a diverse and accessible offer. In addition, we have developed new Welcome Week Guides, and a student life magazine, The Gem:

32. We were pleased to see an increase in the number of services available to students over the arrivals weekend, which is when students are often anxious to be able to begin to address the very many administrative tasks, such as registering for Biometric Residence Permits, pay fees, or collect their student card. The effort made to make these services more easily accessible by centralising them in Bristo Square was positive. On our part we once again ran our very popular Accommodation Information Hub in the Advice Place with colleagues from Accommodation, Catering and Events, and during week one we will host colleagues from the University Finance income section to facilitate student access to information and support about paying/managing their fees. We again noticed that many students still arrive in the city prior to the formal 'moving in' weekend, and will be considering how we, in collaboration with university colleagues, might be able to provide further support despite both us and the University still being in Festival take-down mode.

National Student Survey (NSS) and Improving the Student Experience
33. The Students' Association welcomed this year's NSS results and despite remaining static with a satisfaction rate of 42%, we are encouraged that the data shows an increase in our Question 26 scores ('The students' union effectively represents students' academic interests') in 12 out of 21 Schools. However, despite this welcome of the score, we are committed to increasing our score over the next year and appreciate that there continues to be areas we can improve. We are committed to listening to students in order to develop their experience at the University of Edinburgh. With students at the heart of the Students' Association, we recognise that we must do more.

34. We have been pleased to be part of the university-wide conversations regarding what can be learned from the themes emerging from the NSS feedback, and are also considering our own part in that through the process of developing our new Strategic Plan. We have made proposals for key areas of focus (see attached paper) for us, the University and Schools, and strongly support the need for substantial culture change and a concerted effort to ensure students feel part of a supportive university community.

35. With respect to our own specific results, relating specifically to how well students feel the association is supporting their academic interests, we have put additional resource into our Programme Reps scheme, which 'soft'-launched last year, with a particular focus on meeting the demand for high quality face to face training and support for Programme Reps across the University. This scheme is being fully implemented across almost all Schools for this year.

Sabbatical Officer updates
36. Our key themes for the year as a team are Student Community; Liberation; and Support. We each have a number of key objectives for the year. An update on current key priorities for the Students' Association Sabbatical Officers is given below, along with an update from the Sports Union Sabbatical, with whom we continue to work closely with:

Vice President Activities and Services – Shenan Davis-Williams

37. Shay is pleased to report on a successful Welcome Week and is looking forward to keeping this commercial service momentum going for the upcoming academic year. She has been working on a new club night to bring together all of our sports clubs and societies. 'Sports V Socs' will be launching on 3 October and will allow clubs and societies the opportunity to earn kickback and win prizes!

38. Shay has also been having various meetings with University staff in Edinburgh College of Art about introducing an ECA Materials Grant for art students as the financial impact of their degree is often a lot higher than the average student and this can have a massive impact on their welfare but also on their degree and university experience. Shay is currently looking into which students it should be available to and where to find funding.

Vice President Community

39. Georgie delighted to announce the Students' Association's first Housing Surgery for November in the Potterow Dome. The Advice Place, local politicians, and housing charities will be on hand to provide students with expert advice on their rights as tenants.

40. Georgie has had several meetings with Lothian Valuation Joint Board about automatic voter registration. These meetings went well and so now Georgie has begun meetings with Gavin Douglas, Deputy Secretary and Gosia Such, Director of User Services about the feasibility of implementation.

Vice President Education

41. Diva's been working on reviewing the Personal Tutor system, so students can receive both appropriate academic and pastoral support. This has involved understanding what the role of the Personal Tutor is for students, and the balance between providing academic development while still being able to signpost to welfare support services.

42. Diva's also been working on understanding what a diverse curriculum looks like in various subject areas, and how we can work with students and staff with specific knowledge to create a more diverse and representative curriculum. This work also involves platforming the positive effects a diverse curriculum can have for students of all backgrounds, and emphasizing its necessity.

Vice President Welfare

43. Kai has launched the new anti-sexual harassment campaign #NoExcuse in partnership with the University and the Sports Union. You can find out more about the campaign here:
https://www.eusa.ed.ac.uk/noexcuse/support_and_resources/advice_and_support/

44. They are now busy preparing for Mental Health and Wellbeing Week which is taking place from **Monday 12 November to Friday 16 November**. This year there will be a focus on supporting marginalized students and men's mental health. Also working with Andy Shanks and Eleri on plans for a Suicide Awareness campaign.

President

45. Worked with Vice Principal International to launch an International Student's Participation Grant for international students on scholarships to apply for £100 towards extra-curricular activities. We will be using this year as a trial to see demand, and to look at how to make the fund sustainable. Applications for Semester 1 close on Monday 5 October at 5pm. Working with University colleagues in Development and Alumni and the Go Abroad team to link up students on their year abroad with Alumni networks in the area. There will be a soft launch in October with students in certain cities being invited to coffee with the networks.

Sports Union President

46. Paul has begun work on a new training programme for coaches and volunteers, as part of the one year old 'Coaching and Volunteering Academy'. This programme is designed to up skill people, and provide club members with a better experience. Paul is currently working with various colleagues across the University, Students' Association and within the Sports Union to look at how to engage more students: particularly international students and LGBT+ students.

Resource implications

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

Risk Management

48. Not applicable.

Equality & Diversity

49. 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

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

Consultation

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

Further information

52. *Author*   *Presenter*
    Eleri Connick   Eleri Connick
    Edinburgh University Students'
    Association President
    September 2018

Freedom of Information

53. This paper is open.

Developing a collaborative and coherent approach to improving the student experience

Overview
This paper outlines our current thinking in relation to the wider themes highlighted by the recent NSS scores.

The themes highlighted this year, particularly in text comments, are not new. At the heart of much of the feeling expressed through NSS is a sense amongst students that as individuals students don't feel they matter to us at all. Whilst it's possible to point to various quantitative results that might show that in some places, some aspects of academic experience are relatively good, on a more qualitative, personal, human level, students (in large numbers) are telling us a different story – with a variety of academic, support and social factors at play, and institutional complexity and local autonomy acting as barriers to change for too long.

At the recent NSS discussion meeting, in relation to student experience, we were all challenged to consider:

'Do we care about our students?
'In our language and our actions?

We believe there is a need to focus on resolving some key aspects of student experience: creating an academic experience that supports direct access to professional, friendly and effective support, and ensuring students feel part of a supportive and inclusive university and student community from day one. Below we set out some suggestions for working together to developing an institution-wide approach, with specific areas of focus for the University, Schools and us, the Students' Association:

	What can the University do?	**What can Schools do?**	**What can the Students' Association do?**
1	Resolving what good student support looks like	Make great student support accessible and available	Making students matter through listening and amplifying the student voice
2	Resolving the challenges of the academic experience	Create supportive and inclusive communities	Creating and connecting student communities
3	Acknowledging and addressing the issues and challenges that impact on students beyond the academic experience.	Listening, responding and feeding back	Celebrating our community and supporting them to develop and achieve
Creating a supportive community			

"It's not quite love and it's not community; it's just this feeling that there are people, an abundance of people, who are in this together. Who are on your team…– Marina Keegan, Yale Graduate

We believe we need to work together to build a better holistic experience for our students, and to support the creation of connections and community. In addition, in order to resolve common, substantial and persistent issues raised by students we believe a shared approach and commitment across all levels of the university is needed. This includes a willingness to abandon traditional structural relationships, modes of operating and decision-making - institutional complexity, and local autonomy have acted as barriers for too long. However, ultimately an improved experience relies on some consistent agreed principles and key components, shaped by the range of local knowledge, and supported by effective local delivery at School and Programme level.

Ultimately, this is about ensuring students feel part of a supportive community where they are valued, and a part of a bigger community network – **together, we are Edinburgh.**

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2

A. What can the University do?

1. **Resolving what good student support looks like**:

Set a clear expectation for our students by developing a set of clear standards, roles and responsibilities in relation to student support – including of Personal Tutors, Student Support Officers, and other student-facing teams: e.g ResLife, Immigration, Finance, Teaching Offices. This will ensure that all students can expect to see and experience the same level of care wherever they are.

The proposed review of Student Support must be a priority.

2. **Resolving the challenges of the academic experience**.

Let's ensure that students feel at home from day one and ensure that structures and systems are in place to ensure a great first year.

This includes review and development of the curriculum focused on upskilling and ensuring that all students are being provided with great skills for employability; and ensuring students feel connected to their academic discipline and the community within it.

3. **Acknowledging and addressing the issues and challenges that impact on students beyond the academic experience.**

There are lots of issues which have a huge impact on students' experience whilst at Edinburgh, including but not limited to accommodation, transport, wellbeing, mental health, diversity and discrimination. There is a coherent approach to considering academic provision (for example the Senate Committees structure and the links to College and School levels in this respect) In relation other aspects of students' time here, in many cases, different groups consider these issues (and the service provision around them), separately when there may be benefit in taking a more holistic approach with a clear shared vision. In addition, there are other external factors and stakeholders which the University has the power to influence in order to achieve better outcomes for students.

This includes creating the appropriate structures to ensure a coherent approach to development of strategies, policy and support in relation to non-academic aspects of the student experience, and to ensure accountability for implementation. This would involve bringing together appropriate expertise and perspective from both academic, and student services/administration areas (beyond current support group boundaries).

Further examples include: a more consistent approach to discussing equality and diversity across all 3 Colleges; a transport strategy and action plan devised - the University to lobby Lothian buses for a student fare, better routes for campuses and accommodation, free bus passes for our widening participation students.

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3

B. What can Schools do?

1. Make great student support accessible and available

A personalised approach to delivery of support, within an institutionally-agreed framework of standards and expectations – key components of support cannot be optional. Support in Schools must be obvious, available, and approachable – ensuring that all students have a friendly face to contact, and know how to access support from day one.

There are some helpful examples of how both staff structures and space use have focused on this – but we would suggest that all schools should have an obvious shop front/hub forStudent Support Offices and/or Teaching Offices, and staff dedicated and trained to support students

2. Create supportive and inclusive communities.

Provide a home from home for all students which allows them to create connections and community within schools but beyond just lectures and tutorials. It is important that the needs of all students are acknowledged when designing these thinking about Liberation, BME, PGT, UG.

This could include:
- o Student focussed/student-owned social/collaboration spaces in schools
- o Supporting Academic societies/peer learning and support groups
- o Post-assessment social spaces and events
- o Seminar series
- o Equality rep for schools LTCs
- o Celebrating students' achievements within the school/subject community
- o Developing new initiatives that support proactive partnership between students and staff (and making the most of funding for example via Development and Alumni, Edinburgh Global)

3. Listening, responding, and feeding back.

Creating opportunities for students and staff to engage and work together on local issues and developments. Having real dialogue within your community.

This includes supporting the full adoption of the Programme Rep system, as well as considering other forms of Programme and School level engagement (forums, 'town hall' style meetings, and digital forms of engagement)

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4

C. What can the Students Association do?

1. **Making students matter through listening and amplifying the student voice**.

We are focused on supporting effective student representation at all levels, and ensuring students know what is being done in response. This includes Programme, School and University level representation. The Students' Association must be visible, approachable, responsive and accessible to all students wherever they are.

We are working with the Principal's office to develop engagement events across campuses.

We are also supporting our Programme Reps and School Reps, and working collaboratively on local events and activities with a focus on student engagement.

In addition, support academic experience not only through representation but via our peer learning and support provision which also supports students' academic engagement and attainment.

We are already planning a more visible, active presence across campuses, though our regular sabbatical officers 'roving' engagement events.

Our Digital development work will focus on supporting member engagement.

2. **Creating and connecting student communities.**

Our students are already doing fantastic work. We are committed to supporting, and facilitating stronger links between Societies, student reps, Peer Learning and Support groups, student sport (through EUSU) and student fundraising (through ESCA). In addition we believe there is opportunity to connect them to campuses or schools closely linked to them. We hope this will develop a more active presence of student activities on each campus.

As an example we are connecting our reps and student societies at Kings Buildings, to support the College of Science and Engineering's KB student experience work.

3. **Celebrating our community and supporting them to achieve.**
Better promotion of student achievements and showing them that the whole student body, and wider University community is behind them – we are moving to a single Student Awards annual event to showcase fantastic student initiative and community building.

This includes generating interest and excitement around key student-led events: for example: Rag Week, Medics Reveal, Varsity sport, University Challenge, University Dance Performance, ECA Degree Show. Valuing our students' contributions both on and off campus, and understanding what sort of support students would like.

THE UNIVERSITY of EDINBURGH

UNIVERSITY COURT

1 October 2018

Review of Undergraduate Scholarships and Bursaries

Description of paper
1. This paper reports the findings of the recent evaluation of undergraduate scholarships. The review and potential redesign of our undergraduate scholarships was identified in the action plan to support the Widening Participation Strategy.

Action requested/Recommendation
2. Court is invited to approve the continuation of the undergraduate widening participation scholarship programmes.

3. It is recommended that:
-   Minor changes to the programmes are implemented for 2019/20; aligning the maximum household income at which scholarships are awarded at £35k and increasing the lowest award to Scottish domiciled students to £1,000. This is cost neutral and moves c.£35k between categories of support.
-   The communication of our scholarship offer is significantly enhanced and simplified to improve the effectiveness of the scheme in attracting widening participation students;
-   The Deputy Secretary Strategic Planning to ensure that all recipients of the Scotland Scholarship receive their award;
-   A further widely scoped review of future scholarships is undertaken to encompass non-cash offering (access to mentoring, work experience etc) and to take account of changes resulting from the review of student support in England.

Paragraphs 4-40 have been removed as exempt from release due to FOI.

Risk Management
41. Effective promotion of scholarships, and the maintenance of the value of those awards, provides mitigation against the risk that we are perceived to be uncommitted to widening participation.

Equality & Diversity
42. Before undertaking the survey of students, our survey was approved by the University Ethics Committee. We asked students for limited data on nationality, gender, age and whether they were the first in their family to go to university. Just under half the respondents are the first to go to university. 72% of respondents were between the ages of 18 and 21. 32% of respondents were male and 66% were female. Males are slightly underrepresented (37% of students in receipt of a scholarship are male).

Paragraph 43 has been removed as exempt from release due to FOI.

Consultation

44. Earlier versions have been reviewed by the University Executive on 28 August and Policy & Resources Committee on 10 September.

Further information

45. *Author*   *Presenter*
    Jennifer McGregor   Tracey Slaven
    Governance and Strategic Planning   Deputy Secretary, Strategic Planning

Freedom of Information

46. This paper is closed.

THE UNIVERSITY of EDINBURGH

UNIVERSITY COURT

1 October 2018

Finance Director's Report

Description of paper

1. The paper provides a commentary on the full year Management Accounts 2017/18 as compared to the prior year and to the budget. The paper includes two special focus updates on current issues affecting University finances: 1) our planned debt restructuring exercise and 2) the impact of the actuarial gain on the University Staff Benefits Pension Scheme. There is also an update on steps taken to address the Universities Superannuation Scheme (USS) Actuarial Valuation and the latest iteration of the Ten Year Forecast, as presented to Estates Committee in September.

Paragraphs 2 - 41 have been removed as exempt from release due to FOI.

Equality & Diversity

42. 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.

Paragraph 43 has been removed as exempt from release due to FOI.

Consultation

44. The paper has been reviewed by Phil McNaull, Director of Finance.

Further information

45. *Author*

Lee Hamill
Deputy Director of Finance

Lorna McLoughlin
Head of FIRST (Financial Information, Reporting & Strategy Team)
20 September 2018

Presenter

Phil McNaull
Finance Director

Freedom of Information

46. Closed paper.

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY COURT

1 October 2018

Annual Court Effectiveness Review

Description of paper
1. This paper provides the annual review of Court's effectiveness for 2017/18.

Action requested/Recommendation
2. Court is invited to consider and approve the annual review.

Background and context
3. The Scottish Code of Good Higher Education Governance ('Governance Code') was published in 2013 and states that governing bodies should keep their effectiveness under annual review. Effectiveness should be assessed against the Statement of Court's Primary Responsibilities and on compliance with the Governance Code.

4. As this review is for the previous academic year (2017/18), it uses the 2013 version of the Governance Code, which remained in force throughout this period. A revised version of the Governance Code was published in 2017 and next year's annual effectiveness review will use the revised version.

Discussion
Compliance with the Scottish Code of Good Higher Education Governance
5. A report providing evidence of compliance with the Governance Code is contained in Appendix 1. This provides assurance that the University remained compliant with the 18 Main Principles of the Governance Code in 2017/18.

Compliance with the Statement of the Court's Primary Responsibilities
6. A report providing evidence of compliance with the Statement of the Court's Primary Responsibilities is contained in Appendix 2 and provides assurance to Court that it continued to meet its primary responsibilities throughout 2017/18.

Survey of Court Members
7. Court members were invited to complete an online survey of their views on Court's effectiveness. 14 Court members completed the survey, with a summary of responses attached in Appendix 3.

Individual Review Meetings
8. In addition, individual review meetings have taken place in September or are being scheduled for all Court members in due course.

Key Themes
9. Key themes emerging from the free text comments in the online survey and the individual review meetings that have taken place to date are summarised below. Overall, Court members are positive about the success of the University, the strong leadership team and how Court conducts its business. There were a range of

constructive suggestions and comments, which can be loosely grouped into themes/areas as follows:

Strategy
10. Members wanted to be able to have the time and opportunity discuss key strategic items, such as the size and shape of the University, with some concern that Court could become too involved in operational matters. There was a suggestion of building in time for horizon-scanning challenges the University will face in the near and medium-term and greater consideration of trade-offs or opportunity costs of individual decisions that may impact on other compelling priorities.

Student Experience
11. There was concern about the ongoing disappointing results in the National Student Survey and a desire for more clarity about the respective roles and responsibilities of Senate and Court in the area of student experience.

Court Relationships & Skills
12. It was recognised that skills and experience of Court members vary and it is not necessary or expected for all Court members to have similar knowledge levels on all aspects of the University and the higher education sector. That said, the opportunity for an informal briefing on the annual report and accounts was welcomed. It was also noted that there was particular reliance on the skills of those who had previously operated at Board level in organisations of this size and complexity. The size of the Court made it challenging for all members to contribute, although the Rector's approach in managing the agenda and desire to include contributions from all members was welcomed.

Court papers
13. It was noted that Court papers provided clear guidance on the nature of Court action required. Recognising that there is a large and complex set of business to be discussed, there remained a desire for short self-standing papers circulated in good time before discussion.

Court Committees
14. It was noted that committees play an important role in supporting members to understand the complexity and breadth of the University and it might be helpful for Court as a whole to have more visibility on the contributions made by committees and the demarcations between the committees and Court. The issue of making greater use of short life working groups was raised, where Court members may have skills that could be used to help bring in 'best practice' but balanced with a clear demarcation between governance and management.

Other
15. The role of Court members as charity trustees was raised, with a suggestion that more guidance on this should be provided for new members.

Resource implications
16. There are no specific resource implications associated with this paper.

Risk Management

17. Best practice in governance arrangements, including an annual review of effectiveness, supports effective risk management.

Equality & Diversity

18. The effectiveness review includes an assessment of compliance with equality and diversity provisions in the Governance Code.

Next steps/implications

19. Court may wish to consider the comments and suggestions outlined in the report and identify any areas it would wish to be further considered. In addition, Court agreed in June 2018 that David Newall, former Secretary to Court & Director of Administration at the University of Glasgow and current Chair of the Board of Management at Glasgow Clyde College will facilitate an external effectiveness review of Court and its committees over 2018-19, as expected by the Governance Code.

Consultation

20. The paper has been reviewed by the University Secretary and is informed by a survey of Court members and review meetings which have taken place prior to this Court meeting.

Further information

21. *Authors*   *Presenter*
    Kirstie Graham, Lewis Allan   Sarah Smith
    Court Services Office   University Secretary

Freedom of Information

22. Open paper.

Throughout 2017/18, the University has continued to apply the Main Principles of the 2013 Governance Code, whilst also working towards compliance with the revised 2017 version. Details of compliance with the 2013 Governance Code are set out in the table below, with work undertaken to achieve compliance with the revised Code also noted where appropriate.

Principles	Details of compliance
1.Governing body. Every Higher Education Institution shall be headed by an effective governing body, which is unambiguously and collectively responsible for overseeing the Institution's activities. In discharging its responsibilities it shall: • ensure the Institution's long-term sustainability; • conduct its affairs according to specified ethical standards; • have due regard to the interests of its stakeholders and the wider public; • determine the Institution's future direction and set the Institutional values; • ensure the protection of the academic freedom of relevant staff in compliance with relevant legislation and its own governing instruments; • ensure that it observes good practice in regard to equality and diversity; • foster a suitable environment whereby knowledge may be advanced and the potential of learners fulfilled; and • take all final decisions on matters of fundamental concern to the Institution.	Court is the University's governing body, with its powers defined in legislation, primarily the Universities (Scotland) Act 1966. Within this legislative framework, Court is unambiguously and collectively responsible for overseeing the University's activities. Court is actively engaged in the University's strategic planning processes and in monitoring progress against the approved Strategic Plan. Conditions of employment for academic staff were updated to reflect the revised definition of academic freedom in the Higher Education Governance (Scotland) Act 2016 in March 2017 following consultation with trade unions. Court receives an annual Equality, Diversity Monitoring and Research Committee (EDMARC) report on the equality dimensions of gender, age, disability and ethnicity for staff and students. Other key documents Annual Report and Accounts 2017-18 (approved December 2017) Delegated Authority Schedule (approved December 2016). Standing Orders (updated June 2018), Items Reserved for Court and Delegation to the Principal (approved May 2014).

Principles	Details of compliance
2. Legal obligations. The governing body shall ensure compliance with the governing instruments of the Institution, as well as other appropriate legal obligations including any arising in connection with its charitable status.	Support for Court provided by University Secretary and Court Services. Director of Legal Services provides specialist advice to Court and senior officers on issues of compliance and ensures appropriate external legal advice. Legal Services provide legal advice to Schools, Colleges, Support Groups and Services across the University in support of the University's strategic and operational goals.
3. Conduct of members. The governing body and its individual members shall at all times conduct themselves in accordance with accepted standards of behaviour in public life which embrace selflessness, integrity, objectivity, accountability, openness, honesty and leadership.	In 2017/18, Court updated its Code of Conduct to reference the 9 Principles of Public Life in Scotland, which incorporate the Nolan Principles, in compliance with the revised Governance Code. On joining Court, members are required to sign a statement confirming that they will comply with the University's Code of Conduct.
4. Frequency of meetings. The governing body shall meet sufficiently regularly and not less than four times a year, in order to discharge its duties effectively. Members of the governing body shall attend its meetings regularly and actively participate in its proceedings.	Court has five formal meetings per year, two seminars and one 'Meet the Court' event open to staff and students. The Exception Committee has delegated authority to take urgent decisions in periods between Court meetings as required. Attendance at Court meetings and Standing Committees is recorded and reported in the Annual Report and Accounts.
5. Statement of Primary Responsibilities. The governing body shall adopt a Statement of Primary Responsibilities which shall include provisions relating to: • approving the mission and strategic vision of the Institution, long-term business plans, key performance indicators (KPIs) and annual budgets, and ensuring that these have due regard to the interests of stakeholders; • appointing the Head of the Institution (the Principal) as chief executive officer of the Institution and putting in place suitable arrangements for monitoring his/her performance. Both the appointment and the monitoring of performance of the Principal shall include consultation with all members of the governing body; • ensuring the quality of Institutional education provision; • ensuring adherence to the funding requirements specified by the Scottish Funding Council;	The Court's Statement of Primary Responsibilities is available on the University website: http://www.docs.sasg.ed.ac.uk/GaSP/Governance/Governance/CourtsResponsibilities.pdf. Compliance with the Statement is reviewed annually, with a report mapping compliance submitted to Court.

Principles	Details of compliance
• ensuring the establishment and monitoring of systems of control and accountability, including financial and operational controls and risk assessment, clear procedures for handling internal grievances and "whistleblowing" complaints, and for managing conflicts of interest; and • monitoring institutional performance against plans and approved KPIs which, where possible and appropriate, should be benchmarked against other comparable institutions. This Statement shall be published widely, including in the Annual Report and on the Institution's website, along with identification of key individuals (chair, vice-chair (if any), Principal, chairs of key committees, other members and senior officers) and a broad summary of the responsibilities that the governing body delegates to management and also those responsibilities which are derived directly from the instruments of governance.	
6. Responsibility of members. All members shall exercise their responsibilities in the interests of the Institution as a whole rather than as a representative of any constituency. The Institution shall maintain and publicly disclose a current register of interests of members of the governing body on its website.	This is emphasised in the induction of new members. A Register of Interests of Court members and senior University officers is maintained and updated annually, with individuals requested to provide any updates as soon as they are known. The Register of Interests for Court members is available on the University website: http://www.docs.sasg.ed.ac.uk/GaSP/Governance/RegisterofInterests.pdf
7. The Chair. The chair shall be responsible for the leadership of the governing body, and be ultimately responsible for its effectiveness. The chair shall ensure the Institution is well connected with its stakeholders, including staff and students.	The University includes a Rector directly elected by students and staff, who presides at meetings of Court; and a Vice-Convener, whose role is similar to that of chair of institution, appointed by Court through an open and transparent recruitment process. The Vice-Convener is responsible for the leadership and effectiveness of the University Court and for ensuring that the Institution is well connected with its stakeholders. A Statement on the Roles of Vice-Convener of Court and Rector is available on the University website: http://www.docs.sasg.ed.ac.uk/GaSP/Governance/RoleofRector.pdf. The Job Description for the Vice-Convener of Court is available on the University website: http://www.docs.sasg.ed.ac.uk/GaSP/Governance/JobDescriptionVC.pdf.

Principles	Details of compliance
8. The Head of the Institution. The Principal shall be responsible for providing the governing body with advice on the strategic direction of the Institution and for its management, and shall be the designated officer in respect of the use of Scottish Funding Council funds and compliance with that Funding Council's Financial Memorandum. The Principal shall be accountable to the governing body which shall make clear, and regularly review, the authority delegated to him/her as chief executive, having regard also to that conferred directly by the instruments of governance of the Institution.	Court reviewed and approved the items delegated to the Principal in May 2014. The Vice-Convener, in consultation with Court, undertakes annual appraisal and objective setting with the Principal.
9. Governing body members. There shall be a balance of skills and experience among members sufficient to enable the governing body to meet its primary responsibilities and to ensure stakeholder confidence. The governing body shall draw up and make public a full evaluation of the balance of skills, attributes and experience required for membership of the governing body, which shall inform the recruitment of independent members of the governing body. The membership of the governing body shall be regularly assessed against this evaluation. The governing body having due regard to applicable law shall establish appropriate goals and policies in regard to the balance of its independent members in terms of equality and diversity, and regularly review its performance against those established goals and policies.	Job Description for Co-opted members approved by Court, published on the University website, and used to assess applicants and current members. Skills Register of Court members maintained and updated annually. In compliance with the revised Code (Provision No. 31), Court agreed the Code of Conduct and Register of Interests should incorporate the requirement to register gifts and hospitality. Court has an Equality & Diversity Policy with equality monitoring of Court members. The gender balance of Court is currently 50% female, 45% male and 5% non-binary.
10. Governing body members. The governing body shall have a clear majority of independent members, defined as both external and independent of the Institution. A governing body of no more than 25 members represents a benchmark of good practice.	Court comprises 22 members, with 14 of these being lay members who are external and independent of the University.
11. Governing body members. Appointments of the chair, and of members appointed by the governing body, shall be managed by a nominations committee, normally chaired by the chair of the governing body (except where the committee is managing the appointment of the chair's successor) and which includes at least one appointed staff (that is a member of staff of the institution who has been elected or nominated and as a result serves on the governing body) and one student member of the governing body. To ensure rigorous and transparent procedures, the nominations committee shall prepare and publish written descriptions of the role and the capabilities desirable in a new member, based on a full evaluation of the balance of skills and experience of the governing body. When selecting a new chair, a full job specification including a description of the attributes and skills required, an assessment of the time commitment expected and the need for availability at unexpected times shall be produced. In developing such a job description arrangements shall be put in	Nominations Committee, chaired by the Vice-Convener, makes recommendations to Court on the appointment of co-opted members of Court. Membership of the Nominations Committee includes one student and one staff member of Court. Vice-Convener and other co-opted members are appointed by an open, transparent recruitment process, managed by the Nominations Committee, taking into consideration skills, experience and diversity and the Job Description approved by Court.

Principles	Details of compliance
place to consult staff and students before it is finalised. The selection process shall include a formal interview of short-listed candidates. When vacancies arise in the position of the chair or in any of the members appointed by the governing body they shall be widely publicised both within and outside the Institution. In doing so, specific reference should be made to the evaluation referred to at Principle 9 and also to the desirability of ensuring the diversity of the governing body's membership.	The recruitment process for the Vice-Convener appointed in August 2014 included a meeting between the candidates and staff and student representatives, with the views expressed by staff and students taken into account, together with the formal interview evidence.
12. Induction. The chair shall ensure that new members receive a full induction on joining the governing body, that thereafter opportunities for further development for all members are provided regularly in accordance with their individual needs, and that appropriate financial provision is made to support such training in accordance with criteria determined by the governing body. In its Institution's Annual Report the governing body shall report the details of the training made available to members during the year to which such Report relates.	New members meet with the Head of Court Services to discuss any training needs, receive the Court Handbook (updated on an annual basis), which provides a comprehensive set of reference materials to support them in discharging their role, are invited to participate in a mentoring scheme with existing members, have meetings organised with senior staff as appropriate and are invited to attend Leadership Foundation for Higher Education training events. All members are informed of internal and external training opportunities and are supported to attend events.
13. The Secretary. The secretary to the governing body shall be responsible for ensuring compliance with all procedures and ensuring that papers are supplied to members in a timely manner containing such information, and in such form and of such quality, as is appropriate to enable the governing body to discharge its duties. All members shall have access to the advice and services of the secretary to the governing body, and the appointment and removal of the secretary shall be a decision of the governing body as a whole.	The University Secretary is Secretary to the University Court and is available to provide advice and services to all Court members with the support of the Court Services Office (three staff members). Arrangements for the recruitment and appointment of the University Secretary were approved in May 2014. Court and Committee paper and agenda templates continue to be improved incrementally.
14. Conduct of meetings. The proceedings of the governing body shall be conducted in an appropriately transparent manner, with information and papers published quickly and fully, except when matters of confidentiality relating to individuals, the wider interest of the Institution or the public interest demands, including the observance of contractual obligations. The governing body shall also ensure that the Institution has in place appropriate arrangements for engaging with the public and the wider communities which it serves.	Agendas, open papers and minutes are published on the University website following Court meetings. Court News is also published on the University's website after meetings to summarise key items. Annual 'Meet the Court' event open to staff and students and held at different locations across the University

Principles	Details of compliance
	campus: Easter Bush (2018), Edinburgh College of Art (2017), Medical School (2016) and Informatics Forum (2015).
15. Remuneration. The governing body shall establish a remuneration committee to determine and review the salaries, terms and conditions (and, where appropriate, severance payments) of the Principal and such other members of staff as the governing body deems appropriate. The policies and processes used by the remuneration committee shall be determined by the governing body, and the committee's reports to the governing body shall provide sufficient detail to enable the governing body to satisfy itself that the decisions made have been compliant with its policies.	The Remuneration Committee has a Framework for Decision Making published on the University website: http://www.docs.csg.ed.ac.uk/HumanResources/Remuneration_Committee_Framework_2017.pdf Annual reports are submitted from Remuneration Committee to Court.
16. Effectiveness. The governing body shall keep its effectiveness under annual review. Normally not less than every five years, it shall undertake an externally-facilitated evaluation of its own effectiveness, and that of its committees, and ensure that a parallel review is undertaken of the senate/academic board and its committees. Effectiveness shall be assessed both against the Statement of Primary Responsibilities and compliance with this Code. The governing body shall, where necessary, revise its structure or processes, and shall require the senate/academic board of its Institution to revise its structure and processes, accordingly.	Annual effectiveness reviews, including a survey of Court members and documenting compliance with the Code, undertaken and reported to Court. External effectiveness review of Court has been commissioned and will begin in Autumn 2018. An external effectiveness review of Senate is planned for Winter/Spring 2019.
17. Effectiveness. The governing body shall reflect annually on the performance of the Institution as a whole in meeting long-term strategic objectives and short-term KPIs. Where possible, the governing body shall benchmark institutional performance against the KPIs of other comparable institutions.	Court has agreed a performance measurement framework for the Strategic Plan 2016 based on a focussed set of measures illustrating the health and impacts of the University across the whole of the Strategic Plan. These will be Key Performance Indicators (KPIs) that measure success or failure against our outcomes. At its December 2017 meeting, Court agreed that the University is broadly on track to deliver against the Strategic Plan 2016.
18. Effectiveness. The results of effectiveness reviews, as well as of the Institution's annual performance against KPIs and its progress towards meeting its strategic objectives, shall be published widely, including on the Institution's website and in its Annual Report.	Annual Report and Accounts include information on annual performance against KPIs and progress towards meeting the objectives in the Strategic Plan. Results of effectiveness reviews published on University website with other open Court papers.

Compliance with the Statement of the Court's Primary Responsibilities, 2017/18

On 12 May 2014, Court adopted a Statement of Primary Responsibilities in compliance with Main Principle 5 of the Scottish Code of Good Higher Education Governance (2013). This Statement of Primary Responsibilities is also compliant with Section 11 of the revised Scottish Code of Good Higher Education Governance (2017). This was in operation throughout 2017/18 and compliance with the Statement is set out below:

The Court's primary responsibilities are:	Compliance/Comment
I. Strategic Direction	
1. To approve the mission and strategic vision of the University and its major priorities as expressed in the University-level Strategic Plan underpinned by complementary strategies and long term academic and business plans.	Court approved the 2016 Strategic Plan and at its Seminar in June 2018, it was noted that there will be a refresh of the Strategic Plan 2016, to be considered further at the 1 October Court Seminar.
2. To ensure that the approved mission and strategic vision of the University takes proper account of the interests of stakeholders, including students, staff, alumni, the wider community and funding bodies.	Court approved the guiding principles for the University's Widening Participation Strategy at its April 2018 meeting, to ensure the University continues to lead the sector through a clear articulation of commitment to increasing participation and outcomes for students from a diverse range of backgrounds. In December 2017, Court approved an Edinburgh College of Art Masterplan, setting out the University's vision to meet the future growth aspirations of the ECA following the acquisition of the former Fire Station on Lauriston Place, creating a new exhibition and performance space for engagement with the public and the city.
3. To ensure strategies complementary to the University-level Strategic Plan are in place and in particular to approve financial, estates, staff, information technology and management strategies in support of institutional objectives and priorities as expressed in the approved University-level Strategic Plan.	
4. To ensure strategies are in place to enhance the student experience.	The Senior Vice-Principal regularly reports to Court on student experience activities. Regular reports are also received from Senate, including student experience activities.
5. To ensure processes are in place to monitor and evaluate the performance and effectiveness of the University against the University-level Strategic Plan and to approve key performance indicators (KPIs), which should where possible be benchmarked against other comparable Universities.	Court in December 2017 noted the targets and key performance indicators and agreed that the University had broadly achieved the targets and key performance indicators set out in the 2012-16 Strategic Plan. The current Strategic Plan was approved by Court in June 2016 and at the December meeting, Court also noted the Performance Measurement Framework for the Strategic Plan 2016 and agreed that

	the University is broadly on track to deliver against the Strategic Plan 2016.
6. To promote and safeguard the reputation and values of the University.	Court approval is required for issues likely to impact on reputation of the University and for novel and contentious items. Court approves the University's risk appetite statement, which shows a low appetite for reputation and compliance risks.
II. Responsibilities in relation to Management and Senate	
1. To appoint the Principal as chief executive, including the terms and conditions of such an appointment, and to put in place suitable arrangements for monitoring his/her performance which include consultation with all members of Court.	Court approved the appointment of Professor Peter Mathieson, who took office as Principal and Vice-Chancellor in February 2018, following an appointment process which included staff and student Court members serving on the Selection Committee. Annual appraisal and objective setting for the Principal is led by the Vice-Convener.
2. To delegate authority to the Principal, as chief executive, for the academic, corporate, financial, estate and HR management of the University subject to reserving such matters to itself as the Court thinks appropriate.	The 'Items Reserved for Court' and 'Delegation to the Principal' documents were approved in May 2014.
3. To establish and keep under regular review the policies, procedures and limits within which such management functions shall be undertaken by and under the authority of the Principal.	The Principal provides reports at each Court meeting. Standing Committees report to Court and outline their activities including policies and procedures and items approved according to delegated level of authority. Thematic Committees report to Court via the relevant Standing Committee report.
4. To appoint a University Secretary to the Court and to ensure that if the person appointed has managerial responsibilities in the University, there is an appropriate separation in the lines of accountability.	Court appoints the University Secretary, who has a separate reporting line to the Principal as Head of the University Secretary's Group.
5. To review decisions made by the Senate as prescribed in statute.	Court receives reports after each Senate meeting describing any decisions taken.

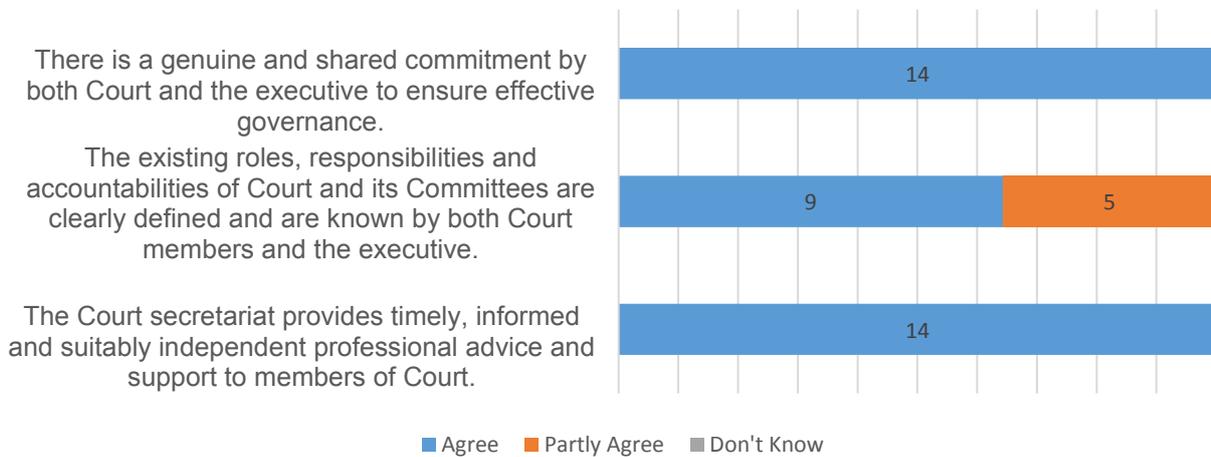|	
6. To ensure that the Senate has processes in place for monitoring and reporting the quality of education provision and to monitor quality enhancement arrangements.	Court considers an Annual Report to the Scottish Funding Council on Institution-led Review and Enhancement Activity, following review by Senate and the Senate Quality Assurance Committee.
III. Exercise of Controls 1. To ensure the establishment and monitoring of systems of control and accountability, including financial and operational controls and risk assessment, arrangements for internal and external audit and regularly reviewed schedules of delegated authority.	Monitoring systems in place and considered by Policy & Resources Committee, Audit & Risk Committee, Knowledge Strategy Committee and Court. A revised Delegated Authority Schedule was approved in December 2016 and is subject to annual review.
2. To be the principal financial and business authority of the University, to ensure that proper books of account are kept, to approve the annual budget and financial statements, to have overall responsibility for the University's assets, property and estates and to safeguard long term sustainability.	Business Plans and Annual Report and Accounts approved by Court. Policy & Resources Committee and Estates Committee (via PRC) report to Court on approvals regarding assets, property and estates taken under delegated authority.
3. To ensure that appropriate arrangements are in place for the management of health, safety and security in respect of students, staff and other persons affected by the University's operations.	Health and Safety Committee, Risk Management Committee, IT Committee in place with Audit & Risk Committee, PRC and Court holding oversight of these areas. The University Executive also has a role from an operational/management perspective.
4. To ensure that appropriate arrangements are in place for promoting equality and diversity in respect of students, staff and other persons making use of University services or facilities.	Reporting arrangements via People Committee and PRC onto Court. Court annual approval of Equality, Diversity Monitoring and Research Committee staff and student reports. Vice-Principal People and Culture has responsibility for the University strategy and performance in the area of equality and diversity. In February 2018, Court approved the Disability Access improvements programme to improve access to buildings across the University estate.
IV. Corporate responsibilities 1. To be the University's legal authority and as such, to ensure that systems are in place for meeting all the University's legal obligations, including those arising from contracts and other legal commitments made in the University's name.	Director of Legal Services attends Court meetings. Delegated Authority Schedule codifies contractual signing authority with reporting arrangements to Court.

2. To ensure adherence to the requirements specified by the Scottish Funding Council in terms of its Financial Memorandum and other funding documents including ensuring delivery of outcome agreements.	Outcome Agreements approved and monitored by Court. Information on other Scottish Funding Council requirements monitored and reported to Court as required.
3. To be the employing authority for all staff in the University and to ensure that obligations thereto are met including with regard to the welfare, development and reward of employees. 4. To put in place appropriate arrangements for determining and regular review of the performance, remuneration and conditions of service of staff.	Court receives reports on staff issues from the People Committee via PRC and direct reporting as appropriate, approving strategic policies and in respect of grade 10 or equivalent staff has approved a Remuneration Committee Framework for Decision Making.
5. To ensure that arrangements are in place to protect the academic freedom of relevant staff with due regard to relevant legislation and the governing instruments of the University.	The conditions of employment for academic staff include a statement on academic freedom, updated in March 2017 to reflect the revised definition in the Higher Education Governance (Scotland) Act 2016.
6. To make provision for the general welfare of students, in consultation with the Senate and EUSA.	Senior Vice-Principal has responsibility for student experience and reports to Court. Regular reports from Senate and student representatives at Court are submitted.
7. To act as trustee for, or make appropriate alternative arrangements for the trusteeship of, any property, legacy, endowment, bequest or gift in support of the work and welfare of the University.	Andrew Grant Bequest, Development Trust, Investment Committee and Ethical Fundraising Advisory Group (EFAG) in place, procedures for the ethical screening of donations also in place. In May 2018, new terms of reference were agreed for EFAG, with an annual report to go to Audit & Risk Committee. In April 2018, Court approved a Naming Policy, Recognising Philanthropic Contributions and Individuals of Distinction.
8. To make appropriate arrangements compliant with relevant legislation for the trusteeship of any pensions scheme established by the Court for University employees and to employ the employer-nominated trustees.	Court has established a USS Sub-Group to consider and report to Court as appropriate on the Universities Superannuation Scheme. Staff Benefits Scheme Trustees are appointed by Court on recommendation of Nominations Committee and Trustees supported as appropriate in

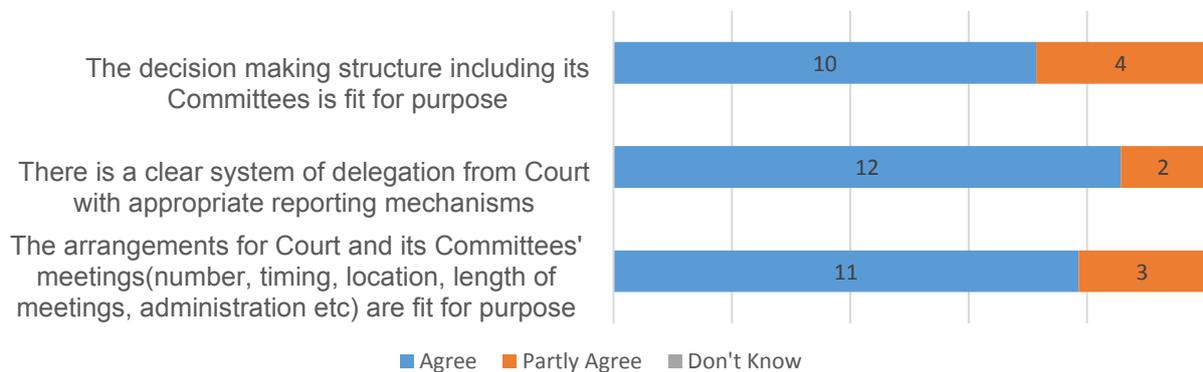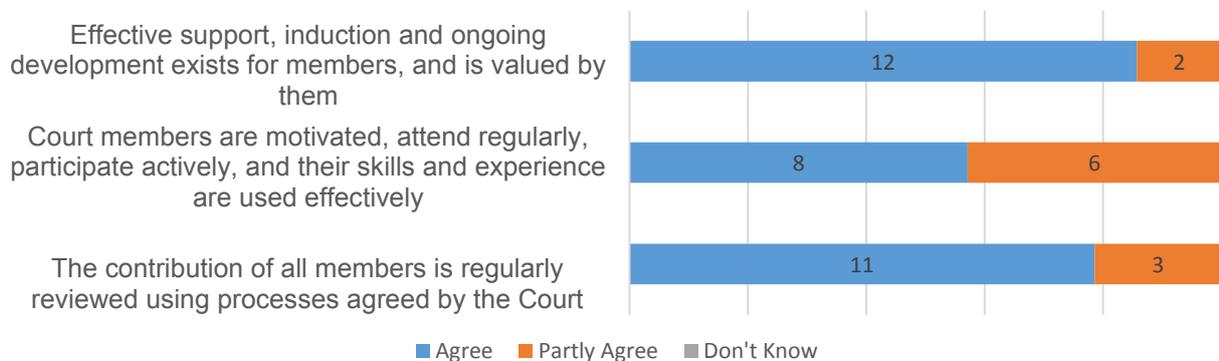|	order to discharge their duties. Pension liabilities are reported to Court as these arise and in the University Accounts.
9. To ensure that at all times it operates within the terms of the Universities (Scotland) Acts 1858-1966, Ordinances and Resolutions made under those Acts and any other relevant legislation; and that appropriate advice is available to enable this to happen.	Court approves Resolutions and Ordinances. Advice from University Secretary and Director of Legal Services is available to Court at all times.
10. To ensure that the University acts ethically, responsibly and with respect for society at large and the sustainability of the environment.	In February 2018, Court approved University's commitment to cease investment in fossil fuels as soon as practicable in the next three years as part of its 'Zero by 2040' carbon neutral goal.
V. Effectiveness and transparency	
1. To conduct its business in accordance with best practice in higher education corporate governance, with the principles of public life drawn up by the Committee on Standards in Public Life and with best practice in regard to equality and diversity.	In 2017/18 updated its Code of Conduct to reference the 9 Principles of Public Life in Scotland, which incorporate the Nolan Principles, in compliance with the revised Governance Code. On joining Court, members are required to sign a statement confirming that they will comply with the University's Code of Conduct.
2. To ensure that clear procedures are in place in the University for handling internal grievances, potential conflicts of interest and 'whistleblowing' complaints with due regard to relevant legislation.	Internal procedures in place and a Whistleblowing policy with a lay member of Court provided as contact point under this policy and publicised on the University website.
3. To put in place arrangements for the appointment of co-opted members of the Court so as to maintain a broad balance of expertise taking account of the principles of equal opportunity.	Co-opted members of Court are appointed through an open advertisement and interview process managed by the Nominations Committee, taking into consideration skills, experience and diversity. Skills Register maintained for all Court members.
4. To establish processes to monitor and evaluate the performance and effectiveness of the Court itself and that of its Committees.	Court conducts an annual review of its effectiveness, which includes providing evidence on compliance with Court's Statement of Primary Responsibilities and with the Scottish Code of Good Higher Education Governance as well as an anonymised survey of Court members' views. An external review of Court's effectiveness has been commissioned to take place in 2018/19.

Court Members' Survey 2018

Total Responses: 14

The commitment to effective governance

Statement	Agree	Partly Agree	Don't Know
There is a genuine and shared commitment by both Court and the executive to ensure effective governance.	14		
The existing roles, responsibilities and accountabilities of Court and its Committees are clearly defined and are known by both Court members and the executive.	9	5	
The Court secretariat provides timely, informed and suitably independent professional advice and support to members of Court.	14		

■ Agree ■ Partly Agree ■ Don't Know

Effective governance structures and processes

Statement	Agree	Partly Agree	Don't Know
The decision making structure including its Committees is fit for purpose	10	4	
There is a clear system of delegation from Court with appropriate reporting mechanisms	12	2	
The arrangements for Court and its Committees' meetings(number, timing, location, length of meetings, administration etc) are fit for purpose	11	3	

■ Agree ■ Partly Agree ■ Don't Know

Effective Court membership

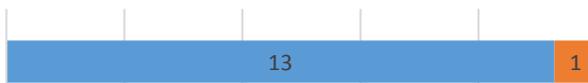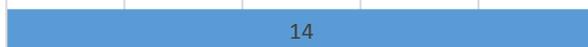| Statement	Agree	Partly Agree	Don't Know
Effective support, induction and ongoing development exists for members, and is valued by them	12	2	
Court members are motivated, attend regularly, participate actively, and their skills and experience are used effectively	8	6	
The contribution of all members is regularly reviewed using processes agreed by the Court	11	3	

■ Agree ■ Partly Agree ■ Don't Know

Court commitment to organisational vision, culture and values

Court demonstrates an understanding of, and commitment to, organisational vision, mission and culture: Agree 13, Partly Agree 1

Court demonstrates an active implementation of the principles of good conduct in public life: Agree 14

Court is effective in encouraging corporate social responsibility and the achievement of public benefit: Agree 13, Partly Agree 3, Don't Know 1

Legend: ■ Agree ■ Partly Agree ■ Don't Know

Effective strategic development and performance measurement

Court fully understands institutional strategy and is actively involved in its formulation, approval and review: Agree 7, Partly Agree 7

Court actively measures and monitors institutional performance, including through the use of agreed KPIs which are both realistic and challenging: Agree 9, Partly Agree 5

Legend: ■ Agree ■ Partly Agree ■ Don't Know
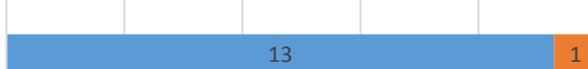
Effective Court information and communication

Court receives timely and accurate information for all areas for which it is responsible, and has confidence in the robustness of this data: Agree 12, Partly Agree 2
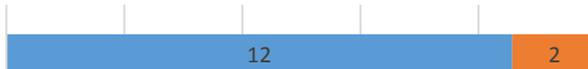
Information is presented to the Court in as effective a way as possible: Agree 6, Partly Agree 7, Partly Disagree 1

Court ensures that an effective institution-wide risk management process is in place and receives appropriate risk information and reports: Agree 13, Partly Agree 1

There is effective communication to and from Court both within the institution and also with key stakeholder bodies and the public at large: Agree 9, Partly Agree 3, Don't Know 2

Legend: ■ Agree ■ Partly Agree ■ Don't Know ■ Partly Disagree

Future Governance

Court conducts its affairs in a way that is responsive to changing circumstances and the need for responsive decision making and governance
13 | 1

Court is well informed about likely changes in the external environment and any major implications for governance that may result
10 | 4

■ Agree ■ Partly Agree ■ Don't Know

THE UNIVERSITY *of* EDINBURGH
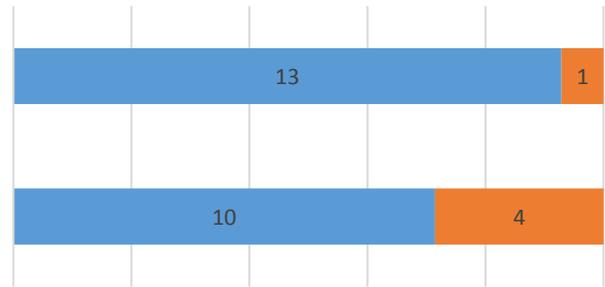
UNIVERSITY COURT

1 October 2018

Draft Ordinance: Composition of the University Court

Description of paper

1. This paper provides a draft Ordinance to effect the changes to Court's composition approved by Court in September 2017.

Action requested/Recommendation

2. Court is invited to:
   - comment on the draft Ordinance in Appendix 1, in particular the drafting points highlighted in the Discussion section of the paper;
   - approve the transmission of the draft Ordinance for statutory consultation, following which a final draft Ordinance will be submitted to the December Court meeting.

Background and context

3. The Higher Education Governance (Scotland) Act 2016 (hereafter, the 'Governance Act') specifies that Court must include the following seven members by December 2020:
   - a new elected Senior Lay Member;
   - two persons appointed by being elected by the staff from among their own number;
   - two persons appointed by being nominated by a recognised trade union (one academic and one professional services staff); and,
   - two persons appointed by being nominated by the students association.

4. The Governance Act also removed the requirement for Court to include the positions of Chancellor's Assessor and General Council Assessors.

5. In response, and on the recommendation of Nominations Committee, Court agreed in September 2017 to amend its composition from:

Table 1: Current composition of Court

Lay		Staff / Students	
Rector	1	Principal	1
Co-opted (incl. Vice-Convener)	8	Senate Assessors	4
General Council Assessors	3	Non-Teaching Staff Assessor	1
City of Edinburgh Council	1	Student representatives	2
Chancellor's Assessor	1	*Sub-total*	**8**
Sub-total	**14**		
Total		**22**	

Table 2: Proposed new composition of Court

Lay			Staff / Students		
Rector	1	Elected	Principal	1	Ex-officio
Senior Lay Member	1	Elected	Professional Services Staff Member	1	Elected
Co-opted General Council Members incl. 1 joint Chancellor's & General Council Member	3	Appointed	Academic Staff Members (2 elected by Senate, 1 elected by all academic staff)	3	Elected
City of Edinburgh Council	1	Nominated	Trade Unions (1 Academic, 1 Professional Services)	2	Nominated
Co-opted members	8*	Appointed	Student representatives	2	Elected
Sub-total	**14**		*Sub-total*	**9**	
Total			**23**		

* with the flexibility to appoint up to a further 2 Co-opted members should Court feel that there are any particular skills shortages on Court or its committees.

6. Since Court's approval of a new composition in September 2017:
   - the General Council approved at its Half-Yearly meeting in February 2018 a new appointment procedure for General Council Assessors, as proposed by Court. This involves an open advertisement and recruitment process similar to that currently followed for co-opted members and will be overseen by a joint Court-General Council Selection Panel;
   - Senate considered and discussed the new Court composition in February 2018;
   - a new Ordinance has been drafted and shared informally with Scottish Government officials and lawyers and with external legal advisers.

Discussion
Procedure for making and revoking Ordinances
7.   The current composition of Court is set out in University of Edinburgh Ordinance No. 187, as amended by Ordinance No. 192. As there will be a number of different changes to the composition it is proposed to revoke both Ordinances and replace them with one new Ordinance rather than amend the existing Ordinances. This follows the approach taken successfully by the University of Aberdeen, the first of the four Scottish 'ancient' universities with a similar constitutional framework to amend its composition of Court in light of the Governance Act. Appendix 1 contains the new Ordinance and Appendix 2 contains the existing Ordinances with changes marked up for comparison.

8.   The procedure for revoking and replacing an Ordinance is for:
   i. the University to consult informally with Scottish Government officials and lawyers on the proposed changes;
   ii. a consultation with Court, Senate, General Council and any other interested parties to take place before submission of a final draft to Court;
   iii. the Ordinance to be submitted to the Privy Council Office, which will formally ask for approval from the Scottish Universities Committee, consisting of the First Minister, Lord Advocate and the Lord President of the Court of Session;

iv. the Ordinance is submitted for final approval by HRH The Queen at a meeting of the Privy Council, known as Her Majesty in Council.

9. The draft Ordinance is intended to enact Court's September 2017 decision on its new composition and mirrors where suitable the language of the equivalent new University of Aberdeen Ordinance, as it has already been approved by the Scottish Government and Privy Council, setting a benchmark for the other Scottish 'ancients'. In the drafting process, a number of minor points emerged that have not been previously considered by Court and these are listed below for comment:

Drafting points	Rationale
Use the term 'professional services staff' rather than the currently used term 'non-teaching staff' or the term 'support staff' used in the Governance Act	The Principal wrote to all staff on 1 May 2018 and stated: 'I want to abolish the term "support staff" (which does not adequately describe or value the contributions that such staff members make) and replace it with "professional services".'
Preference for the term 'member' over the word 'assessor', currently used for 10 of the 22 Court positions	- Consistency, so all Court positions are 'members' - Ties in with the terminology of 'Senior Lay Member' - The word 'member' is more commonly understood - Does not have the ambiguity of 'assessor', which suggests an oversight only rather than a full governance role on an equal basis with other Court members - Term 'assessor' can still continue to be used if preferred as it features in various Universities (Scotland) Acts.
Replace the term 'co-opted', currently used for 8 Court members, with 'appointed'	- The word 'appointed' is more commonly understood - Better reflects the open recruitment process followed
Remove the requirement for at least one male and one female 'co-opted' member	Superseded by both the Gender Representation on Public Boards (Scotland) Act 2017, which sets a far more ambitious objective of 50:50 female:male gender balance for those Court members appointed by Court itself (i.e. the 'co-opted' members) and the Committee of Scottish Chairs commitment to a minimum of 40% of both genders represented by Court members in this category
Require that all 'co-opted' members be neither staff or students of the University	Expected by the Scottish Code of Good Higher Education Governance

Remove the requirement that at least one Senate member is non-professorial	This is a level of detail that is perhaps more appropriate for inclusion in the election regulations rather than in Ordinance. In any case, Senate may feel that, with a change in the composition of Senate from a body where all professors are *ex officio* members and are in a large majority over non-professorial academic staff to a body where the balance of professorial and non-professorial academic staff is more evenly matched, reserving one position for non-professorial academic staff is no longer necessary.
Use the term 'Students' Association' rather than 'Edinburgh University Students' Association' (EUSA)	This is to future proof the Ordinance in case EUSA changes its name – a student referendum was held on this subject in 2016, with the current name supported by students but this could change in future. The term 'Students' Association' is used instead and is the term used in the Governance Act and in the equivalent newly approved University of Aberdeen Ordinance.
Remove term 'fully-matriculated' and the definition of this term in relation to the student representatives	The term and its definition is outdated and does not feature in the Governance Act. The definition of a student can instead be set out in a document approved by Court in consultation with student representatives.

Implementation date and transitional arrangements

10. Court agreed in September 2017 that it should be compliant with the Governance Act from 1 August 2020 and that transitional arrangements should be made, taking into account the terms of office of existing members. This is to avoid a majority of Court members taking office for the first time in the same year, which would present a risk to good governance. The transitional arrangements agreed are:

- Spring/Summer 2018: Terms of office for two Senate Assessor positions concluded on 31 July 2018, with elections held in Spring 2018 for two positions with four year terms of office to summer 2022. Those re-elected hold two of the Senate positions retained in the new composition of Court.

- Summer 2019: Terms of office for the Chancellor's Assessor and two General Council Assessor positions conclude: two appointments will be made under the new composition of Court following the new procedure agreed by Court and the General Council (note: one General Council Assessor has a term of office which concludes in summer 2021 so continues until then).

11. The implementation date and transitional arrangements are covered in sections 4 to 8 of the draft Ordinance, along with the requirement in the Governance Act that the Senior Lay Member can be appointed at any time prior to 1 August 2020 should

there be a vacancy for a chairing member, understood to be the Vice-Convener of Court in the case of Edinburgh.

Resource implications
12. Implementation of the Governance Act is expected to be met from within existing budgets.

Risk Management
13. The University's Statement of Risk Policy and Risk Appetite states that 'The University places great importance on compliance, and has no appetite for any breaches in statute, regulation' – compliance with the Governance Act is a statutory requirement and the draft Ordinance will ensure that the Court composition is compliant with the Governance Act before the deadline of the end of 2020.

Equality & Diversity
14. One of the core principles used by Court when it assessed options for revising its composition was improving the gender balance and the diversity of Court membership more widely. The new composition of Court increases the number of members appointed by Court itself, increasing the ability of Court to actively improve the equality and diversity of its membership

Next steps/implications
15. The draft Ordinance will be available for public consultation over the next 8 weeks and will be reviewed by Senate and the General Council. A paper will be submitted to the December Court meeting reporting on responses received and will include a final draft Ordinance. If Court is content, the Ordinance will be submitted to the Privy Council Office for approval by the Scottish Universities Committee and by Her Majesty in Council.

Consultation
16. The draft Ordinance has been reviewed informally by Scottish Government officials and legal advisers and will now be subject to open consultation with Senate, the General Council and other interested parties.

Further information
17. *Authors*   *Presenter*
    Lewis Allan and Kirstie Graham   Sarah Smith
    Court Services Office   University Secretary
    September 2018

Freedom of Information
18. Open paper.

[DRAFT] UNIVERSITY OF EDINBURGH ORDINANCE No *XXX*

COMPOSITION OF THE UNIVERSITY COURT

At Edinburgh, the *xxx* Day of *xxx*, Two thousand and *xxx*.

WHEREAS the Universities (Scotland) Act 1966, Schedule 2, Part 1, paragraph 1 empowers the University Court to amend its own composition, which is at present regulated by University of Edinburgh Ordinance No 187 (Composition of the University Court) as amended by University of Edinburgh Ordinance No 192 (Local Authority Membership of the University Court):

AND WHEREAS the University Court deems it expedient to amend its own composition in order that it may comply with the requirements of the Higher Education Governance (Scotland) Act 2016:

THEREFORE the University Court, in exercise of the powers conferred upon it by Section 3 of the Universities (Scotland) Act 1966, and with particular reference to paragraph 1 of Schedule 2 to that Act, hereby statutes and ordains:

1.   The University Court of the University of Edinburgh shall consist of:

(a) the Rector;
(b) the Principal;
(c) the Senior Lay Member appointed in accordance with section 8 of the Higher Education Governance (Scotland) Act 2016;
(d) one person appointed by being elected by the members of the academic staff from among their own number, in accordance with sections 10 and 11 of the Higher Education Governance (Scotland) Act 2016;
(e) one person appointed by being elected by the members of the professional services staff from among their own number, in accordance with sections 10 and 11 of the Higher Education Governance (Scotland) Act 2016;
(f) one person appointed by being nominated by a trade union from among the academic staff of the University who are members of a branch of a trade union that has a connection with the University, in accordance with sections 10 and 12 of the Higher Education Governance (Scotland) Act 2016;
(g) one person appointed by being nominated by a trade union from among the professional services staff of the University who are members of a branch of a trade union that has a connection with the University, in accordance with sections 10 and12 of the Higher Education Governance (Scotland) Act 2016;
(h) two persons appointed by being elected from among its members by the Senatus Academicus;
(i) two persons appointed by being nominated by the Students' Association from among the students of the University, in accordance with sections 10 and 12 of the Higher Education Governance (Scotland) Act 2016;
(j) one person appointed by being nominated by the City of Edinburgh Council who will not be a member of staff or student of the University;
(k) two persons appointed by the University Court who shall be members of the General Council of the University and will not be members of staff or students of the University;
(l) one person appointed by being nominated by the Chancellor of the University following the recommendation of the University Court who shall also be a member of the General Council of the University and will not be a member of staff or student of the University; and

(m) such persons, not usually exceeding eight in number and up to a maximum of ten, as may be appointed by the University Court, who will not be members of staff or students of the University.

2.   The persons appointed under sub-paragraphs 1(d), 1(e), 1(h), 1(j), 1 (k) and 1(l) are assessors for the purposes of the Universities (Scotland) Acts.

3.   The Rector may nominate an assessor who shall be entitled to attend meetings of the University Court. At any meeting of the Court at which the Rector is not present, the assessor shall be entitled to vote.

<div align="center">COMMENCEMENT OF THIS ORDINANCE</div>

4.   Sections 1(k) and 1(l) and Sections 4 to 9 (inclusive) shall come into force on 1 August 2019.

5.   Section 1(c) shall come into force on the earlier of 1 August 2020 and the date on which the first Senior Lay Member appointed in accordance with section 8 of the Higher Education Governance (Scotland) Act 2016 takes office.

6.   Sections 1(a) to 1(b) (inclusive) and sections 1(d) to 1(j) (inclusive) and section 1(m) shall come into force on 1 August 2020.

<div align="center">REVOCATION OF UNIVERSITY ORDINANCES 187 and 192</div>

7.   Sections 1(d) and 1(e) of University of Edinburgh Ordinance No. 187 (Composition of the University Court) will be revoked on 1 August 2019.

8.   Sections 1(a) to 1(c) (inclusive) and 1(f) to 6 (inclusive) of University of Edinburgh Ordinance No. 187 (Composition of the University Court) will be revoked on 1 August 2020.

9.   University of Edinburgh Ordinance No. 192 (Local Authority Membership of the University Court) will be revoked on 1 August 2020.

IN WITNESS WHEREOF these presents are sealed with the Common Seal of the University Court of the University of Edinburgh and subscribed on behalf of the Court in terms of the Requirements of the Writing (Scotland) Act 1995.

Professor Peter Mathieson

Member of the University Court

Sarah Smith

University Secretary

Approved by Order in Council, dated *xxx*

Appendix 2 – Extant Ordinances with proposed changes marked

UNIVERSITY OF EDINBURGH ORDINANCE No ~~187~~

COMPOSITION OF THE UNIVERSITY COURT

At Edinburgh, the ~~Sixteenth~~ xxx Day of ~~March~~xxx, Two thousand~~Nineteen hundred~~ and ~~ninety-two Years~~xxx.

WHEREAS the Universities (Scotland) Act 1966, Schedule 2, Part 1, paragraph 1 empowers the University Court to amend its own composition, which is at present regulated by University of Edinburgh Ordinance No 187~~179~~ (Composition of the University Court) as amended by University of Edinburgh Ordinance No 192 (Local Authority Membership of the University Court)~~s 184 and 185~~:

AND WHEREAS the University Court deems it expedient to amend its own composition in order that it may comply with the requirements of the Higher Education Governance (Scotland) Act 2016:~~wishes to amend its own composition~~

THEREFORE the University Court, in exercise of the powers conferred upon it by Section~~s~~ 3 ~~and 4~~ of the Universities (Scotland) Act 1966, and with particular reference to paragraph 1 ~~of Part 1~~ of Schedule 2 to that Act, ~~and having invoked the provisions of Section 4(2) of that Act,~~ hereby statutes and ordains:

1.   The University Court of the University of Edinburgh shall consist of:

(a) t~~T~~he Rector;
(b) the Principal;
(c) the Senior Lay Member appointed in accordance with section 8 of the Higher Education Governance (Scotland) Act 2016;
(d) one person appointed by being elected by the members of the academic staff from among their own number, in accordance with sections 10 and 11 of the Higher Education Governance (Scotland) Act 2016;
(e) one person appointed by being elected by the members of the professional services staff from among their own number, in accordance with sections 10 and 11 of the Higher Education Governance (Scotland) Act 2016;
(f) one person appointed by being nominated by a trade union from among the academic staff of the University who are members of a branch of a trade union that has a connection with the University, in accordance with sections 10 and 12 of the Higher Education Governance (Scotland) Act 2016;
²(g) ………………….
(g) one person appointed by being nominated by a trade union from among the professional services staff of the University who are members of a branch of a trade union that has a connection with the University, in accordance with sections 10 and12 of the Higher Education Governance (Scotland) Act 2016;
~~(h) an assessor elected by the members of the non-teaching staff from among their own number;~~
~~Provided always that no person may serve as an assessor under sub-paragraphs (d) to ¹(f) above whilst he or she is a matriculated student of the University:~~
(h~~e~~) two persons appointed by being ~~four assessors~~ elected from among its members by the Senatus Academicus~~, of whom at least one shall be a Professor and at least one a non-Professorial member of the academic teaching staff~~;
(i) two persons appointed by being nominated by the Students' Association from among the students of the University, in accordance with sections 10 and 12 of the Higher Education Governance (Scotland) Act 2016~~fully matriculated students nominated by the Students' Representative Council~~;

¹(jf) one person appointed by being an assessor nominated by City of Edinburgh Council;

(ek) two persons appointed by the University Court who shall be members of the General Council of the University and will not be members of staff or students of the Universitythree assessors nominated by the General Council;

(ld) one person appointed by being nominated by the Chancellor of the University following the recommendation of the University Court who shall also be a member of the General Council of the University and will not be a member of staff or student of the Universityan assessor nominated by the Chancellor;

(mj) such persons, not usually exceeding eight in number and up to a maximum of ten, of whom at least one shall be male and at least one shall be female, as may be appointed co-opted by the University Court, who will not be members of staff or students of the. Not more than one such person may hold an appointment in the University. of Edinburgh

2.   The persons appointed under sub-paragraphs 1(d), 1(e), 1(h), 1(j), 1 (k) and 1(l) are assessors for the purposes of the Universities (Scotland) Acts.

32.   The Rector may nominate an assessor who shall be entitled to attend meetings of the University Court. At any meeting of the Court at which the Rector is not present, the assessor shall be entitled to vote.

3.   For the purposes of this Ordinance, no person shall be deemed to be a fully-matriculated student unless he or she holds a matriculation card which certifies that, in the year concerned, he or she is in attendance on a course of study or is enrolled for one or more classes in the University. Students registered for the purpose of graduation or examination only and postgraduate students who have completed their prescribed period of study are not fully-matriculated students

COMMENCEMENT OF THIS ORDINANCE

4.   Sections 1(k) and 1(l) and Sections 3 to 8 (inclusive) shall come into force on 1 August 2019.

5.   Section 1(c) shall come into force on the earlier of 1 August 2020 and the date on which the first Senior Lay Member appointed in accordance with section 8 of the Higher Education Governance (Scotland) Act 2016 takes office.

6.   Sections 1(a) to 1(b) (inclusive) and sections 1(d) to 1(j) (inclusive) and section 1(m) shall come into force on 1 August 2020.

REVOCATION OF UNIVERSITY ORDINANCES 187 and 192

7.   Sections 1(d) and 1(e) of University of Edinburgh Ordinance No. 187 (Composition of the University Court) will be revoked on 1 August 2019.

8.   Sections 1(a) to 1(c) (inclusive) and 1(f) to 6 (inclusive) of University of Edinburgh Ordinance No. 187 (Composition of the University Court) will be revoked on 1 August 2020.

9.   University of Edinburgh Ordinance No. 192 (Local Authority Membership of the University Court) will be revoked on 1 August 2020.

[1] Amended in accordance with Edinburgh Ordinance No 192
[2] Omitted by reason of Edinburgh Ordinance No 192
For reference see Edinburgh Ordinance No 200

4.   The provisions contained in Articles 1 to 3 of this Ordinance shall be in place of the provisions contained in the University of Edinburgh Ordinances Nos 179, 184 and 185, which are hereby revoked.

Provided that any person who at the date this Ordinance comes into force, is already a member of the University Court may complete his or her term of office, notwithstanding the revocation of the said Ordinances:

Provided also that the University Court is hereby empowered to make such transitional arrangements as appear to it to be expedient for the purposes of bringing this Ordinance into effect.

5.   [1]............

6.   This Ordinance shall come into force on the date on which it is approved by Her Majesty in Council.

IN WITNESS WHEREOF.

IN WITNESS WHEREOF these presents are sealed with the Common Seal of the University Court of the University of Edinburgh and subscribed on behalf of the Court in terms of the Requirements of the Writing (Scotland) Act 1995.

Professor Peter Mathieson

Member of the University Court

Sarah Smith

University Secretary

Approved by Order in Council, dated 4 June 1992XXXX.

[1] Omitted by reason of Edinburgh Ordinance No 191 (itself now repealed)

Appendix 2 – Extant Ordinances with proposed changes marked

UNIVERSITY OF EDINBURGH ORDINANCE No 192

LOCAL AUTHORITY MEMBERSHIP OF THE UNIVERSITY COURT

At Edinburgh, the Fifth day of February, Nineteen hundred and ninety-six.

WHEREAS the University Court deems it expedient, in the light of the Local Government Etc (Scotland) Act 1994, to amend the provisions for local authority membership of the University Court:

AND WHEREAS in terms of paragraph 1 of Part I of Schedule 2 to the Universities (Scotland) Act 1966, the University Court has power, by Ordinance, to amend its own composition and membership which is at present regulated by University of Edinburgh Ordinance No 187 (Composition of the University Court).

THEREFORE the University Court, in exercise of the powers conferred upon it by Section 3 of the Universities (Scotland) Act 1966, and with particular reference to paragraph 1 of Part I of Schedule 2 to that Act, hereby statutes and ordains:

1   Paragraph 1(f) of the said Ordinance No 187 shall cease to have effect, and the following shall be substituted therefor:

   "1(f) an assessor nominated by the City of Edinburgh Council;"

2   Paragraph 1(g) of the said Ordinance shall be deleted;

3   In the proviso to paragraph 1(h), there shall be substituted for the reference to paragraph 1(g) a reference to paragraph 1(f);

4   This Ordinance shall come into force on 1st April 1996.

IN WITNESS WHEREOF these presents are sealed with the Common Seal of the University Court of the University of Edinburgh and subscribed on behalf of the Court in terms of Edinburgh Ordinance No 171.

Member of the University Court

Secretary to the University

Approved by Order in Council, dated 23 July 1996.

UNIVERSITY COURT

1 October 2018

City Region Deal: DDI Programme Progress Report

Description of paper
1.   The purpose of this paper is to describe key highlights of the current status of Data-Driven Innovation (DDI) programme activities.

Action requested/Recommendation
2. Court is invited to note and comment on the paper.

Background and context
Paragraphs 3 – 21 have been removed as exempt from release due to FOI.

Risk Management
22. The University's City Region Deal Delivery Group maintains a full risk register and reports on any concerns to the City Region Deal Executive Governance Group chaired by the Principal.

Equality & Diversity
23. An Equality Impact Assessment is not required in relation to this paper.

Next steps/implications
24. Future highlights will be reported to Court within the Principal's Communications paper, with any approval requests for individual projects progressing through the appropriate governance routes.

Consultation
25. An earlier version of this paper was presented to the City Deal Executive Governance Group on 29 August and to Policy & Resources Committee on 10 September.

Further information
26. *Authors*   *Presenter*
    Hugh Edmiston   Hugh Edmiston
    Director of Corporate Services   Director of Corporate Services

    Kevin Collins
    Assistant Principal Industry Engagement

Freedom of Information
27. Closed paper – commercial confidentiality.

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY COURT

1 October 2018

Bayes Centre – Robotics Living Labs Proposal

Description of paper
1. The purpose of this paper is to request University funding to equip the Bayes Centre with world class robotics living labs.

Action requested/Recommendation
2. Court is invited to approve the underwriting of capital spend towards the purchase of robotics equipment for the living labs.

Paragraphs 3 – 11 have been removed as exempt from release due to FOI.

Risk Management
12. Best practice is being followed with regard to the University's procurement processes. The Procurement Manager and Project Sponsor will work together to complete the relevant paperwork for all procurement required for this project.

13. Market research dictates that due to the unique capabilities of the equipment and the need to ensure compatibility with existing equipment, the Non-Competitive Action (NCA) process will be used for larger pieces of equipment over the £50k threshold. During procurement, further market research will take place to ensure no new competition has entered the market. If this situation does arise an independent but fully compliant regulated tendering process will be undertaken. The University will endeavour to secure the best price possible, using optimal discounts and benefits.

Equality & Diversity
14. Whilst there are no equality and diversity issues arising from this proposal, the living labs will be aligned with the City Deal delivery outcomes, which includes an inclusive growth agenda, as described by the Scottish Government.

Next steps/implications
15. Should Court approval be granted, the contract negotiation and award will proceed in compliance with University policies and procedures. The intention is to issue the Purchase Order as soon as possible, preferably by early October 2018.

Consultation
- Procurement Manager
- Director of Professional Services, School of Informatics
- Head of Finance & Planning, Science & Engineering
- Head of College, Science & Engineering
- Professor Sethu Vijayakumar, Director – Edinburgh Centre for Robotics

16. The paper was also discussed during the City Deal Executive Governance Group meeting on 29 August 2018 and reviewed and supported by the Policy & Resources Committee on 10 September 2018.

Further information

17. <u>*Author*</u>   <u>*Presenter*</u>
    Andy McKenzie   Professor Jonathan Seckl
    Finance Business Partner   Vice-Principal Planning, Resources &
                                 Research Policy

Freedom of Information

18. Closed paper – commercial confidentiality.

UNIVERSITY COURT

1 October 2018

DiRAC High Performance Computer System Upgrade

Description of paper
1. This paper requests approval for a significant externally funded upgrade of the DiRAC High Performance Computer system. This was installed in March 2018, following review by Knowledge Strategy Committee and subsequent approval from Exception Committee in December 2017.

Action requested/Recommendation
2. Court is invited to approve the extension of the DiRAC High Performance Computer system, by a new contract to the current provider, with signing authority delegated to Professor Dave Robertson, Head of the College of Science & Engineering.

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

Risk Management
13. Best practice is being followed with regard to the University's procurement processes and the Procurement Office are fully engaged. A full risk register has been prepared and approved by the Science & Technology Facilities Council as part of the procurement plan.

Equality & Diversity
14. The procurement is being run as a new contract let under non-competitive action for the reasons given above with framework terms as those awarded in December 2017 under Lot 3b of the SERVERS, STORAGE & SOLUTIONS NATIONAL AGREEMENT (SSSNA) framework. All suppliers to this framework have to meet the expected equality and diversity requirements of the public organisations which use such as social responsibility and fair work terms.

Next steps/implications
15. Should approval be granted, the contract negotiation and final award will proceed in compliance with University of Edinburgh policies and procedures. The intention is to issue the Purchase Order prior to the end of October 2017. Professor David Robertson, Head of College will sign off the Purchase Order if Court approves the delegation of authority following advice from relevant senior research and professional staff. External legal advice was engaged with the original contract and Legal Services are aware of the proposed additional purchase to be on the same terms and conditions.

Consultation
16. Professor Arthur Trew, the Head of School of Physics and Astronomy, Professor Mark Parsons the Director of the EPCC, and Karen Bowman Joint Director of Procurement have been consulted on the proposed new system and procurement strategy. The Director of Finance and Chief Information Officer are aware and have indicated their support.

Further information

17. *Author*

Professor Peter Boyle

Personal Chair in Computational Quantum Field Theory

Freedom of Information

18. This paper is closed – commercial confidentiality.

THE UNIVERSITY of EDINBURGH

UNIVERSITY COURT

1 October 2018

College of Science & Engineering: Reorganisation of Endowments

Description of paper

Paragraphs 1 – 10 have been removed as exempt from release due to FOI.

Consultation

18. The recommendations in this paper have been subject to consultation with the Head of College, Director of Finance and the Director of Legal Services. The paper was reviewed by the University Executive on 28 August 2018 and Policy & Resources Committee on 10 September 2018.

19. The reforms recommended take into account the advice of External Auditors KPMG, in 2012/13, that the review should be accelerated to take advantage of the powers made available under Ordinance 209.

Further information

20. *Author*
    Andy Davis
    Head of Finance and Planning
    & Deputy College Registrar,
    College of Science & Engineering

Presenter
Phil McNaull
Director of Finance

Freedom of Information

21. Closed paper.

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY COURT

1 October 2018

Recognition of the Alumni Association of Hong Kong

Description of paper
1. This paper recommends the formal recognition of the Alumni Association of Hong Kong by the University of Edinburgh. This paper sets out the rationale for this individual instance of recognition and the development of this strategically important alumni club.

Action requested/Recommendation
2. Court is invited to approve formal recognition of the University of Edinburgh Alumni Association of Hong Kong (i.e. permitted to use the University name and brand, and to be supported in their operations as outlined by Development & Alumni.)

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

4. In June 2018, an initial seven alumni clubs were approved for formal recognition.

Discussion
5. While normal practice will be to seek Court approval and re-approval of alumni clubs as a group on an annual basis, the University wishes to formally launch a new alumni club in Hong Kong to coincide with a major alumni event being hosted by the Principal and Senior Vice-Principal in October. The University has a strong alumni base in Hong Kong (currently 1,600 and growing strongly as recruitment increases – around 500 current students are registered from Hong Kong). Development & Alumni have in recent years been working towards the development of an alumni club in Hong Kong. More broadly, Hong Kong has been identified as a priority region for activity at a University-wide level (as part of the priority city regions programme).

6. Informally established in the summer of 2017 by a group of recent graduates, the Alumni Association of Hong Kong has gone from strength to strength over the last 12 months, hosting a range of events and supporting Development & Alumni and wider University activity in Hong Kong. With the recent formation of an official committee and development of a constitution, the emerging club now clearly exemplifies the behaviours and meets the criteria required for formal recognition.

7. A paper proposing the establishment of a charitable foundation in Hong Kong was approved by the University's Policy & Resources Committee in September 2018. This is a key development in the University's plan to develop an effective global framework to encourage charitable giving internationally, in line with local legislation and tax laws. The Foundation will work closely with the Alumni Association of Hong Kong on key University priorities and programmes.

Resource implications

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

Risk Management

9.   There are no significant risk implications arising from this paper.

Equality & Diversity

10. No equality and diversity issues are identified.

Next steps/implications

11. If approved, the announcement of the formal recognition will be included in the activity to take place in Hong Kong in October 2018.

12. Development & Alumni will continue their work to support other alumni clubs and groups, particularly those in priority locations, in developing their activities to enable them to meet the outlined criteria for official recognition. Further development of the programme of support provided to alumni clubs and groups will take place over the next 12 months, along with a review of the formal recognition process.

Consultation

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

Further information

14. *Author*   *Presenter*
     Grant Spence   Chris Cox
     Director of Alumni Relations   Vice-Principal Philanthropy and Advancement

Freedom of Information

15. Open paper.

THE UNIVERSITY of EDINBURGH

UNIVERSITY COURT

1 October 2018

The University of Edinburgh Cross & Salmon Trust – Trustee Reappointment

Description of paper

1. The paper requests the reappointment / appointment of Trustees to the University of Edinburgh Cross & Salmon Trust (the "Trust").

Paragraphs 2- 3 has been removed as exempt from release due to FOI.

Resource implications

4. There are no significant resource implications associated with the paper.

Risk Management

5. There are no significant risk implications arising from this paper.

Equality & Diversity

6. The Trust will become active to provide scholarships to undergraduate students at the University who would not normally consider going to university although academically able.

Next steps/implications

7. Deeds of reappointment / appointment will be signed and the Office of the Scottish Charity Regulator will be notified of the re-appointments/ appointment.

Consultation

8. The paper has been prepared in consultation with Legal Services and Kate Brook, Director of Services, Development & Alumni.

Further information

9. *Author*
   Morag Murison
   Legacy Manager,
   Development & Alumni

   Presenter
   Chris Cox
   Vice-Principal Philanthropy & Advancement

Freedom of Information

10. Closed paper.

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY COURT

1 October 2018

Annual Report to the Scottish Funding Council on Institution-led Review and Enhancement Activity 2017/18

Description of paper
1. The University is required on an annual basis to provide the Scottish Funding Council (SFC) with a report on its activities to effectively manage quality assurance and deliver on enhancement. This annual report requires approval by Court.

Action requested/Recommendation
2. Court is invited to consider and approve the annual report, confirming that it provides Court with the required assurances on the effectiveness of the arrangements put in place by Senate in respect of quality and enhancement of education provision prior to the annual report being submitted to the SFC.

3. The content of the annual report was approved by the Senate Quality Assurance Committee (SQAC) on 20 September. This meeting date allows the inclusion of the outcomes of the annual monitoring, review and reporting process to be included within the annual report. Court is asked to approve the annual report and authorise the Vice-Convenor of Court to sign the following statement:

'On behalf of the governing body of the University of Edinburgh, I confirm that we have considered the institution's arrangements for the management of academic standards and the quality of the learning experience for academic year 2017/18, including the scope and impact of these. I further confirm that we are satisfied that the institution has effective arrangements to maintain standards and to assure and enhance the quality of its provision. We can therefore provide assurance to the Council that the academic standards and the quality of the learning provision at this institution continue to meet the requirements set by the Council.'

Background and context
4. In terms of the University's statutory framework, roles and responsibilities for quality assurance and enhancement are detailed on the quality website.

5. The University's annual report to the SFC on its institutional-led review and enhancement activity is produced in accordance with guidance prepared by the SFC. The exact format is at the discretion of the institution.

Discussion
6. The annual report draws on the outputs of institutional-led review and enhancement activity: teaching/postgraduate programme review; annual monitoring, review and reporting (academic provision); student support thematic review; and student support services annual review. The report also contains a narrative on consideration of student data. The report includes a list of provision reviewed in 2017/18 and gives an indication of the forward schedule of reviews for the next

cycle. The report also includes a list of the programmes which were reviewed by professional, statutory and regulatory bodies (PSRB) during 2017/18.

7. In relation to changes from last year's report, particular examples of good practice have been added to the report (as requested by the Quality Assurance Agency Scotland at its annual meeting with the University in May 2018) and the main headings have been further simplified.

8. The full report is available as a background paper on the Court wiki site (https://www.wiki.ed.ac.uk/display/UCC/University+Court) and is summarised below.

9. The contents of the annual report are prescribed by the SFC and cover:

- Summary of the institutional-led review outcomes from the preceding academic year including main themes, recommendations and/or commendations
- Ways in which support services were reviewed
- Role and nature of student engagement in institution-led review
- Contextual information and key messages from analysis of data
- Summary

Summary of the institution-led review outcomes from the preceding academic year including main themes, recommendations and/or commendations

10. *Institution-led Review*
   Areas of Good practice
- Innovative learning and teaching – in particular developments to enhance teaching practice, including discussion and teaching forums, exemplar sessions and Autonomous Learning Groups.
- Listening to and responding to Student Voice – specifically in relation to responsiveness to feedback.
- Assessment and feedback – the wide variety of assessment methods and mechanisms used to provide feedback to students.
- Student support – the diverse ways of supporting students, including pre-programme induction, peer support and alumni engagement.
- Academic community – supported through a variety of practices, including academic family and buddy systems, peer assisted learning schemes, as well as school conferences, seminar programmes and newsletters.
- Supporting and developing academic staff, including postgraduate tutors and demonstrators, and professional staff – particularly in relation to mentoring and peer support.

11. *Areas for further development*
- Building academic communities. Recommendations made related to developing academic communities which enable students to engage with research and developing a strategy for community building.
- Student support. Recommendations related to extending peer mentoring, supporting student transition and clarifying expectations of the Personal Tutor system, including the number of meetings.

- Supporting and developing academic staff, including postgraduate tutors and demonstrators. Recommendations focussed around career development, training and support, with a particular reference to training and support to ensure the effective use of virtual learning environments.
- Resourcing and planning. Recommendations related to the resourcing of programmes and courses should student numbers expand, investing in teaching to allow for forward planning, and rewarding and recognising teaching.
- Space – provision of study and social space for students. Recommendations were made in relation to a lack of dedicated space for postgraduate research students at King's Buildings, pressure on all types of accommodation, and students establishing and maintaining a sense of identity with their school.

12. *Annual Monitoring, Review and Reporting*
   Themes of positive practice for sharing at University level:
   - Academic community. This was a strong theme across many School annual quality reports. Schools use a variety of electronic tools to develop virtual academic communities such as online discussion boards, blogs, and social media. Schools also use different types of in-person meetings such as teaching fora, annual events, competitions, and tea/coffee mornings to develop academic communities. Two Schools reported providing academic community building activities to support students with their mental health and wellbeing.
   - Innovative learning, teaching and assessment. Schools are continuing to use innovative learning, teaching and assessment methods to enhance the student experience.
   - Student support. There are numerous examples from School annual quality reports on the provision of effective support across many aspects of the student experience, including the Personal Tutor system, wider academic support, widening participation and employability. Examples of support for student transitions were also outlined by Schools.

13. *Areas for further development at the University level:*
   - Pressure on staff time. As student numbers increase, staff are identifying challenges with, for example, effectively delivering the Personal Tutor system, providing quality feedback to students on assessments within the required timescales, and providing effective supervision for dissertations. The Sub Group identified a particular tension between the provision of quality feedback to students on their assessments and feedback turnaround requirements. A number of comments specifically related to the increase in student numbers on postgraduate taught programmes.
   - Learning and teaching accommodation. Schools are continuing to identify challenges with accessing suitable learning and teaching accommodation. Comments primarily related the lack of availability of large lecture theatres and classrooms to accommodate growing student cohorts. The Sub Group recognised that ongoing estates issues are having an impact on student satisfaction as, where improvements have been delivered, there has been a positive impact on student satisfaction. For example, the delivery of social space within the School of Chemistry and the Appleton Tower development

for the School of Informatics. The Sub Group recommended that plans for student numbers should be considered in line with estates developments.

- Personal Tutor system. Student feedback on satisfaction with the Personal Tutor system has dropped across a large number of Schools at both undergraduate and taught postgraduate level. Schools are carefully considering the reasons for this and several have planned actions for academic session 2018/19 in response, including making changes to key processes and organisation. The Sub Group found no strong sense amongst Schools of why satisfaction has dropped and recognised a need to think more fundamentally about the Personal Tutor system. Following the decline in satisfaction scores, the University will be undertaking a holistic review of the Personal Tutor system which will link to a wider review of student support.

Contextual information and key messages from analysis of data:
14. The report confirms that the 2018 institutional level results of the National Student Survey and the Postgraduate Taught Experience Survey are being considered. The report then outlines the outcomes of a strategic discussion at Senate Quality Assurance Committee on trends in undergraduate degree classification outcomes. A summary of an analysis of themes from external examiner reports and the results of the latest Destination of Leavers of Higher Education Survey are also outlined in the report.

Summary
15. Actions undertaken relating to student communication, investment in facilities and estates, recommendations from the 2015 Enhancement-led Institutional Review, the Student Partnership Agreement, the enhancement of the student representation system, mid-course feedback, and the review of the Code of Practice for Tutors and Demonstrators are outlined in the report. Also outlined in the report are planned actions relating to signalling and rewarding the importance of teaching and developing approaches to student communications. Finally, the report signals that the University is developing broader plans for enhancing the student experience.

16. Senate Quality Assurance Committee at its meeting on 20 September 2018 remitted issues requiring further development to relevant committees and roles for action.

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

Risk Management
18. The provision of a high quality student experience is covered by the University's Risk Register and actions are ongoing and continue to be managed via Risk Management Committee. Additionally, failure in effectiveness of the quality assurance framework, including aligning review activity with external expectations and taking action on findings, constitutes an institutional risk.

Equality & Diversity

19. Equality impact assessments are carried out on University quality assurance polices and processes.

Next steps/implications

20. Following approval of the report by Court the document will be submitted to the SFC.

Consultation

21. The report was noted by September 2018 e-Senate and the content was approved by the Senate Quality Assurance Committee on 20 September 2018.

Further information

22. Assistant Principal Professor Tina Harrison, Academic Standards and Quality Assurance and Nichola Kett, Academic Services can supply further information

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Freedom of Information

24. Open paper.

The University of Edinburgh

Annual Report to the Scottish Funding Council (SFC) on Institution-led Review and Enhancement Activity 2017/18

Summary of the institutional-led review outcomes from the preceding academic year (AY) including main themes, recommendations and/or commendations

The University carries out regular reviews of its subject areas and Schools as one of the main ways in which it assures itself of the quality of its academic provision and the student experience. The reviews are carried out on a six-yearly cycle and take the form of either a teaching or postgraduate programme review (TPR or PPR).

Institution-led review (Teaching/Postgraduate Programme Reviews) – 2017/18[1]
- Biomedical Sciences (Undergraduate and Taught Postgraduate Provision), including a site visit to Zhejiang University International Campus, China
- Education (Undergraduate provision)
- English Literature (Undergraduate provision)
- Medicine (Undergraduate provision)
- Physics and Astronomy (Undergraduate and Taught Postgraduate Provision)
- Social Anthropology (Undergraduate and Taught Postgraduate Provision)
- Sociology & Sustainable Development (Undergraduate provision)
- Chemistry (Postgraduate Research Provision)
- Engineering (Postgraduate Research Provision)
- Molecular, Genetic and Population of Health Sciences (Taught Postgraduate Provision)
- Clinical Sciences (Taught Postgraduate Provision)

The review of Education included Initial Teacher Education which had been held over from 2015/16 with permission from SFC in order to conduct a single combined review of the Education undergraduate portfolio. A site visit of the Zhejiang University International Campus took place following the TPR of the Deanery of Biomedical Sciences, focusing on the Dual Award BSc Integrative Biomedical Sciences (iBMS) programme with Zhejiang University, which is in its second year of operation.

The Senate Quality Assurance Committee (SQAC) receives an annual report in September each year on areas of good practice and for further development from institution-led reviews and remits actions as necessary[2]. A progress report on actions is considered by SQAC at an appropriate point

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[1] Reports available at: https://www.ed.ac.uk/academic-services/quality/monitoringandreview/teaching-and-postgraduate-programme-review

[2] https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers20170919.pdf (Paper D)

later in the academic year[3]. The areas of good practice and for further development from 2017/18 reviews are as follows:

Areas of Good Practice

- **Innovative learning and teaching – in particular developments to enhance teaching practice, including discussion and teaching forums, exemplar sessions and Autonomous Learning Groups.** The TPR of Education commended use of Teaching Sabbaticals to enhance teaching practice and the use of the School Undergraduate Studies Committee as a forum for continual improvement. The TPR of Medicine commended the implementation of exemplar clinics which offer students a chance to get a more equitable clinical experience. The team approach taken to developing module materials/module zones on the virtual learning environment, whereby Programme Directors work closely with learning technologists and other members of the teaching staff was commended in the PPR of Molecular, Genetic and Population Health Sciences. The PPR of Chemistry commended the presence of the Principal's Career Development Scholar and other dedicated staff in the lab which has helped to develop many excellent practises.

- **Listening to and responding to Student Voice – specifically in relation to responsiveness to feedback**. The TPR of Physics and Astronomy commended the availability of the Director of Teaching to meet with student representatives on a weekly drop-in basis. The TPR of English Literature commended changes made to ease students' transition into first year as a result of responding to student feedback. The TPR of Medicine commended the consistent use of student feedback to make a range of changes and resulting improvements to courses.

- **Assessment and feedback – the wide variety of assessment methods and mechanisms used to provide feedback to students.** The PPR of Molecular, Genetic and Population Health Sciences commended the work that staff have undertaken to develop their feedback; training, peer learning and the use of pro-forma reports to standardise feedback. The standard feedback sheet that is in use and the 'feed-forward' approach was commended in the TPR of Social Anthropology.

- **Student support – the diverse ways of supporting students, including pre-programme induction, peer support and alumni engagement.** The PPR of Clinical Sciences commended the pre-programme induction week for online distance learning students across most postgraduate taught programmes. The creation and use of the School postgraduate research handbook, which is provided during the induction process, was commended in the PPR of Engineering. The Physics Peer Mentoring Scheme, in which Honours students provide peer advice and support to pre-Honours students, was commended in the TPR of Physics and Astronomy. The use of alumni in enhancing student experience in the area of student placements and putting theory into practice, for example through mentoring was commended in the TPR of Education.

- **Academic community – supported through a variety of practices, including academic family and buddy systems, peer assisted learning schemes, as well as school conferences, seminar programmes and newsletters.** The 'Buddy System' within the Institute of Energy Systems where new students are allocated a 'Buddy' who is further on in their studies was commended in the PPR of Engineering. The PPR of Chemistry commended the annual Joseph Black Conference upon which all students reflected positively, having found the experience beneficial for their research and professional development. The TPR of Sociology and Sustainable Development commended the use of newsletters, peer assistant learning and academic families in encouraging and growing a cohesive cohort. The annual research conference organised by the MA Physical Education and BA Childhood Practice students was commended in the TPR of Education for creating a sense of academic community.

- **Supporting and developing academic staff, including postgraduate tutors and demonstrators, and professional staff – particularly in relation to mentoring and peer support**. The PPR of

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[3] https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers_20180524web.pdf (Paper H)

Molecular, Genetic and Population Health Sciences commended work being undertaken on supporting supervisors, particularly but not exclusively for early career researchers, which included online training and mentoring. In the PPR of Chemistry, it was recommended that the work of the Principal's Career Development Scholar and School staff in the lab to enhance feedback, marking and peer support practises in laboratory based teaching and demonstrating be systematically rolled-out to all labs. The development opportunities for postgraduate tutors such as training and guidance offered at a number of levels, observation of tutoring, and the gathering of feedback at individual tutor level was commended in the TPR of Social Anthropology. The Biomedical Sciences TPR commended the excellent practice developed by the subject area in training PhD students for teaching on the Mentorship for Career Development scheme. The PPR of Molecular, Genetic and Population Health Sciences commended the ongoing professional development of administrative staff through training and accreditation programmes.

Areas for further development
- **Building academic communities.** Recommendations made related to developing academic communities which enable students to engage with research and developing a strategy for community building.
- **Student support.** Recommendations related to extending peer mentoring, supporting student transition and clarifying expectations of the Personal Tutor system, including the number of meetings.
- **Supporting and developing academic staff, including postgraduate tutors and demonstrators.** Recommendations focussed around career development, training and support, with a particular reference to training and support to ensure the effective use of virtual learning environments.
- **Resourcing and planning.** Recommendations related to the resourcing of programmes and courses should student numbers expand, investing in teaching to allow for forward planning, and rewarding and recognising teaching.
- **Space – provision of study and social space for students.** Recommendations were made in relation to a lack of dedicated space for postgraduate research students at King's Buildings, pressure on all types of accommodation, and students establishing and maintaining a sense of identity with their school.

No significant changes were made to the institution-led review process in 2017/18. For reviews taking place in 2018/19, Academic Services are providing areas being reviewed with key data to ensure that remit items explored during reviews are evidence-based and address key strategic issues (e.g. issues raised by National Student Survey results). This approach will be evaluated during 2018/19.

Annual monitoring, review and reporting – 2017/18
In 2016/17 the University made changes to annual monitoring, review and reporting (AMRR) processes as a result of the review of its quality framework in 2015/16. As a result of these changes, which were designed to streamline and enhance the University's quality processes, the primary focus of reporting moved from course to programme level, the timing for the submission of School annual quality reports was brought forward to August, School annual quality reports are now considered at the University-level rather than College level (Colleges still receive copies and have a role in their analysis), and existing report templates (School and College) were streamlined.

Feedback received from Colleges via their Deans, Quality Officers and College quality committees, following the first year's operation of these arrangements has been generally positive. Feedback from School Directors of Quality showed that: the aim of streamlining processes whilst deriving maximum benefit was achieved; the process encourages wide engagement from across the School;

and that the new template helps the development of clear actions. While the August deadline for the submission of School quality reports has created some particular challenges, alternate timings raise other challenges and do not offer the same benefits. In the light of feedback from Schools and Colleges, a number of minor changes were made to the processes for 2017/18[4].

SQAC has established a Sub Group to review the School annual quality reports. Each September, this Sub Group submits to SQAC a report on the outcomes of this process, identifying themes for sharing and remitting actions as necessary[5]. Responses to the additional School- and University-level actions arising from the review of School annual quality reports in September 2017 was made available to SQAC via the Committee's wiki in November 2017. An update on actions from College annual quality reports submitted in January 2018 was considered by SQAC in May 2018[6].

Themes of positive practice for sharing at University level:
- **Academic community.** This was a strong theme across many School annual quality reports. Schools use a variety of electronic tools to develop virtual academic communities such as online discussion boards, blogs, and social media. Schools also use different types of in-person meetings such as teaching fora, annual events, competitions, and tea/coffee mornings to develop academic communities. Two Schools reported providing academic community building activities to support students with their mental health and wellbeing. The School of Biological Sciences hosts SolidariTEA, a regular facilitated tea/coffee morning where postgraduate research students can discuss matters outwith the technicalities of their research in a supportive environment. Additionally, from October, the School of Chemistry will implement CHEMUNITY, an online staff-student collaborative project which has been designed to support students academically, enhance the student voice and promote good mental health and well-being. The School of Maths has appointed a Combined Degree Officer who has instigated initiatives such as lunchtime meetings and improved communication between partner Schools in order to build a sense of community and provide appropriate support.
- **Innovative learning, teaching and assessment.** Schools are continuing to use innovative learning, teaching and assessment methods to enhance the student experience. The Vet School often uses videos as additional resources for practical tasks and is making use of QR codes to facilitate easy access for students to relevant videos from mobile devices. A programme within the School of Education carried out dissertation projects with national stakeholder organisations in the public sector which developed and maintained strong partnership working, generated applied performance enhancement interventions and positively impacted on service delivery. Within the Deanery of Biomedical Sciences, the external examiner commended the practice of students writing a "BBC-style" article based on a recent paper followed by a student-led interview with the senior author of the paper.
- **Student support.** There are numerous examples from School annual quality reports on the provision of effective support across many aspects of the student experience, including the Personal Tutor system, wider academic support, widening participation and employability. Examples of support for student transitions were also outlined by Schools. The School of Literatures, Languages and Cultures (SLLC) have developed a 'Support for Success in SLLC' virtual learning environment for students which brings together key information and covers all aspects of the student lifecycle, support available in SLLC, and ways to share feedback on learning and teaching. The School of Engineering provides peer support for new Personal Tutors through training, inviting them to Special Circumstances Committees to develop an understanding of the process to aid support of tutees, and the opportunity to meet with the Deputy Senior Tutor to discuss practice. The School of Maths has appointed a Student Learning Advisor (SLA) for

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[4] https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers-20171130-web.pdf (Paper C)
[5] https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers20170919.pdf (Paper C)
[6] https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers_20180524web.pdf (Paper C)

postgraduate taught students, following the success of the existing SLA post for undergraduate students. The Deanery of Molecular, Genetic and Population Health Studies invite new students at the end of their first course to reflect on what they bring to the programme, what they want to get out of it and what support they might need. This reflection is shared with Personal Tutors in order to ensure that meetings are focussed, structured and purposeful. In the School of Chemistry, in order to address the diverse secondary education syllabi, major changes to the way first year is taught were introduced in order to increase the academic level whilst ensuring that sufficient support systems are in place, particularly in the first semester. The School of Literatures, Languages and Cultures has an extensive programme of activities with secondary schools in order to support widening participation. In order to develop employability, the School of Social and Political Sciences piloted a work shadowing initiative for third year undergraduate students which will be expanded in 2018/19. From 2018/19 onward, the School of Maths is providing scholarships to students who satisfy one of the University's eight criteria for widening participation.

Areas for further development at the University level:
- **Pressure on staff time.** As student numbers increase, staff are identifying challenges with, for example, effectively delivering the Personal Tutor system, providing quality feedback to students on assessments within the required timescales, and providing effective supervision for dissertations. The Sub Group identified a particular tension between the provision of quality feedback to students on their assessments and feedback turnaround requirements. A number of comments specifically related to the increase in student numbers on postgraduate taught programmes.
- **Learning and teaching accommodation.** Schools are continuing to identify challenges with accessing suitable learning and teaching accommodation. Comments primarily related the lack of availability of large lecture theatres and classrooms to accommodate growing student cohorts. The Sub Group recognised that ongoing estates issues are having an impact on student satisfaction as, where improvements have been delivered, there has been a positive impact on student satisfaction. For example, the delivery of social space within the School of Chemistry and the Appleton Tower development for the School of Informatics. The Sub Group recommended that plans for student numbers should be considered in line with estates developments.
- **Personal Tutor system.** Student feedback on satisfaction with the Personal Tutor system has dropped across a large number of Schools at both undergraduate and taught postgraduate level. Schools are carefully considering the reasons for this and several have planned actions for academic session 2018/19 in response, including making changes to key processes and organisation. The Sub Group found no strong sense amongst Schools of why satisfaction has dropped and recognised a need to think more fundamentally about the Personal Tutor system. Following the decline in satisfaction scores, the University will be undertaking a holistic review of the Personal Tutor system which will link to a wider review of student support.

Sharing Good Practice from Institution-led Review and Annual Monitoring, Review and Reporting
In June 2018 the University held its first Learning and Teaching Conference[7]. This event provided an opportunity for staff to share good practice examples identified through institution-led review via a presentation and posters delivered by staff from Academic Services and College Offices at the conference. However, whilst the conference was very successful, it was not felt to be the most effective way to share the good practice specifically identified through quality processes. Therefore, Academic Services and College Offices will work together in 2018/19 to organise additional University-level and College-level events and to share good practice examples via mechanisms such as the Teaching Matters blog and webpages and network events.

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[7] https://www.ed.ac.uk/institute-academic-development/learning-teaching/practice/ltconf2018

Ways in which support services were reviewed

Student Support Services Annual Review – reporting on 2016/17
Student-facing support services are reviewed annually by a sub-committee of SQAC. To manage the transition to a new process to align with broader institutional planning processes in 2018/19 (for reporting on 2017/18), a light touch review process operated in 2017/18 (for reporting on 2016/17). For the light touch review for 2016/17 reporting, services were invited to submit progress updates on their recommendations from their 2015/16 reports. At its November 2017 meeting, SQAC confirmed that all services had considered and responded to the recommendations made in the previous year's report. No areas for consideration were identified as part of the light touch review.

Student Support Thematic Review – 2017/18
The University has moved from undertaking periodic reviews of individual student support services towards holistic student thematic reviews which focus on the quality of the student experience in relation to a particular theme or aspect of student support which can span both student support services and academic areas. Topics for thematic reviews are influenced by the outcomes of student support services annual review and discussion with the Edinburgh University Students' Association (Students' Association).

The 2017/18 thematic review has focused on mature students and student parents and carers and aimed to look at the provision of support for these underserved students, identify existing good practice and recommend areas for enhancement. The initial findings of the student consultation sessions were presented to the April 2018 meeting of SQAC[8] where it was agreed to extend the consultation period over the summer to allow a survey of student carers to be conducted to try to ensure that the voices of younger parents and carers were encompassed by the review. Additionally, a series of staff stakeholder meetings was held over summer 2018 in order to help the review panel understand the issues from a service delivery perspective and allow staff to identify existing good practice and suggest areas for enhancement. The final report and recommendations will be received by SQAC in September 2018.

The next thematic review in 2018/19 will focus on Black and Minority Ethnic (BME) students' experiences of support at the University.

Role and nature of student engagement in institution-led review

The Students' Association and the University work in partnership to ensure that students are central to academic governance, decision-making and quality assurance and enhancement.

Institution-led and thematic reviews both include student members on review teams. The student member of a review team will typically convene one or more meetings during the review. Membership of a review team is included in the student's Higher Education Achievement Record. In addition to having student members on review teams, engagement of students from review areas as a part of institution-led review is regarded as essential. Briefing material aimed at students outlines ways in which they can engage with reviews and actions taken in response. Parallel briefings guide Schools on how to engage their students with reviews. The remits for all reviews include items proposed by students in the review areas.

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[8] https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers-20180426web.pdf (Paper D)

The University is in the process of reviewing and reflecting on the results of the 2018 National Student Survey (NSS) and Postgraduate Taught Experience Survey (PTES). The NSS results in particular are disappointing and the University is giving careful consideration to determining what action to take in response. The survey results will be considered in detail by the Senate Learning and Teaching Committee in autumn 2018.

SQAC considers data annually on the degree classification outcomes of the University's undergraduate students, in the context of recent trends and Higher Education Statistics Agency (HESA) data on Russell Group research-intensive institutions. In April 2018, SQAC also held a strategic discussion of trends in undergraduate degree classification outcomes. SQAC discussed explanations for the increasing proportion of good (first or upper second) degrees being awarded by UK higher education institutions, noted that the University has a number of controls in place to ensure that degree classifications are robust and appropriate, and identified additional ways for the University to address the issue. Whilst most subject areas across the University are broadly in line with Russell Group comparators for their discipline and/or with the University average, there are a small number of outliers which diverge substantially from either the University average or comparators in their discipline. Whilst there may be good reasons for these areas to have these patterns of degree outcomes, SQAC has asked the relevant Schools to give particular attention to their degree classification outcome data and provide an analysis of their context within their School annual quality report. SQAC also strengthened the focus on this issue in School Annual Quality Reporting processes.

Analysis of progression data showed that the University outperformed the Scottish sector average and the UK sector averages for the relevant HESA Performance Indicators (non-continuation and projected outcomes), although the University is slightly below benchmark.[9]

An analysis of 2016/17 undergraduate[10] and taught postgraduate[11] external examiners' reports shows that there continues to be a high number of commendations and a low number of issues across the University. The main theme commended was 'The Assessment Process', with the sub-theme of 'Student Feedback' most commented on. An analysis of 'Student Feedback' sub-theme comments from external examiners' reports was discussed at the University's School Directors of Teaching Network meeting in June 2018. Issues raised by external examiners related to the provision of information, the assessment process, moderation, and induction. No University-level action was required.

Data from the HESA Destination of Leavers of Higher Education Survey of 2016/17 full-time first degree UK domicile graduates, shows 94.3% in employment or further study 6 months after graduation. This is not significantly different from our benchmark (95.3%) and is an increase on the previous year (92.8%). For the same population, 76.5% entered highly skilled employment or further study. The importance of institutional action and support for personal, professional and career development, has been reinforced this year through input to Senate and a working group of the Senate Learning and Teaching Committee. The working group devised an implementation plan to take forward work to ensure all our students are appropriately supported to make effective transitions and see their time at Edinburgh as a launch-pad for future success. There is considerable and often understandable variation across subject areas; School level plans developed in partnership with the Careers Service reflect and respond to these local contexts.

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[9] https://www.hesa.ac.uk/news/08-03-2018/non-continuation-tables
[10] https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers-20171130-web.pdf (Paper D)
[11] https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers-20180208.pdf (Paper E)

Summary

The previous year's institution-led review activity has identified an abundance of good practice examples across all areas of learning and teaching and it is important that these are shared across the University. There is clear evidence that staff are committed to enhancing the student experience by listening to and acting upon student feedback and other relevant data. The reviews also identified areas for further development, many of which are already a focus of work.

Actions Undertaken

During 2017/18 the University has continued to focus on developing its approach to communications, engagement and dialogue with students, along with heavy investment in student-facing facilities and services in the coming years to underpin the University's commitment to learning, teaching and student experience. In addition, the University has continued to signal and reward the importance of teaching, alongside research, from the point of staff recruitment and through the whole life-cycle of academic careers.

The University has continued to make progress on addressing the recommendations from the 2015 Enhancement-led Institutional Review (ELIR) in the areas of assessment and feedback, personal tutoring, postgraduate research student experience, workload allocation models, student representation, and student data dashboards.[12]

The University published a new Learning and Teaching Strategy in January 2017.[13] Over the course of 2017-18, the University has developed and begun to implement a formal implementation plan for the Strategy. The Senate Learning and Teaching Committee will review progress against this plan at its meeting in September 2018.

In October 2017, the University and the Students' Association signed their first Student Partnership Agreement[14]. It serves to highlight ways in which the wider University, including all staff and students, can work together to enhance the student experience. It sets out values, approach to partnership and the three priorities for academic year 2017/18: student voice; academic support; and mental health and wellbeing. The University made funds available to support students and staff working together on projects related to the Partnership priorities and 16 projects were funded during 2017/18. An event will be held in semester 1 2018/19 to share project outcomes and to launch the new priorities.

In 2017/18 the Vice-President Education (Students' Association) led a project to streamline the student representation system, focussing on a move from course to programme representatives. The benefits of such a system include:
- A clearer, consistent and empowered structure across the institution, enabling better quality of representation and support.
- More inclusive of students on joint-degree programmes.
- A more valuable dialogue between staff and students regarding the wider student experience.

The majority of schools have indicated that they will move to a programme representative structure for 2018/19. At its meeting in May 2018, Senate Learning and Teaching Committee agreed that from 2019/20, all Schools would be asked to implement a programme-level representation system. The enhancements to the student representation system will be supported by in-person training for programme representatives.

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[12] https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers-20180208.pdf (Paper D)
[13] https://www.ed.ac.uk/files/atoms/files/learning_teaching_strategy.pdf
[14] https://www.ed.ac.uk/students/academic-life/student-voice/partnership-agreement

In 2016/17, the University rolled out a new initiative to enable students to provide feedback midway through their courses ('mid-course feedback'), with a view to enabling Schools to respond and in some circumstances make changes to elements of the course for the benefit of the current cohort. In 2016/17 this was introduced for students on Honours level course. In 2017/18, the University decided that all undergraduate courses should implement mid-course feedback.

In response to the 2015 ELIR, institution-led reviews, and other feedback, the University reviewed its Code of Practice for Tutors and Demonstrators during 2016/17 and agreed to replace it with a new Policy. The University implemented this new Policy, which clarifies the arrangements for recruitment, support and development of tutors and demonstrators, from 2017/18. It will evaluate the implementation of the Policy during 2018/19.

Planned Actions
During 2018/19 the University plans to place a strong focus on signalling and rewarding the importance of teaching, alongside research. As part of this, the University has established a task group to review the issue of Teaching and Academic Careers, considering how achievements in teaching are rewarded and recognised through the academic lifecycle and how the University can ensure it has appropriate academic development provision in place.

The University also plans to continue to focus on developing its approach to communications, engagement and dialogue with students, along with heavy investment in student-facing facilities and services in the coming years to underpin the University's commitment to learning, teaching and student experience.

In addition to continuing implementation of the University's Learning and Teaching Strategy, and continued progress in relation to the 2015 ELIR, the University is in the process of developing broader plans for enhancing the student experience, informed by the 2018 NSS results. These plans are likely to involve actions for delivery in 2018/19.

Indication of institution-led reviews for the forthcoming cycle

Please see Appendix 1. Please note that specific timings may be subject to change to reflect schedules in Schools.

List of subject areas/programmes reviewed by other bodies

In 2017/18 11 professional bodies carried out reviews resulting in all 64 programmes being successfully accredited/reaccredited (Appendix 2).

11 September 2018

Appendix 1 - Internal Periodic Review forward schedule

	Postgraduate Programme Review	Teaching Programme Review
2018/19	• College of Medicine & Veterinary Medicine (Postgraduate Research Provision) • Edinburgh College of Art (Postgraduate Taught & Postgraduate Research Provision) • GeoSciences (Postgraduate Research Provision) • Literatures, Languages and Cultures (Postgraduate Taught & Postgraduate Research Provision)	• Classics (Undergraduate provision) • Engineering (combined) (Undergraduate & Postgraduate Taught provision) • History of Art (Undergraduate provision) • Earth Sciences (Undergraduate provision) • Philosophy (Undergraduate provision)
2019/20	• Education (Postgraduate Taught and Postgraduate Research Provision) • Informatics (Postgraduate Research Provision) • Philosophy, Psychology and Language Sciences (Postgraduate Taught & Postgraduate Research Provision) • Social and Political Sciences (Postgraduate Taught & Postgraduate Research Provision)	• Business and Accounting (Undergraduate provision) • Chemistry (Undergraduate & Postgraduate Taught provision) • Divinity (Undergraduate provision) • Geography (Undergraduate provision) • Politics and International Relations (Undergraduate provision) • Social Policy (Undergraduate & Postgraduate Taught provision) • Centre for Open Learning (Undergraduate provision)
2020/21	• Clinical Education (Postgraduate Taught Provision) • Health in Social Science (including Nursing Undergraduate provision, Postgraduate Taught and Postgraduate Research Provision) • Maths (Postgraduate Research Provision)	• Archaeology (Undergraduate provision) • Architecture (Undergraduate provision) • Biological Sciences (Undergraduate & Postgraduate Taught provision) • History (Undergraduate provision) • Informatics (Undergraduate & Postgraduate Taught provision) • Law (Undergraduate provision, Postgraduate Research & Postgraduate Taught provision) • Music (Undergraduate provision) • Oral Health Sciences (Undergraduate provision)
2021/22	• Biological Sciences (Postgraduate Research Provision) • Divinity (Postgraduate Taught & Postgraduate Research Provision)	• Applied Sport Science and Sport and Recreation Management (Undergraduate provision)

	• Royal (Dick) School of Veterinary Studies (Postgraduate Taught Provision) • GeoSciences (Postgraduate Taught Provision)	• Celtic and Scottish Studies (Undergraduate provision) • Maths (Undergraduate & Postgraduate Taught provision) • Psychology (Undergraduate provision) • The Royal (Dick) School of Veterinary Studies (Undergraduate provision)
2022/23	• Business (Postgraduate Taught and Postgraduate Research Provision) • Economics (Undergraduate provision, Postgraduate Research & Postgraduate Taught provision) • History, Classics and Archaeology (Postgraduate Research & Postgraduate Taught provision) • Physics and Astronomy (Postgraduate Research provision)	• Art (Undergraduate provision) • Asian Studies (Undergraduate provision) • Design (Undergraduate provision) • Ecological and Environmental Sciences (Undergraduate provision) • European Languages and Cultures (Undergraduate provision) • Islamic and Middle Eastern Studies (Undergraduate provision) • Linguistics and English Language (Undergraduate provision) • Social Work (Undergraduate & Postgraduate Taught provision)
2023/24	• Chemistry (Postgraduate Research Provision) • Engineering (Postgraduate Research Provision) • Molecular, Genetic and Population of Health Sciences (Postgraduate Taught Provision) • Clinical Sciences (Postgraduate Taught Provision)	• Biomedical Sciences (Undergraduate and Taught Postgraduate Provision) • Education (to include Childhood Practice & Community Education) • English Literature (Undergraduate Provision) • Medicine (Undergraduate Provision) • Physics and Astronomy (Undergraduate and Postgraduate Taught Provision) • Social Anthropology (Undergraduate and Postgraduate Taught Provision) • Sociology & Sustainable Development (Undergraduate Provision)

Appendix 2 – Degree Programmes Accredited in 2017/18

Degree Programme Title	Name of Accrediting Body	URL of Accrediting Body
MBChB Medicine	General Medical Council (GMC)	http://www.gmc-uk.org/
PgCert Clinical Education (Online Learning) - 1 Year	Higher Education Academy (HEA)	http://www.heacademy.ac.uk/home
MSc Clinical Education (Online Learning) - 3 Years	The Royal Australasian College Surgeons	http://www.surgeons.org/
PgCert Clinical Education (Online Learning) - 1 Year	The Royal Australasian College Surgeons	http://www.surgeons.org/
PgDip Clinical Education (Online Learning) - 2 Years	The Royal Australasian College Surgeons	http://www.surgeons.org/
PgCert Academic Practice (ICL) - 1-3 Years	Higher Education Academy (HEA)	http://www.heacademy.ac.uk/home
PgCert Digital Education (Online Learning) (ICL) 1-2 Years	Higher Education Academy (HEA)	http://www.heacademy.ac.uk/home
MSc Advanced Chemical Engineering	Institution of Chemical Engineers (IChemE)	http://www.icheme.org/
BEng (Hons) Electrical and Mechanical Engineering	Institution of Mechanical Engineers (IMechE)	http://www.imeche.org/Home
BEng (Hons) Engineering for Sustainable Energy	Institution of Mechanical Engineers (IMechE)	http://www.imeche.org/Home
BEng (Hons) Mechanical Engineering	Institution of Mechanical Engineers (IMechE)	http://www.imeche.org/Home
BEng (Hons) Mechanical Engineering with Management	Institution of Mechanical Engineers (IMechE)	http://www.imeche.org/Home
BEng (Hons) Mechanical Engineering with Renewable Energy	Institution of Mechanical Engineers (IMechE)	http://www.imeche.org/Home
MEng (Hons) Electrical And Mechanical Engineering	Institution of Mechanical Engineers (IMechE)	http://www.imeche.org/Home
MEng (Hons) Engineering for Sustainable Energy	Institution of Mechanical Engineers (IMechE)	http://www.imeche.org/Home
MEng (Hons) Mechanical Engineering	Institution of Mechanical Engineers (IMechE)	http://www.imeche.org/Home
MEng (Hons) Mechanical Engineering with Management	Institution of Mechanical Engineers (IMechE)	http://www.imeche.org/Home
MEng (Hons) Mechanical Engineering with Renewable Energy	Institution of Mechanical Engineers (IMechE)	http://www.imeche.org/Home
BSc (Hons) Geography	Royal Geographical Society (with IBG)	www.rgs.org/accreditation
MA (Hons) Geography	Royal Geographical Society (with IBG)	www.rgs.org/accreditation
DClinPsychol Clinical Psychology (Core Programme Route) - 3 Years	British Psychological Society (BPS)	http://www.bps.org.uk/
DClinPsychol Clinical Psychology (Flexible Study Route) - 4 Years	British Psychological Society (BPS)	http://www.bps.org.uk/
DClinPsychol Clinical Psychology (Flexible Study Route) - 5 Years	British Psychological Society (BPS)	http://www.bps.org.uk/
DClinPsychol Clinical Psychology (Core Programme Route) - 3 Years	Health Professions Council (HPC)	http://www.hpc-uk.org/
DClinPsychol Clinical Psychology (Flexible Study Route) - 4 Years	Health Professions Council (HPC)	http://www.hpc-uk.org/
DClinPsychol Clinical Psychology (Flexible Study Route) - 5 Years	Health Professions Council (HPC)	http://www.hpc-uk.org/
Law (LLB Ord)	Law Society of Scotland	http://www.lawscot.org.uk/
LLB (Hons) Law	Law Society of Scotland	http://www.lawscot.org.uk/
LLB (Hons) Law and Accountancy	Law Society of Scotland	http://www.lawscot.org.uk/
LLB (Hons) Law and Business	Law Society of Scotland	http://www.lawscot.org.uk/

Degree Programme Title	Name of Accrediting Body	URL of Accrediting Body
LLB (Hons) Law and Celtic	Law Society of Scotland	http://www.lawscot.org.uk/
LLB (Hons) Law and Economics	Law Society of Scotland	http://www.lawscot.org.uk/
LLB (Hons) Law and French	Law Society of Scotland	http://www.lawscot.org.uk/
LLB (Hons) Law and German	Law Society of Scotland	http://www.lawscot.org.uk/
LLB (Hons) Law and History	Law Society of Scotland	http://www.lawscot.org.uk/
LLB (Hons) Law and International Relations	Law Society of Scotland	http://www.lawscot.org.uk/
LLB (Hons) Law and Politics	Law Society of Scotland	http://www.lawscot.org.uk/
LLB (Hons) Law and Social Anthropology	Law Society of Scotland	http://www.lawscot.org.uk/
LLB (Hons) Law and Social Policy	Law Society of Scotland	http://www.lawscot.org.uk/
LLB (Hons) Law and Sociology	Law Society of Scotland	http://www.lawscot.org.uk/
LLB (Hons) Law and Spanish	Law Society of Scotland	http://www.lawscot.org.uk/
LLB (Ord) Law (Graduate Entry)	Law Society of Scotland	http://www.lawscot.org.uk/
BSc (Hons) Astrophysics	Institute of Physics (IOP)	http://www.iop.org/
BSc (Hons) Chemical Physics	Institute of Physics (IOP)	http://www.iop.org/
BSc (Hons) Computational Physics	Institute of Physics (IOP)	http://www.iop.org/
BSc (Hons) Mathematical Physics	Institute of Physics (IOP)	http://www.iop.org/
BSc (Hons) Physics	Institute of Physics (IOP)	http://www.iop.org/
BSc (Hons) Physics and Music	Institute of Physics (IOP)	http://www.iop.org/
BSc (Hons) Physics with Meteorology	Institute of Physics (IOP)	http://www.iop.org/
BSc (Hons) Theoretical Physics	Institute of Physics (IOP)	http://www.iop.org/
MChemPhys (Hons) Chemical Physics	Institute of Physics (IOP)	http://www.iop.org/
MChemPhys (Hons) Chemical Physics with a Year Abroad	Institute of Physics (IOP)	http://www.iop.org/
MChemPhys (Hons) Chemical Physics with Industrial Experience	Institute of Physics (IOP)	http://www.iop.org/
MPhys Astrophysics	Institute of Physics (IOP)	http://www.iop.org/
MPhys Computational Physics	Institute of Physics (IOP)	http://www.iop.org/
MPhys Mathematical Physics	Institute of Physics (IOP)	http://www.iop.org/
MPhys Physics	Institute of Physics (IOP)	http://www.iop.org/
MPhys Physics with Meteorology - 5 Years	Institute of Physics (IOP)	http://www.iop.org/
MPhys Physics with Year Abroad - 5 Years	Institute of Physics (IOP)	http://www.iop.org/
MPhys Theoretical Physics	Institute of Physics (IOP)	http://www.iop.org/
BSc (Hons) Psychology	British Psychological Society (BPS)	http://www.bps.org.uk/
MA (Hons) Philosophy and Psychology	British Psychological Society (BPS)	http://www.bps.org.uk/
MA (Hons) Psychology	British Psychological Society (BPS)	http://www.bps.org.uk/

Degree Programme Title	Name of Accrediting Body	URL of Accrediting Body
MA (Hons) Psychology and Business	British Psychological Society (BPS)	http://www.bps.org.uk/
MA (Hons) Psychology and Economics- 4 Years	British Psychological Society (BPS)	http://www.bps.org.uk/
MA (Hons) Psychology and Linguistics	British Psychological Society (BPS)	http://www.bps.org.uk/
MA (Hons) Sociology and Psychology	British Psychological Society (BPS)	http://www.bps.org.uk/

Accreditations Discontinued in 2017/18

The partial accreditation of the BEng (Hons) Computer Science with Management by BCS the Chartered Institute for IT on behalf of the Science Council was discontinued in May 2018 on account of BCS withdrawing from the Science Council and therefore no longer offering the accreditation.

Annual Report to the Scottish Funding Council on Institution-led Review and Enhancement Activity 2017/18

Statement of assurance

On behalf of the governing body of the University of Edinburgh, I confirm that we have considered the institution's arrangements for the management of academic standards and the quality of the learning experience for AY 2017/18, including the scope and impact of these. I further confirm that we are satisfied that the institution has effective arrangements to maintain standards and to assure and enhance the quality of its provision. We can therefore provide assurance to the Council that the academic standards and the quality of the learning provision at this institution continue to meet the requirements set by the Council.

……………………………………………………………… 　　　　　　…………………………………………………….
Anne Richards
Vice-Convener of Court 　　　　　　　　　　　　　　　　Date

THE UNIVERSITY of EDINBURGH

UNIVERSITY COURT

1 October 2018

Exception Committee Report

Committee Name

1. Exception Committee.

Date of Meeting

2. The Committee considered business via electronic communications concluded on 5 July 2018 and 6 September 2018.

Action Required

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

Paragraphs 4 – 7 have been removed as exempt from release due to FOI.

Full Minute

8. The papers considered are available at:
https://www.wiki.ed.ac.uk/display/UCC/Exception+Committee

Equality & Diversity

9. There are no specific equality and diversity issued associated with this report.

Further information

10. *Author*   *Presenter*
    Lewis Allan   Anne Richards
    Head of Court Services   Convener of Exception Committee

Freedom of Information

11. Closed paper.

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY COURT

1 October 2018

Policy & Resources Committee Report

Committee Name
1. Policy & Resources Committee.

Date of Meeting
2. 10 September 2018

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

Paragraphs 4 – 13 have been removed as exempt from release due to FOI.

Full Minute
14. 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
15. Issues related to equality and diversity were considered within each paper as appropriate.

Further information
16. *Author*   *Presenter*
    Lewis Allan   Anne Richards
    Head of Court Services   Convener, Policy & Resources Committee

Freedom of Information
17. Closed paper.

THE UNIVERSITY of EDINBURGH

UNIVERSITY COURT

1 October 2018

Audit & Risk Committee Report

Committee Name
1.   Audit & Risk Committee.

Date of Meeting
2.   The meeting was held on 13 September 2018.

Action Required
3.   Court is invited to note the key points from the meeting and approve:
- Risk Management Policy and Risk Appetite Statement (Appendix 1)
- Risk Management Guidance Manual (Appendix 2)
- Risk Register Template (Appendix 3)

Paragraphs 4 – 7 have been removed as exempt from release due to FOI.

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

Equality & Diversity
9.   No direct equality and diversity implications were raised in this report

Further information
10. *Author*
Kirstie Graham
September 2018

Presenter
Alan Johnston
Convener of the Audit and Risk Committee

Freedom of Information
11. This paper is closed.

THE UNIVERSITY of EDINBURGH

UNIVERSITY COURT

1 October 2018

Senatus Academicus Report

Committee Name
1.   E-Senate.

Date of Meeting
2.   11 – 19 September 2018.

Action Required
3.   To note the key points from the e-Senate meeting.

Key points
Externally-Facilitated Review of Senate: Terms of Reference
4.   Terms of reference for an externally-facilitated review of Senate and its committees, to be undertaken in compliance with the Scottish Code of Good Higher Education Governance, were noted. Outputs from the review are expected to be presented to Senate at its meeting scheduled for 29 May 2019 and will be reported to Court.

Annual Report to the Scottish Funding Council on Institution-led Review and Enhancement Activity 2017/18
5. The draft report was noted ahead of review by the Senate Quality Assurance Committee on 20 September and Court on 1 October.

Full Agenda and Papers
6.   http://www.ed.ac.uk/schools-departments/academic-services/committees/senate/agendas-papers

Equality & Diversity
7.   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
8*.   Author*
     Theresa Sheppard
     Academic Services

Freedom of Information
9.   Open paper.

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UNIVERSITY COURT

1 October 2018

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 June 2018 to 31 August 2018.

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

Freedom of Information
12. Closed paper.