



University Court
Videoconference
Monday, 15 June 2020

AGENDA

- | | | |
|----------|---|-----------|
| 1 | Minute
To <u>approve</u> the minute of the meeting held on 27 April 2020 | A1 |
| 2 | Matters Arising & Review of Action Log
To <u>raise</u> any matters arising and <u>review</u> the Action Log | A2 |
| 3 | Principal's Report
To <u>receive</u> an update from Peter Mathieson, Principal | B |

SUBSTANTIVE ITEMS

- | | | |
|----------|--|------------------------|
| 4 | Director of Finance's Report
To <u>consider</u> a paper presented by Lee Hamill, Director of Finance | C |
| 5 | Planning Round: 2020-21 Proposals
To <u>approve</u> a paper presented by Tracey Slaven, Deputy Secretary Strategic Planning | D |
| 6 | Student Experience Update
To <u>receive</u> an update from Colm Harmon, Vice-Principal Students | E |
| 7 | EUSA President's Report
To <u>receive</u> an update from Ellen MacRae, EUSA President | F |
| 8 | Equality, Diversity Monitoring and Research Committee (EDMARC) Reports
To <u>consider</u> the following papers presented by Sarah Cunningham-Burley, University Lead for Equality, Diversity and Inclusion | |
| | <ul style="list-style-type: none">• EDMARC Staff and Student Reports 2019• EDMARC Ethnicity Report – preliminary findings | G1
G2 |

ITEMS FOR NOTING OR FORMAL APPROVAL

- | | | |
|-----------|---|----------|
| 9 | Strategy 2030 Strategic Performance Framework Update
To <u>note</u> | H |
| 10 | Benefactors Award
To <u>approve</u> | I |
| 11 | Prevent Duty Implementation Update
To <u>note</u> | J |
| 12 | Education Act 1994 Compliance
To <u>note</u> | K |

13	Committee Reports	
	• Exception Committee	L1
	• Policy & Resources Committee	L2
	• Nominations Committee	L3
	• Audit & Risk Committee	L4
	• Court USS Sub-Group	L5
	• Knowledge Strategy Committee	L6
	• Senate	L7
14	Annual Recognition of Alumni Clubs	M
	To <u>note</u>	
15	Donations and Legacies; Global Alumni Events	N
	To <u>note</u>	
16	Ordinances	O
	To <u>approve</u>	
17	Resolutions	P
	To <u>approve</u>	
18	Court Standing Orders & Exception Committee Terms of Reference Updates	Q
	To <u>approve</u>	
19	Any Other Business	
	To <u>consider</u> any other matters	
20	Date of Next Meeting	
	Monday, 28 September 2020	



UNIVERSITY COURT

27 April 2020 (Videoconference)

[DRAFT] Minute

- Members Present:** Anne Richards, Vice-Convener (in chair)
Peter Mathieson, Principal & Vice-Chancellor
Alastair Dunlop, Chancellor's Assessor
Doreen Davidson, General Council Assessor
Jock Millican, General Council Assessor
Sarah Wolffe, General Council Assessor
Elizabeth Bomberg, Senate Assessor
Sarah Cooper, Senate Assessor
Claire Phillips, Senate Assessor
Alexander Tudhope, Senate Assessor
Frank Armstrong, Co-opted Member
Perdita Fraser, Co-opted Member
Caroline Gardner, Co-opted Member
Alan Johnston, Co-opted Member
David Law, Co-opted Member
Clare Reid, Co-opted Member
Susan Rice, Co-opted Member
Frank Ross, Lord Provost of the City of Edinburgh
Jo Craiglee, Non-Teaching Staff Assessor
Andrew Wilson, President, Students' Association
Oona Miller, Vice-President Welfare, Students' Association
- Apologies:** Ann Henderson, Rector
- In attendance:** Angi Lamb, Rector's Assessor
Sarah Smith, Vice-Principal Strategic Change and Governance; and
University Secretary
- Presenters & Observers:** Lewis Allan, Head of Court Services
Leigh Chalmers, Director of Legal Services
Gavin Douglas, Deputy Secretary Student Experience
Lee Hamill, Director of Finance
Colm Harmon, Vice-Principal Students
Gary Jebb, Director of Estates
Gavin McLachlan, Vice-Principal, Chief Information Officer & Librarian to
the University
Theresa Merrick, Director of Communications & Marketing
Dorothy Miell, Vice-Principal & Head of College
Dave Robertson, Vice-Principal & Head of College
Jonathan Seckl, Senior Vice-Principal
Tracey Slaven, Deputy Secretary Strategic Planning
Janet Legrand, Senioir Lay Member-elect
Ellen MacRae, President-elect, Students' Association
Rachel Irwin, Vice-President-elect Activities & Services, Students'
Association

1 Minute

Papers A1-2

The Vice-Convenor welcomed members and attendees to the meeting, held by videoconference. Andrew Wilson and Oona Miller, Students' Association President and Vice-President Welfare respectively, were thanked for their service to the student body and the University over the past year and wished well for the future. Janet Legrand, Senior Lay Member-elect and Ellen MacRae and Rachel Irwin, Students' Association President-elect and Vice-President-elect Activities & Services respectively, were welcomed as observers to the meeting.

The Minute of the meeting and the note of the seminar held on 17 February 2020 were approved.

2 Matters Arising & Review of Action Log

Paper A3

There were no matters arising and the action log was reviewed, noting that actions allocated to the outgoing Director of Corporate Services will be re-allocated prior to the next meeting.

3 Principal's Report

Paper B

Court noted the contents of the report and additional information on the approach taken in responding to the Covid-19 pandemic, prioritising health and safety considerations for students and staff. Future planning work is for 'adaptation and renewal' rather than 'recovery' given the need for new approaches as the virus and its impact persist. Similar to other research-intensive universities, research is not fully-funded and is supported by income from other activities, particularly from international student tuition fees and accommodation, catering and events. Reductions in these areas will therefore impact on research sustainability unless the model of research funding shifts to full funding and this is being articulated in sector discussions with research funders.

Preparations for hybrid online/in-person teaching next semester were discussed and the varying impact of remote working and studying on different groups, particularly staff and students with caring responsibilities who are more likely to be female.

SUBSTANTIVE ITEMS

4 Covid-19: Mitigation and Renewal – Prioritisation and Management

Paper C

The approach to co-ordination and governance of the institutional response to the Covid-19 outbreak was reviewed. The University's pandemic plan was refreshed following the emergence of the virus and a co-ordination team established alongside specialist academic contingency and admissions mitigations groups. The University moved to remote teaching and assessment from 23 March and transitioned from immediate contingency planning to a short-term operating model, now mostly complete. Work on the next phase, adaptation and renewal, is underway and is led

by a group convened by the Principal with supporting workstreams led by identified senior leaders. The following points were raised in discussion:

- integrating staff views into the workstreams – with Staff Experience Committee providing a forum which many workstream leaders attend, additional meetings with Trade Unions are taking place and the intention to host virtual ‘Town Hall’ meetings or other similar means of seeking staff views;
- assessing the Equality, Diversity & Inclusion (EDI) impacts of the pandemic on students and staff and reporting findings to Court – the EDI Committee chaired by Sarah Cunningham-Burley will consider this and can report appropriately;
- procedures to enable rapid decision-making as required – all relevant committees will have processes for rapid decision-making incorporated into their terms of reference and workstream leads have delegated responsibilities in their areas; and,
- the regular email updates provided to Court members over this period were welcomed and it was requested that these continue.

5 Covid-19 Communications Reporting & Evaluation

Paper D

A report on the University’s media coverage and communications with external and internal audiences regarding the Covid-19 pandemic was considered. The importance of communicating with prospective students was noted, with a ‘see you soon’ video message receiving high levels of engagement. Future communications with prospective students could include messages from current students to help with student community building. Appropriate internal and external communication of the challenges facing the University was discussed and is being considered by the Director of Communications & Marketing in consultation with the Senior Leadership Team.

6 Finance

• Director of Finance’s Report

Paper E1

The Director of Finance provided an update on key financial matters in light of the Covid-19 pandemic, including the anticipated impact on the 2019/20 financial results, current cash reserves and liquidity and initial modelling of scenarios of significant income reductions in the 2020/21 year. It was noted that a deficit position in 2020/21 is a realistic assumption. Mitigating actions were discussed, including the deferral of a number of major estates projects planned for 2020/21 and a pause in staff recruitment aside from externally funded posts or those that are deemed ‘mission critical’. It was confirmed that estates projects delivering accessibility improvements are intended to proceed as planned and there is active consideration of accessing the UK Government’s Coronavirus Job Retention Scheme for some posts where remote working is not possible. Members supported access of the Job Retention Scheme where appropriate and the importance of early action to preserve cash more generally, discussed involving stakeholders in early discussions of future reprioritisation of estate projects, considering social distancing guidance when planning office space layouts and potential impacts on higher education pension schemes and the strength of employer covenants.

- **Covid-19 Short and Medium-term Funding Options**

Paper E2

Options to further strengthen cash reserves given the uncertain but likely significant detrimental financial impact of the Covid-19 pandemic were reviewed.

7 Student Experience Update

Verbal

The Vice-Principal Students provided a verbal update on the University's move to remote teaching from 23 March and planning for the coming academic year. It is expected that a hybrid model of teaching will be developed for the next semester, blending online and in-person teaching with social distancing measures. Building an *esprit de corps* for all members of the student community, whether on campus or online will be a key component.

The Students' Association President thanked University staff for the collaborative approach taken in responding to the pandemic's impact on the student community and noted the continued importance of activity to improve the student experience, including in attracting prospective students. Members discussed seeking student input in redesigning courses for Semester 1 of the next academic year and recognising this with academic credits plus the likely flexibility for Schools to operate fully online or hybrid models of teaching next Semester. Hybrid models of teaching are expected to be offered next semester that are more closely matched to expectations set in student prospectuses than online-only provision.

8 EUSA President's Report

Paper F

The Students' Association President reported on recent developments including the serious financial impact anticipated from the Covid-19 pandemic on the Association given the cancellation of the Edinburgh Festivals and generally reduced commercial trading activities. Mitigating actions planned or underway include utilising the UK Government's Coronavirus Job Retention Scheme and discussions with University staff are ongoing regarding future financial planning.

9 Gujarat Biotechnology University

Paper G

Court confirmed its continued support for the proposal and approved the next steps as set out in the paper.

ITEMS FOR NOTING OR FORMAL APPROVAL

10 Outcome Agreement 2020/21

Paper H

A proposed single year Outcome Agreement for 2020/21 was approved and authority delegated to the Deputy Secretary Strategic Planning to refine the detail of the document prior to submission to the Scottish Funding Council.

11 Delegated Authority Schedule – Review & Update

Paper I

Proposed updates to the Delegated Authority Schedule were approved with immediate effect.

12 Awards of University Benefactor **Paper J**

On the recommendation of the Principal, Court approved the bestowal of the distinction of University Benefactor on the organisations set out in the paper.

13 Committee Reports

- **Exception Committee** **Paper K1**

The following matters approved on behalf of Court by Exception Committee were noted:

- Core IT Systems for HR & Finance Programme: additional costs were approved and authority was delegated to the Principal to approve use of a time contingency of circa two months if unavoidable; and,
- Vice-Principal (Interim) Corporate Services: the appointment of Dr Catherine Martin for a two year period effective from 4 May 2020 was endorsed.

- **Policy & Resources Committee** **Paper K2**

Key points from the report were noted and it was agreed to approve:

- the Edinburgh University Students' Association core grant at £3,044,000 for each of years 2020-21, 2021-22 and 2022-23;
- the Edinburgh University Sports Union core grant at £678,000 for each of years 2020-21, 2021-22 and 2022-23; and,
- the extension of the lease at Argyle House for an additional 7 years to May 2033 subject to the conditions set out in the paper.

- **Universities Superannuation Scheme (USS) Sub-Group** **Paper K3**

The report was noted.

- **Core IT Systems for HR & Finance Sub-Group** **Paper K4**

The report was noted.

- **Audit & Risk Committee** **Paper K5**

The report was noted and a verbal update noted on the approval by the Committee of an appointment to the Head of Internal Audit.

- **Knowledge Strategy Committee** **Paper K6**

The report was noted.

14 Donations and Legacies; Global Alumni Events **Paper L**

Donations and legacies received were noted along with information regarding the postponement of planned global alumni events given the Covid-19 outbreak.

15 Resolutions

Paper M

The following draft resolutions were referred to the General Council and to Senate for observations:

Draft Resolution No. 9/2020: Undergraduate Degree Programme Regulations

Draft Resolution No. 10/2020: Postgraduate Degree Programme Regulations

16 Any Other Business

The Principal and all attendees, presenters and observers aside from the University Secretary left the meeting.

Noting that the deputising arrangements in the absence of the Principal were last reviewed and updated in 2014 and were mainly envisaged for periods when the Principal was temporarily absent from the University overseas, it was agreed to review the deputising arrangements, including to take account of more potentially serious and prolonged periods of absence.

Court agreed the concept of a three stage process in the case of the Principal being permanently unable to continue in role. First, the Senior Vice-Principal should temporarily take on the responsibilities and accountabilities of the Principal, subject to mechanisms for enhanced assurance and support from Court; second, at the same time as the Senior Vice-Principal takes on these duties, Nominations Committee would progress immediately a search for an interim Principal using an abbreviated version of the agreed process for appointing a permanent Principal, including consideration of both internal and external candidates through a Selection Panel chaired by the Senior Lay Member; and third, the University would start a search to find the new permanent Principal.

Court agreed that if the Principal were temporarily unable to continue in role for a period of more than a few days or weeks but with the confident expectation that he would be able to resume duties in the foreseeable future, the first stage arrangements outlined above would apply.

Court agreed to delegate to Nominations Committee the responsibility for agreeing a fuller description of the proposed arrangements, to be subsequently submitted to Exception Committee for formal agreement prior to the next Court meeting.

17 Date of Next Meeting

Monday, 15 June 2020.



UNIVERSITY COURT

15 June 2020

Principal's Report

Description of paper

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

Action requested/Recommendation

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

Background and context

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

Discussion

5. As we move through week 12 of lockdown the University's response to Covid-19 continues at pace. The Adaptation and Renewal work is progressing well with work stream leads: Colm Harmon - Students, Jonathan Seckl - Research & Innovation, Sarah Smith - Reshaping and Catherine Martin - Estates and Digital Infrastructure, leading concerted effort across many key fronts. Through the work of the work streams, and the various sub-groups that are looking in detail at specific aspects of our response, there are over 100 colleagues from across the University directly involved. You will receive a more detailed update at Court but significant work is progressing including preparation for next semester with our hybrid (online and on campus) model, restarting research as soon as we are given the go ahead from Scottish Government, safe campus measures including recommending face coverings/masks and significant activity including on key HR matters through reshaping.

6. We have undertaken to be open and honest with our community about the scale of the challenge and our response to it, which we do believe to be robust.

7. In terms of the physical health of our staff and students it is relatively difficult to assess this particularly once the systematic testing of the population stopped. We had over 120 students self-isolating in the pre and early lockdown phase but these did not translate into confirmed cases. There were a handful of confirmed cases with students who returned home and reports of confirmed staff cases remain low.

8. The overall wellbeing of our staff is something that our managers have been acutely aware of and are making significant efforts to assess. Keeping in touch via regular 'All Staff' and other interactive sessions and on an individual basis is being prioritised across the Institution. There have also been a number of Townhall meetings including in Information Services, College of Medicine and Veterinary

Medicine and College of Science and Engineering. We are seeing the full range of experience represented among our diverse staff and the responses to the issues raised are actively being worked on to provide reassurance and clarity as quickly as we are able. We also have full and regular interaction with our Union colleagues in place with a good sense of where, and what, the concerns are.

9. On student engagement, many Schools are engaging direct with their students about intentions for next academic year and at the University level we are currently surveying all returning students to get a sense of how they are feeling about the current situation. Initial results, from over 3,000 responses, do indicate that there are high levels of anxiety, including on returning to the UK in general which is perceived internationally to be high risk. Reinforcing our messages on what learning and teaching will look like in September and crucially what support is available and how it can be accessed will be prioritised.

10. With important matters other than Covid-19, Court will have seen the wide ranging protests demanding action on racism following the brutal killing of George Floyd in the United States on 25 May. Many of our staff and students have contacted me on the issue and a number of our students have organised a well-supported petition demanding action in four key areas: a University statement to be published; promotion of an anti-racist culture; development of a zero-tolerance policy and the creation of a representation initiative. We have responded to the petition organisers and are in the process of setting up a meeting with them, including myself and my two Senior leads Professor Sarah Cunningham-Burley and Professor James Smith. The University issued a statement on 4 June and we continue to engage with our community as we have much to do to improve our position. Initial steps include: policies on zero tolerance of racism (although these are in place we agree they need to be reinforced and highly visible across campus); the work of RACE.ED we believe is a good start in terms of decolonising the curriculum but this requires to be prioritised further; our Equality, Diversity and Inclusion Committee is tasked with driving forward change on addressing the attainment gap; increasing racial literacy among staff; better support for students and staff if they experience racial harassment and taking steps to enhance and support our BAME student and staff sense of belonging.

11. Engagement with the Scottish Government has been reasonably regular either direct or via Universities Scotland and we were particularly pleased at the Scottish Government announcement of an additional £75 million to support University research in Scotland. That said there was no consultation with the sector ahead of the publication of the Scottish Government's roadmap to recovery and we continue to lobby for greater acknowledgement of the needs of the sector within the roadmap approach.

12. The UK Government also surprised many with the announcement to cap (to 6.5%) the growth in number of English undergraduate students that can come to Scottish universities. This is unhelpful as growth in Rest of UK students is one of the mitigations that we plan to use as we finalise recruitment and admissions for next semester.

13. On admissions more widely, our absolute priority remains to convert every application to a student arriving on campus. The cycle is significantly “off-set” with delays to offers and acceptances because of Covid-19.

14. The undergraduate cycle is approaching a key date with the “decline by default” date for on-time applications set as the 18th June. This is a month later than usual and we still have much to do on conversion and then in Clearing.

15. The postgraduate cycle is also delayed relative to the usual process although we are significantly up in terms of applications compared to the same point last year. Offers and acceptances are up but we always have to be conscious of individuals holding offers with multiple institutions – sometimes elsewhere in the UK but also in their home countries if they are international students.

Selected meetings and events from May 2020 to mid-June

16. *University*

- Academic Strategy Group, (core membership Heads of Schools), has been meeting weekly. This has proved a very useful forum for consultation and discussion on a wide range of matters including delivering hybrid teaching for semester one, kick-starting research, staff support, communications, safe campus issues, Equality, Diversity and Inclusion planning, the financial situation and scenario planning.
- Leaders Forum, comprising around 150 of the University’s Senior staff, has been meeting every 4-5 weeks.
- Adaptation and Renewal Team has been meeting weekly.
- Senior Leadership Team weekly meeting and virtual away day where discussions around reshaping were the focus.

17. *Edinburgh and Scotland*

- Chaired a positive meeting of the Higher Education / Further Education City Region Deal Strategy Group.
- Participated in a meeting with Andrew Kerr, Chief Executive of City of Edinburgh Council, on their version of adaptation and renewal and how we can work together.
- Participated in the Edinburgh and South-East Scotland City Region Deal Leaders' Group Meeting.
- Participated in the Edinburgh Festivals Forum.

18. *Sector*

- Participated in several Russell Group Board meetings.
- Continued work on the Industrial Strategy Council-Universities UK Prosperity Mapping Project.
- Participated in the Universities Scotland Main Committee.
- Participated in several Scottish Funding Council Board meetings.
- Participated in the recruitment for the Russell Group Chair. (various dates)
- Edinburgh’s university Principals have been keeping in regular contact.
- Participated in Universities UK Members’ meeting.

- Participated in a Universities Scotland organised meeting with the Scottish Trades Union Congress and National Union of Students.

19. *Covid-19 related*

- Participated in several CASE Trustee Pandemic Task Force meetings.
- Participated in several Universities UK coronavirus discussions.
- Participated in a teleconference with Russell Group and the Minister of State for Universities at the Department of Education, Michelle Donelan MP.
- Spoken to Richard Lochhead MSP, Minister for Further Education, Higher Education and Science on several occasions.
- Participated in the World Economic Forum's University Leaders Dialogue on COVID-19 and Resilience.
- Participated in the Una Europa Videoconference on post-Corona crisis.
- Participated in a Q&A with the Financial Times.
- Gave an interview to Magnus Linklater for The Times (published 16 May).
- Participated in a Russell Group meeting with Gavin Williamson, Secretary of State, Department for Education.
- Pre-recorded an interview with Jamie McIvor, BBC Radio Scotland.
- Participated in a Russell Group meeting with Minister of State for Universities at the Department of Education, Michelle Donelan MP and Amanda Solloway, Parliamentary Under-Secretary of State for Science, Research and Innovation.
- Participated in a teleconference with the Douglas Ross MP, Under Secretary of State for Scotland, Principals from Scottish Universities organised by Universities Scotland.
- Gave an interview for BBC World Service (aired on 2 June).
- Participated in a teleconference, 'In Discussion with Dame Carolyn Fairbairn, Confederation of British Industry Director-General'.
- Provided evidence to the Scottish Parliament's Education and Skills Committee focus group which was looking at the impact of the Covid pandemic on higher education.
- Participated in a Royal Bank of Scotland roundtable discussion with RBS Chairman Sir Howard Davies.
- Participated in an informal discussion on the impacts of coronavirus with Sir Patrick Vallance, UK Government Chief Scientific Adviser.
- Spoke to Sean Jones, Deputy Director, Education and Skills at HM Treasury about sector issues and the University position and contribution.

20. *International*

- Participated in a teleconference with Principal Officer at the U.S. Consulate in Edinburgh, Ellen Wong.
- Participated in the One Health Center MoU signing ceremony with Shanghai Jiao Tong University.
- Participated in the Una Europa General Assembly.
- Participated in an International Policy Network meeting.
- Participated in a Universitas 21 Peer to Peer meeting.
- Participated in a meeting of the Directors of the Hong Kong Foundation.
- Participated in the Coimbra Group open session on the European universities Alliances.

Resource implications

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

Risk Management

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

Equality & Diversity

23. No specific Equality and Diversity issues are identified.

Next steps/implications

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

Consultation

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

Further information

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

Author and Presenter

27. Principal and Vice-Chancellor Professor Peter Mathieson
9 June 2020

Freedom of Information

28. Open Paper.



UNIVERSITY COURT

15 June 2020

Director of Finance's Report

Description of paper

1. This paper provides an update on the University Group's 2019-20 forecast operating surplus at Quarter Three. An update on Universities Superannuation Scheme (USS) pensions is also provided along with a Special Focus Update in Appendix 2 focusing on the performance of the University's subsidiary companies in the six months to January 2020.

Action requested/Recommendation

2. Court is asked to review and comment on the latest update.

Background and context

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

Discussion

Paragraphs 4-16 have been removed as exempt from release due to FOI.

Resource Implications

17. There are no specific requests for resource in the paper.

Risk Management

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

Equality & Diversity

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

Next steps/implications

20. We would welcome feedback as outlined in the discussion above.

Consultation

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

Further information

22. Authors

Rachael Robertson
Deputy Director of Finance
Stuart Graham
Head of FIRST (Financial Information,
Reporting & Strategy Team)
1 June 2020

Presenter

Lee Hamill
Director of Finance

Freedom of Information

23. This paper should not be included in open business as its disclosure could substantially prejudice the commercial interests of the University.



UNIVERSITY COURT

15 June 2020

Planning Round: 2020-21 Proposals

Description of paper

1. The purpose of the paper is to present an overview of our proposed approach to the planning round for 2020-21 given the immediate impacts of the Covid-19 pandemic. The paper also outlines the mechanisms which the University will utilise to manage our ongoing financial prioritisation and mitigation actions.

Action requested/Recommendation

2. Court is requested to discuss and agree the proposed approach to the planning round.

Paragraphs 3-36 have been removed as exempt from release due to FOI.

Resource implications

37. This paper supports strategic decisions on resource allocation.

Risk Management

38. Normal cycle of reports to Risk Management Committee with updates on ART.

Equality & Diversity

39. Equality considerations are embedded in the planning process at budget holder level and in individual business cases. However, we are aware that there will be Equality, Diversity and Inclusion (EDI) issues as a result of changes in our working practices, staff redeployment and potential changes in workforce on our staff. There is also the real potential that current embedded inequalities in the education system, particularly regarding Black, Asian and Minority Ethnic (BAME) students and widening access students will be exacerbated by the current pandemic and its longer term effects on individuals' quality of educational experience.

40. ART structures include an explicit recognition of risks to EDI in responding to Covid-19. The University's EDI lead is a member of ART. Consideration of the potential impacts of our decisions and revised practices for Equality, Diversity and Inclusion will be an integral part of our response to Covid-19 and our adaptation and renewal plans.

Next steps/implications

Paragraph 41 has been removed as exempt from release due to FOI.

Consultation

42. The initial planning round process focused on collective engagement between the Main Budget Holders and Senior Leadership Team informed by Strategy 2030, the Capital Prioritisation discussions earlier in the academic year and the development of the Size and Shape framework. The ongoing development of the 2020-23 plans and expenditure budgets will be directly informed by ART. An earlier version of this paper was reviewed and agreed by Policy & Resources Committee.

Further information

43. Authors

Tracey Slaven,
Deputy Secretary Strategic Planning

Presenter

Tracey Slaven
Deputy Secretary Strategic Planning

Lee Hamill
Director of Finance

Freedom of Information

44. Closed.

Appendix 1: Impact on the Estates Capital Plan of the Covid-19 Emergency

Likely to proceed in line with anticipated programme

New College Asset Protection and Equality Compliance
The Usher Institute (City Deal)

Likely to be delayed for one month, potentially longer, due to estates challenges

BioQuarter Infrastructure 2020-22 (City Deal)
Institute for Regeneration and Repair

Projects currently on site and under construction. Site closures (Scottish Government action) will slow progress, at least to end of July 2020:

Advanced Computing Facility Extension – World Class Data Infrastructure (City Deal)
ACF Extension - WCDI (Electrical Connection)
Chancellor’s Building Refurbishment (DRI & general)
Easter Bush Centre Building - Fit Out
Easter Bush Infrastructure Project 2013-20
Edinburgh Futures Institute (Quartermile)
King’s Buildings Infrastructure Project (2017-21)
King’s Buildings Nucleus
Large Animal Research and Imaging Facility and Agri-EPI
Renewable Energy and Low Carbon Options Review Group (RELCO) - Solar
The Wellbeing Centre

Projects to be delayed by a minimum of 12 months. These projects have not yet started on site, but in some cases initial prep work has occurred (e.g. Building a New Biology). This delay accommodates Scottish Government site closures and capital constraints in response to the Covid emergency. Any resumption will only occur after further discussion and analysis.

Building a New Biology Project
Chancellor’s Building Refurbishment for Biomedical Research Facility
Clinical Research Imaging Centre (CRIC3)
Edinburgh College of Art
Engineering Phase 1
Firbush Outdoor Centre
Peffermill Sport Facilities
Peffermill Student Accommodation
Queen’s Medical Research Institute (QMRI) Refurbishment for Biomedical Research Facility
Strathclyde Park Rowing Centre
Student Centre Teviot Row House
Western General Biomedical Research Facility Short Term



Appendix 2 – Initial Expenditure Budget Position

University Group Position - Year 2 Court Approved Plan 2018/19 to 2021/22 adjusted																2020/21										
Colleges				Support																						
AHSS	MVM	S&E	Total	CSG	ISG	USG	Total	BA 7	University Total	Subs & Elims	June 2019 Approved Plan excl City Deal 20/21	City Deal	June 2019 Approved Plan incl City Deal 20/21	Covid-19 scenario impact 20/21	May 2020 Adjusted Plan incl City Deal 20/21											
Income & Expenditure (Ems)																										
Funding Council Grants											198.6	0.1	198.7	-	198.7											
Tuition Fees & Education Contracts											419.5	1.7	421.3	(84.0)	337.3											
Research Grants & Contracts											318.4	11.0	329.3	-	329.3											
Other Operating Income											204.4	7.4	211.8	-	211.8											
Endowment & Investment Income											14.2	0.1	14.3	-	14.3											
Donations & Endowments											33.5	0.3	33.7	-	33.7											
Total Income											1,188.5	20.6	1,209.1	(84.0)	1,125.1											
Staff Costs											156.0	180.9	150.8	487.6	58.2	32.6	34.2	125.0	3.0	615.6	18.4	634.0	17.1	651.0	-	651.0
Other Operating Expenses											42.4	90.0	100.7	233.0	106.5	18.4	43.8	168.7	6.1	407.8	9.8	417.6	5.7	423.3	-	423.3
Depreciation											0.1	6.7	11.5	18.3	0.0	9.3	0.0	9.4	45.2	72.9	0.8	73.7	9.8	83.5	-	83.5
Total Expenditure											198.5	277.6	262.9	739.0	164.7	60.3	78.0	303.0	54.2	1,096.2	29.1	1,125.3	32.5	1,157.8	-	1,157.8
Adjustments for agreed movement																										
USS savings (unrestricted element)											(3.2)	(1.6)	(2.4)	(7.2)	(0.9)	(0.7)	(0.8)	(2.3)	9.6	0.0	0.0	0.0	-	0.0	0.0	
ISG removal of internal recharging											(0.4)	(0.4)	(0.4)	(1.2)	(0.3)	1.5	(0.0)	1.2	0.0	0.0	0.0	0.0	-	0.0	0.0	
Transfer of buildings to Estates											0.0	0.0	(0.9)	(0.9)	1.9	(1.0)	0.0	0.9	0.0	0.0	0.0	-	0.0	0.0	0.0	
SEP Benefits											(1.2)	(0.5)	(0.6)	(2.2)	(0.2)	(0.1)	(0.4)	(0.7)	2.9	0.0	0.0	0.0	-	0.0	0.0	
Total Adjusted Expenditure											193.7	275.1	258.7	727.4	165.2	60.0	76.8	302.1	66.7	1,096.2	29.1	1,125.3	32.5	1,157.8	-	1,157.8
Contribution																63.2		51.3		(32.7)						
Contribution %																5.3%		4.2%		-2.9%						
Interest and other finance costs																21.9		21.9		21.9						
Surplus																41.3		29.4		(54.6)						
Surplus %																3.5%		2.4%		(4.9%)						



UNIVERSITY COURT

15 June 2020

Student Experience Update

Description of paper

1. This paper provides an update on student experience developments at the University over the last quarter. It includes updates on proposed changes to the delivery of the Student Experience Action Plan (StEAP) and to student experience-related aspects of the Service Excellence Programme.

Action requested/Recommendation

2. For noting.

Paragraphs 3-16 have been removed as exempt from release due to FOI.

Equality & Diversity

17. Equality and diversity issues are at the heart of the work being taken forward through the Adaptation and Renewal Team.

Next steps/implications

18. N/a

Consultation

19. N/a

Further information

20. Author

Gavin Douglas
Deputy Secretary, Student Experience

Presenter

Colm Harmon
Vice Principal, Students

Freedom of Information

21. Closed paper.



UNIVERSITY COURT

15 June 2020

Edinburgh University Students' Association President's Report

Description of paper

1. This paper is to note developments at Edinburgh University Students' Association since the last court meeting, and to provide an update on current work and initiatives.
2. It also includes a report from Edinburgh University Sports Union (Appendix 1).
3. This will be the first meeting attended by the new sabbatical officer members for 2020-21, Ellen MacRae, President, and Rachel Irwin, Vice-President Activities & Services. The report was prepared by outgoing President, Andrew Wilson.

Action requested/Recommendation

4. Court is asked to note this report.
5. It recommended that this information be considered to support other initiatives and projects designed to improve student satisfaction and enhance the student experience.

Discussion

6. This year has been like no other and I want to take to this opportunity to extend a sincere thank you for the support, help and guidance from all Court members, as well as all those members of staff at the University who diligently take each new team of Sabbatical Officers under their wing to support and empower their voices. As I personally return to my studies, and the other officers move on to pastures new, we will be leaving with a renewed sense of appreciation for the dedication and hard work of all those at the University of Edinburgh and we hope to see improving the student experience and making education accessible and affordable for all a key priority for the University moving forward.

7. I know and hope you will welcome Ellen MacRae, Students' Association President 20/21, and Rachel Irwin, Vice President Activities and Services 20/21, onto Court with the same support you gave to both myself and Oona Miller, and we hope that their voices will play a crucial role in the renewal of the University in a post-COVID-19 world.

Financial Report

High Level Summary

£ 000's

	Year to Date				Current Month			
	Actual	Budget	Variance	Last Year	Actual	Budget	Variance	Last Year
Trading	537	659	(122)	321	(59)	69	(128)	(9)
Block Grant	3,044	3,044	0	3,188	254	254	(0)	254
Total net income	3,581	3,703	(122)	3,509	194	323	(128)	244
Student Support Activities	(863)	(985)	121	(887)	(99)	(101)	2	(90)
Central costs	(2,727)	(2,618)	(109)	(2,676)	(211)	(229)	19	(141)
Total expenditure	(3,590)	(3,602)	12	(3,563)	(309)	(330)	21	(231)
Surplus / (deficit)	(9)	101	(110)	(55)	(115)	(7)	(108)	13

8. Our financial year finished on 31 March. Results to period 11 were promising and in line with budget. Period 12 results have been significantly impacted by the Coronavirus outbreak which saw trade depressed in the first two weeks of March and all trading outlets being closed for the last two weeks of the month. This is evidenced by the £128k adverse variance to budget in Trading Operations in the month and is the reason why the Association as a whole has not met budget for the full year. Were the Coronavirus effect not there, we would have exceeded the full year budget.

9. We estimate a £99k Coronavirus impact on Trading Gross Profit for March and in addition a further £10-20k through a number of stock write offs at the end of the period, including open and short life products in Bars, and perishable products in Catering and Retail (in the latter case we were able to donate much of this to local charities and to students). We were able to recover and credit a further £30-40k of stock.

10. The impact of Coronavirus is the main reason the Association has not achieved the budget for the full year. Within Trading Activities, there are some favourable variances vs budget for Festival (£70k), House (£27k) and Honours (£15k) which partly offset a poorer performance in Bars, Catering and Ents/Events. Retail also recovered its earlier position to finish the year ahead of budget. Within Non Trading activities, the underspend in Student Support areas has been well documented previously with staff savings from our restructure being delivered in these areas versus the budget which didn't show the intended savings against specific cost centres. In Central Costs, the two areas with significant adverse variances – projects & central costs – are mainly the result of budgets holding cost savings (restructure and general staff churn) which in reality are distributed through the organisation.

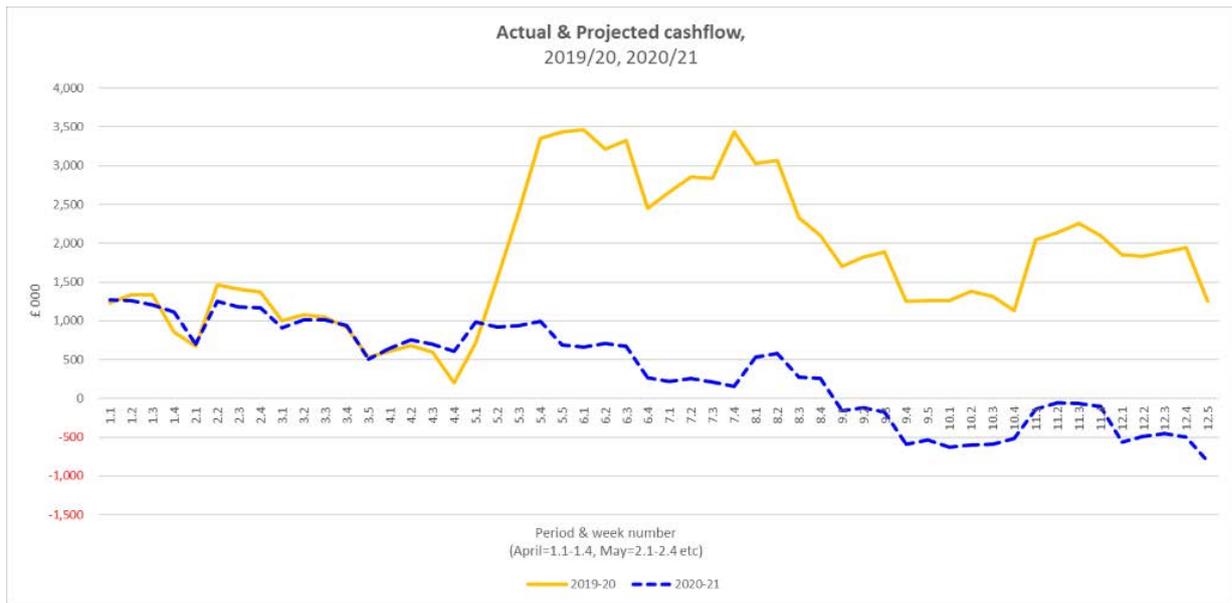
Year End Cash position and forecast for 2020/21

11. Cash balances for the 2019/20 year have maintained their uplift over the prior year, seen since the 2019 Festival, and at period 11 we were at a healthy cash position compared with forecasts. However the Coronavirus outbreak during March has resulted in year end cash reserves being c£200k less than what was originally forecast.

12. We anticipate that cash reserves will be sufficient until Autumn 2020. In order to maximise these cash reserves, we are making full use of the Government's Job Retention Scheme and this, together with the ongoing core grant from the University, is our main source of income at present. We have been exploring alternative funding support, although were unsuccessful in our application for Scottish Government grant or loan support targeted at charities. Scotland also has a different approach to the rateable values based support than England, such that we 'fall between the cracks' of some of the Retail and Hospitality support packages.

13. We have been keeping senior Finance colleagues informed of our current and projected situation, and welcome those discussions.

14. In the meantime, we continue to keep ongoing costs to a minimum and have made use of delayed payment terms where possible e.g. fourth quarter VAT payment delayed until 2021. An initial Profit & Loss forecast will be completed mid-May along with a revised Budget which is targeted for completion in the summer.



Initial modelling of impact of Covid-19

15. In short, the most significant impact is (unsurprisingly) from the expected lack of Festival activity in August. This is expected to reduce the contribution from commercial activity by up to £850,000 on its own.

16. Our current projection gives a full year deficit approaching £1.5m. This assumes no mitigation to the impact. In fact we anticipate in the region of £500k mitigation via the Coronavirus Job Retention Scheme. Other savings are being made, but these are minimal in context of the impact and we also have additional costs in preparing for the new semester in a new format.

17. Statutory Accounts are currently being prepared, and we have agreed our annual Audit Plan with our auditors, RSM. However the audit is being delayed until later in the summer, in line with many other organisations, due to the current situation. We are also aware there will be challenges around assessing and confirming ‘going concern’ status.

Our planning approach

18. Covid-19 response and planning has dominated our work since March, with much of the organisation focussed on this, with some limited ‘business as usual’ work alongside. Engaging students, supporting staff, moving the organisation to operating remotely, and continuing to represent a wide variety of student concerns during this period have all presented challenges. We have worked closely with our own Trustee Board as the situation has developed and have held additional meetings outwith the usual cycle both to keep them informed, and seek agreement on the strategic approach, in particular to some key staffing and finance decisions.

19. We are now focussing on the longer term, and the Association has now moved into a reopening and renewal phase, following the initial ‘Incident Management’ response approach. Like the University, this has been evolving in the light of emerging information from government, and the Association has also kept abreast of university developments, particularly the hybrid model for learning and teaching and its articulation of anticipated limitations/opportunities to address in terms of students’ ability to be physically on campus or not and the need for an equitable and inclusive approach.

20. We have used this to inform our own work, our planning for revised delivery of semester 1 student activity, and in particular as a reference for adapting our own digital development plans. We are liaising with Information Services Group colleagues in relation to new platforms and tools to support student events and interactions, and now have a number of workstrands operating with cross-departmental teams to work towards delivery of induction and semester 1 activity.

- a) Welcome/induction re-thinking
- b) Trading operations and events
- c) Student representation
- d) Student groups activity
- e) Digital services and communication
- f) Financial recovery and sustainability
- g) Student support including peer learning, and the Advice Place
- h) Staff support, safety and extended homeworking

21. We have also consulted with student leaders, reps and student groups to identify their needs and particular concerns, to inform our own work and to feed into university developments as part of the Adaptation and Renewal work. The Sabbatical team's most recent updates highlight the very wide range of issues we have raised on behalf of students both in the immediacy of the crisis, and as the situation evolves. This will obviously remain a high priority area for the incoming sabbatical team, and there is still considerable uncertainty in practice as to what the landscape for semester 1 will be, both in terms of what will be possible in terms of university/Association operations, and what our student body will look like and where they will be.

Black Lives Matter

22. Following the murder of George Floyd in Minneapolis last week, there has been renewed attention to the Black Lives Matter movement. Whether in the press, on social media or in the form of protests, anti-black racism has been brought to the world's attention again. More people are posting and having conversations about anti-blackness. But let's be clear, this conversation is not new for Black communities - in the US, or anywhere else. And it is not ever the job of Black people, or any oppressed and marginalised group, to educate those with privilege. This is especially true now when Black communities are forced to process this collective grief and trauma.

23. As an Association, our non-black members must be equipped to stand in solidarity with our Black members. We will work to educate ourselves and our members on anti-blackness and the injustices which stem from white supremacy. We will ensure that underrepresented and marginalised groups have platforms from which they will be heard within our representation and democratic processes, and will build on and support the work of student activists who lead the effort to eliminate racism from our University and community. We will call out racism and racial microaggressions when we observe them, and ensure disciplinary processes are appropriate and accessible. We will work with the University to decolonise the curriculum and campus. We will continue to oppose the Prevent Strategy and Hostile Environment Policy. Collectively, we need to reflect and educate ourselves on what practising allyship looks like in this movement against racism, white supremacy and state-sponsored violence.

Sabbatical Officer Updates (from the team to 5 June)

Andrew Wilson, President

24. Over the past few months, I have been collaborating closely with members of the University Executive and the Senior Leadership Team through the University's Response phase, and now into the Adaptation and Renewal phase. I have attended two University Executive meetings, Policy and Resources Committee, University Court and Estates Committee, in which I have continued to emphasise the commitment we must make to student experience in order to properly recover from this pandemic and survive as a University that cares about the satisfaction of its students.

I was lucky enough to be invited to speak at two 'virtual conferences' over the past month:

- Participated on the 'Protecting Students from 'Death by PowerPoint'' panel at the AULA/Wonkhe 'No Buildings from September' conference
- Spoke at the AdvanceHE 'Scottish Governance Symposium' about my experiences as a student member of University Court

Oona Miller, Vice President Welfare

25. Oona has recently tied up her work in relation to disabled access, emergency student funding and elitism at both the University and Students' Association. During the pandemic, Oona has contributed substantially to University contingency planning, alongside the other Sabbatical Officers, particularly regarding the University's approach to special circumstances, communications with disabled students, emergency funding, and the needs of care-experienced/estranged students. In May, this focus has re-calibrated away from immediate mitigation and towards long-term adaptation, including of student counselling and other wellbeing services, the resilience of School-based student support services, and the impact of Covid-19 on marginalised groups and the consequent need to prioritise the Equality Diversity & Inclusion agenda. Whilst coping with this fast-changing context, Oona has also prepared her Officer handover.

Steph Vallancey, Vice President Education

26. This has been an incredibly eventful year, filled with both small and big wins for students for which we are very proud of. It has not been a quiet year, with two rounds of strikes and now the pandemic, however in the last Court Report I would like to reflect on the year in full and the progress made. The key manifesto points that Steph was elected with back in March 2019 were improving feedback, strengthening student support, with a focus on the accessibility of academia. Progress this year on these themes included aspects such as a new College Level Student Staff Liaison Committee in the college of Science and Engineering. This brought together school reps – both taught and research in a forum to raise issues that needed to be escalated from school level with college level staff to work in partnership to solve these issues. Another achievement this year is enhancing the roles of our School Reps, and ensuring they have the correct training and means to work closely with programme reps, and all students and staff to achieve their own objectives. Students were strongly involved in the Student Support and Personal Tutor Review, this is something students have been campaigning on for years, and the final proposed model takes into account the holistic student journey and will have a large impact on students once implemented. These past 10 weeks have been overshadowed by COVID-19, however Steph has remained working closely with the University through the Adaptation & Renewal Team's Student Streams, through the Help-not-Hinder

approach, exams time zones, and working to support and ensure students are still being heard at the heart of these decisions.

27. The final two weeks of post in May will be spent handing over to the new Vice President Education Fizzy. Although we all had quite different expectations for the ending of our time in office, we know the Students Association will be in the good hands of our successors.

Rosheen Wallace, Vice President Community

28. It goes without saying that work over the past few months has been reshaped and reprioritised, and has been focused on responding to emerging issues related to the pandemic. One consequence of this has been a delay to launching the flatmate finding website. Most of the work needed has been done, however the launch date is now likely to be at the beginning of June. I'm happy that it is still able to go ahead particularly given the increased need for online platforms connecting students in this time. A large focus these past months has also been on campaigning for early release of contracts for students in University and private accommodation, alongside the National Union of Students and other unions, where there has been some success with the University and with certain private providers in securing early release of contracts. This work is ongoing and I continue to keep in touch with University colleagues on housing issues in order to help shape next steps – particularly now that the focus is turning towards accommodation in semester one. Another piece of work has been to support University plans to bring down carbon emissions from air travel, including gaining student signatures in an open letter of support for this work. Finally, I will be spending the final few weeks preparing for handover in order to ensure a smooth transition to Amanda who will be taking over the role!

Beth Fellows, Vice President Activities and Services

29. As it is this is Beth's last Court report, she thought it would be appropriate to highlight some of her and the Sabbatical teams achievements this year that she is most proud of.

30. For Beth this year has been one that she will ever forget nor is it one she will lose sight of how insightful and instructive it has been for her as well as for the Sabbatical Officers moving forward. It has been a rollercoaster but she has learnt so much from it and is incredibly grateful for all the support and advice she has received for numerous University staff from various departments on all levels.

31. Beth's manifesto work is something she is incredibly proud of. At the start of term we saw the opening of the Zero Waste Shop in David Hume Tower. November brought Mental Health and Wellbeing Week where Beth launched her #TakeTen digital campaign with a number of students and staff getting involved and sharing the content. In Semester 2 Beth organised the first ever Inter-Schools' Dodgeball Tournament which she hopes is only the start of building communities within the academic schools.

32. One achievement of the Sabbatical Team to highlight was the first ever Student Council online, this was a brilliant achievement of the Sabbatical officers and the staff members in the Student's Association to pull this together and indeed so quickly. She thinks this will enable greater access and improve engagement.

33. These are some of the more student facing projects Beth worked on but alongside this she was naturally attending a number of meetings of a varied sort. Being given the opportunity to understand more about the University's Services especially in Information Services Group and the Library has been a privilege to be a part of for Beth.

34. But above all this, the thing Beth will take most from this year is the various relationships she built up with staff and students. This University is vast but it's phenomenal how inspiring the students, staff and alumni are. The #WeAreEdinburgh student profiles that Beth released this year really shone a light on how unique the individuals of our staff and student bodies are at this University. Something that in the midst of this current crisis no one should lose sight of, because it is as a connected community that we will navigate our way through this storm.

Student Representation

35. There has still been a significant amount of 'business as usual' work within this area. At this time of year we review and finalise Rep participation in order to ensure this is recognised – with over 540 Undergraduate Reps achieving HEAR (Higher Education Achievement Record) recognition (along with over 2000 society and peer support leaders), and a further 51 completing the Edinburgh Award with us.

36. We are now planning for the training and induction of our 2020/21 elected Reps, which is likely to include some significant online delivery. This includes the induction and training of our 5 new Sabbatical Officers, which has now been reworked for online delivery. This includes an extended changeover for 2 weeks with the current Officers, to take account of the need for appropriate pacing of online sessions. With our usual annual residential training event for Senior Management Team and the new Officers impossible this year, we have a 2 week programme, following the changeover, focussed on teambuilding, objective setting, and training in core aspects of the role including governance, representation and campaigning, and core organisational induction. We will also be offering the opportunity to participate in online National Union of Students 'Lead and Change' training as part of the National Union of Students Officer Development Programme.

37. The new team are:

- President: Ellen MacRae
- VP Education: Fizzy Abou-Jawad
- VP Welfare: Niamh McCrossan
- VP Activities and Services: Rachel Irwin
- VP Community: Amanda Scully

38. We're also now starting a major piece of work to re-imagine Programme Rep training in September – which had previously been re-developed as a large scale face to face activity (following an earlier online model which had high uptake, but did not in the end support Rep engagement successfully). We are working with the Quality team in the University to plan for effective recruitment and training in September – it's helpful to have the current clarity around the learning and teaching experience via the hybrid model, and this is likely to help shape our approach to engaging these c1200+ students. At this stage we are collecting feedback and insight from current Programme Reps regarding the priorities to address in developing support for Reps across the university within a hybrid operating model. We anticipate working with the university to develop this support, in

particular developing digital skills, and confidence – noted as a key area for support within the Hybrid Model.

Postgraduate Engagement

39. We hosted a Covid-19 Q and A and feedback session on Collaborate, jointly run by the Advice Place and our Representation and Democracy Manager, with over 50 students in attendance. This generated several questions and issues for our Sabbatical Officers to pick up via the University, and highlighted a range of concerns from money, accommodation and academic concerns. We're now planning out a programme of online postgraduate engagement over the summer, including considering how to encourage and support social interaction via our Entertainments team.

Trading Activity

40. Not surprisingly trading activity is largely non-existent, and many of our commercial team consequently on furlough. Those remaining are mainly supporting conference and sponsorship enquiries, some entertainment activity, and a watching brief on maintaining organisational health with issues such as training, compliance, licensing and supplier liaison.

Sustainability Activity

41. The University and Association are jointly being audited under the Responsible Futures framework at the end of May. Responsible Futures is an National Union of Students framework that looks at institutions' strategic approach to sustainability, and in particular how sustainability is embedded in the educational experience in universities to support students to go on to be socially responsible global citizens. A team of student auditors have been selected by the University's Social Responsibility and Sustainability department, and we have submitted relevant information and our VP Community is contributing to the audit visit. We anticipate the audit recommendations giving us a useful steer in our own Sustainability development work, which has been in hiatus since Covid-19, but which has a strong strategic commitment and was gaining momentum as a cross-organisational project.

Awards Celebrations

42. Despite us being unable to run our physical Student Awards and Teaching Awards this year, we developed online versions of both events, which were both run live on YouTube/Facebook with the Sabbatical Officers and the Principal, Peter Mathieson and Vice-Principal Students, Colm Harmon, all dressing up to announce the winners. In the case of the Teaching Awards we were also able to include video footage of the winners responding to their Award. There is an intention to be able to celebrate with our winners of both awards in due course. Moving into lockdown rapidly also meant we had not been able to continue with our usual practice of emailing all Teaching Award nominees about their nomination, but we completed that work (over 700 staff were contacted personally by us) earlier this month and were very glad we did – we received several replies, just a small number are included below indicating just how much academic and support staff value this recognition from students, and the work of the Association and the Sabbatical Officers in particular:

“Thank you very much indeed for this - that's given me a real boost in these difficult times! I do miss my students.”

“This has made my day (my week even!) at a time when good news is a little thin on the ground in the University.”

“Wow. Emails like this about student feedback are lovely at the best of times, but in circumstances like these this really is a breath of fresh air. Thanks very much for sharing this with me. Greatly appreciated.”

“I was really surprised by your email, in the most positive way. Thank you and EUSA for all your efforts and wonderful initiatives. You make a great contribution to our University.”

“As it happened my badge arrived just before we had to close the campus and I was delighted to hear I had been nominated. As soon as we are out-and-about again, I’ll be wearing it with pride! The Teaching Awards continues to be a great activity and I know how seriously colleagues in different parts of the University take it. Thanks to all your team for putting it all together.”

“...what a lovely surprise at the end of a very busy and stressful week. You've made my day! And can I also say how much I've liked the online award ceremony! It's really amazing what the Sabbatical Officers and the whole team did there to get the very best out of this very very strange situation. It's obviously not the same as the physical ceremonies, but I think everybody did a tremendous job to make this a festive (I loved all the festive dresses!) and meaningful occasion. The Students' Association's Teaching Awards are and will continue to be a highlight of the year!”

Resource implications

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

Risk Management

44. Not applicable.

Equality & Diversity

45. 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

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

Consultation

47. All relevant 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

48. Author

Andrew Wilson
Edinburgh University Students'
Association President 2019-20

Presenter

Ellen MacRae
Edinburgh University Students' Association
President 2020-21

June 2020

Freedom of Information

49. This paper is open.

UNIVERSITY COURT

15 June 2020

Edinburgh University Sports Union President's Report**Description of paper**

1. This paper is to note developments at Edinburgh University Sports Union since the last Court meeting, and to provide an update on current work and sporting achievements of our students.

Action requested/Recommendation

2. Court is asked to note this report. It is recommended that this information be considered to support University-wide initiatives and projects designed to improve student satisfaction and enhance the student experience.

Discussion*Student Sporting Events (Summer 2020)*

3. In light of COVID-19 a number of summer events, including UK-wide BUCS Finals, Olympic swimming trials and the Orienteering World Championships have been cancelled. This has been a huge disappointment for many of our student athletes, however planning is well underway for a phased return to a sporting calendar. It won't be long before Edinburgh athletes are competing on the world stage once again.

Impact of COVID-19 and Good News

4. Due to COVID-19, all University sporting activity has ceased. However, whilst this has continued to cause disappointment, our students have truly stepped up and adapted to these changes admirably. Our students appreciate the importance of staying connected during this period and have looked to create a landscape of positivity and community across their virtual activity. Several of our sports clubs have been busy running virtual fundraisers: Men's Rugby have clocked 1000km over 7 days; the ten Women's Hockey teams have been competing against each other to reach a combined total of 10,000km; and Women's Football have also covered the entire length of the Scottish Coast, raising over £1000.

5. During the month of May we partnered up with Sport & Exercise to deliver an at home "Club Lockdown Challenge" where 16 teams battled it out through various fitness challenges. Each week had a separate challenge for each team to compete on a social media battleground against a different sports club. The winner after the 4 weeks would crown themselves champions of Lockdown. Furthermore, our Gymnastics club were instrumental in the introduction of a nationwide "Handstand to Corona" campaign, which saw university clubs across the country battle it out in handstand competitions.

6. Recently we moved our annual Blues & Colours Awards online. It was a brilliant occasion, bringing together our students, volunteers and staff to celebrate the successes of our students. Winners included: World Under 23 Rowing Champion

Lucy Glover as our Cameron Blue of the Year; Hamish Townsend from Snowsports claiming McTernan Colour of the Year; Alex Pitcher of Cheerleading & Dance as our Student Coach of the Year; and Sophie Fusco McKeown of the Tennis club picking up Student Official of the Year. A full list of awardees can be seen as an appendix.

On the Horizon

7. We have been working in partnership with Sport & Exercise and other colleagues within the University to agree on a plan for the phased return of physical activity and sport, with some activities able to return quicker than others. We appreciate and agree with the University's priorities regarding ensuring the safety of all parties, as well as building a strong sense of community regardless of students' physical location. We will continue to work in this partnership, as well as liaise with our student leaders to help shape our successful phased return. As sport and physical activity is key to student and staff wellbeing, we will also be looking to support the wider University community. We hope to help facilitate University-wide virtual initiatives, such as virtual running clubs, events and programmes.

8. Over the summer months the Sports Union usually enters into a period of planning, with this year being no different. We are well into the planning of our annual Sports Union Conference, in which we provide a comprehensive range of training for our student leaders. In light of the pandemic, we have successfully moved much of our resources and training online. Due to the importance of the sports club community to the support network of a large proportion of students, we hope to promote sessions focussed on upskilling students and empowering them to share the responsibility of reaching out to others whilst strict social distancing is still in place.

9. In addition, the Sports Union and Sport & Exercise have also been busy in their recruitment of high-performance athletes for the academic year 2020/21. We received an incredible number of high calibre applications this year including those ranked number one in the world in their sport as well as competing at senior level on the international stage. This demonstrates that even under the current conditions, many students still wish to call the University of Edinburgh their home away from home.

International Engagement

10. Sadly, our Volunteer Zambia project has been cancelled for summer 2020. However, planning is now underway to support the next six students on their fundraising journey for summer 2021. The mission of Volunteer Zambia is to make a difference to the lives of young Zambian people by empowering and enriching communities through the power of sport, leadership and education. We are still supporting projects out in Lusaka, including a food bank and The Fountain of Hope Orphanage.

Student Engagement

11. As the University sport cycle has finished for another year, we look to welcome our new cohort of student leaders who will take up their roles in July. We are delighted to report that we will have another approximately 900 individuals taking up roles in volunteering, coaching and officiating. Our volunteers are integral to the smooth running of sport at Edinburgh and lead on all aspects of club life, from media

to finance to sport participation. We will work tirelessly to ensure that physical activity and sporting opportunities, and the network they provide, are as strong as ever this coming year, as this will be key for many students and staff members' wellbeing.

Sustainability Pledge

12. The Sports Union has been working closely with the University's Social Responsibility & Sustainability department in an effort to begin tracking the transport emissions of our sporting activity. With the University's move to carbon zero by 2040 we are determined to reduce our carbon footprint from our club travel by rewarding those clubs that choose greener travel alternatives. We have explored various options to ensure we embed sustainability in everything we do at no detriment to our student's sporting experience at University.

We Are Edinburgh

Resource implications

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

Risk Management

14. Not Applicable

Equality & Diversity

15. Equality and Diversity considerations are implicitly included in this paper. The Sports Union aims to offer and ensure that all its clubs are inclusive and that there is activity catering for the whole diverse student population.

Next steps/implications

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

Consultation

17. All Edinburgh University Sports Union Staff.

Further information

18. Author

Julia Stenhouse

Presenter

Freedom of Information

19. This paper is open

Please see some of the fantastic work that our students having been carrying out:

Videos: [Club Lockdown Challenge](#)
[Cameron Blue of the Year](#)
[McTernan Colour of the Year](#)

Photos: [Semester 2 photos](#)
[Burgh Varsity Photoshoot](#)

Sports Union Blues & Colours 2020 Awardees

	Name	Club	Award	School
Lucy	Glover	Boat	Cameron Blue	School of Philosophy, Psychology and Languages
Hamish	Townshend	Snowsports	McTernan Colour	Moray House School of Education
Alex	Pitcher	Cheerleading & Dance	Student Coach	School of History, Classics and Archaeology
Sophie	Fusco McKeown	Tennis	Student Official	Moray House School of Education
Ross	Young	Swimming & Water polo	Alex Currie Trophy	Moray House School of Education
Elizabeth	Martel	Archery	Blues	School of Biological Sciences
Alex	Burns	Athletics	Blues	Medical School
Andrea	Goodman	Athletics	Blues	Royal (Dick) School of Veterinary Sciences
Calum	Henderson	Athletics	Blues	School of Law
Dale	Flockhart	Boat	Blues	Deanery of Biomedical Sciences
Dan	Baillache	Boat	Blues	Deanery of Molecular, Genetic and Population Sciences
Lucy	Glover	Boat	Blues	School of Philosophy, Psychology and Languages
Allesandro	Masetti Placci	Boxing	Blues	School of Engineering
Hannah	Rainey	Cricket	Blues	Royal (Dick) School of Veterinary Sciences
Tom	Foulds	Cricket	Blues	Moray House School of Education
Gemma	McArthur	Diving	Blues	School of Philosophy, Psychology and Languages
Alex	Muir	Hare & Hounds	Blues	School of Divinity
Alexander	Chepelin	Hare & Hounds	Blues	Edinburgh Teaching Organisation
Elisha	de Mello	Hare & Hounds	Blues	School of Physics and Astronomy
Holly	Page	Hare & Hounds	Blues	School of Geosciences

Paul	Timmers	Jiu Jitsu	Blues	Data Analyst, MRC University Unit for Human Genetics
Antonio	Wong	Karate	Blues	Edinburgh College of Art
Zoe	Dickson	Lacrosse	Blues	Deanery of Biomedical Sciences
Ben	Pearson	Men's Hockey	Blues	School of Informatics
David	Mawhinney	Men's Hockey	Blues	School of History, Classics and Archaeology
Ewen	Mackie	Men's Hockey	Blues	School of Geosciences
Jack	Jamieson	Men's Hockey	Blues	Business School
Miles	Morgan	Olympic Weightlifting	Blues	School of Biological Sciences
Edward	Narbett	Orienteering	Blues	School of Geosciences
Emma	Wilson	Orienteering	Blues	School of Chemistry
Gillies	Munro	Sailing	Blues	Moray House School of Education
Lewis	Smith	Sailing	Blues	Moray House School of Education
Siobhan	Moore	Snowsports	Blues	Deanery of Biomedical Sciences
Katriona	Allen	Squash	Blues	Moray House School of Education
Jennifer	Anton	Trampoline	Blues	Moray House School of Education
Hannah	Schrempf	Ultimate Frisbee	Blues	School of Engineering
Luke	Wiseman	Archery	Colours	Moray House School of Education
Coralie	Absolum	Athletics	Colours	Deanery of Biomedical Sciences
Annabelle	Sand	Badminton	Colours	School of Health in Social Science
Jacob	Reynolds	Badminton	Colours	School of Geosciences
Yinglan	Zheng	Badminton	Colours	School of Mathematics
Eilidh	McClure	Basketball	Colours	Moray House School of Education
Otilia	Rosert	Basketball	Colours	School of Chemistry
Brianna	Siddle	Boat	Colours	Business School
Maya	Doughty	Boat	Colours	School of Social and Political Science
David	Soutar	Boxing	Colours	School of History, Classics and Archaeology

Margot	Debyser	Canoe	Colours	School of Geosciences
Matthew	Angelides	Canoe & Trampoline	Colours	School of Biological Sciences
Caitlin	Wilkinson	Cheerleading & Dance	Colours & Half Blues	Moray House School of Education
Phoenix	Chandler	Cheerleading & Dance	Colours & Blues	School of Social and Political Science
Ewan	Thayan	Clay Pigeon	Colours	Business School
Thomas	Miller	Clay Pigeon	Colours	School of History, Classics and Archaeology
Frank	Murray	Cycling	Colours	School of Engineering
Bonnie	Hammond	Equestrian	Colours	Business School
Laura	Gould	Equestrian	Colours	School of History, Classics and Archaeology
James	Smith	Golf	Colours	School of Engineering
Aisling	Hurley	Gymnastics	Colours	School of Physics and Astronomy
Heather	Gault	Gymnastics	Colours	School of Engineering
Arianne	Holland	Hare & Hounds	Colours	Royal (Dick) School of Veterinary Sciences
Gregor	Malcolm	Hare & Hounds	Colours	School of Physics and Astronomy
Katie	Hall	Hare & Hounds	Colours	School of Social and Political Science
Lydia	Blythe	Hare & Hounds	Colours	School of Literature, Languages and Cultures
Natalie	McCaig	Intramural Sport	Colours	School of History, Classics and Archaeology
James	Ettles	Jiu Jitsu	Colours	Deanery of Biomedical Sciences
Rae	Anderson	Judo	Colours	School of Law
Jack	Templeton	Karate	Colours	Deanery of Biomedical Sciences
Jessica	Shaw	Karate	Colours	Royal (Dick) School of Veterinary Sciences
Sze	Ying	Karate	Colours	Royal (Dick) School of Veterinary Sciences
Vicente	Trelles Fernandez	Karate	Colours	School of Chemistry
Kirit	Hyland	Korfball	Colours	School of Physics and Astronomy

Rhiannon	Jones	Korfball	Colours	Edinburgh Medical School
Sally	Christie	Korfball	Colours	Business School
Anna	O'Donald	Lacrosse	Colours	Edinburgh Medical School
Ella	Wood	Lacrosse	Colours	School of History, Classics and Archaeology
Alison	Glass	Ladies Rugby	Colours	School of Literature, Languages and Cultures
Elis	Martin	Ladies Rugby	Colours	Moray House School of Education
Logan	Sirel	Men's Football	Colours	School of Engineering
Murdo	Lunn	Men's Hockey	Colours	School of Engineering
Peter	McKnight	Men's Hockey	Colours	School of Engineering
Zubin	Roy	Men's Hockey	Colours	School of Physics and Astronomy
Dave	O'Sullivan	Men's Rugby	Colours	Royal (Dick) School of Veterinary Sciences
James	Boyle	Men's Rugby	Colours	Business School
Zak	Redgrave	Men's Rugby	Colours	School of Chemistry
Alice	Insull	Netball	Colours	School of Geosciences
Chloe	Logan	Netball	Colours	School of Engineering
Claire	Metcalfe	Netball	Colours	School of Law
Rosie	Oakley Slater	Netball	Colours	School of Philosophy, Psychology and Languages
Hamish	Neil	Olympic Weightlifting	Colours	School of Engineering
Thomas	Wilson	Orienteering	Colours	School of Physics and Astronomy
Marina	Economidou	Rifle	Colours	School of Chemistry
Hannah	Jones	Sailing	Colours	School of Mathematics
Ross	Slater	Sailing	Colours	School of Physics and Astronomy
Jack	Berg	Shinty	Colours	School of Engineering
Nathan	Whear	Shinty	Colours	School of Engineering
Hamish	Townshend	Snowsports	Colours	Moray House School of Education
James	Sime	Snowsports	Colours	Business School

Michael	Mclean	Snowsports	Colours	Moray House School of Education
Siobhan	Moore	Snowsports	Colours	Deanery of Biomedical Sciences
Victor	Principe	Snowsports	Colours	School of Chemistry
Sarka	Siruckova	Squash	Colours	School of Biological Sciences
Cara	Nicholson	Sub-Aqua	Colours	Deanery of Clinical Science
Bronwyn	Matthews	Swimming & Waterpolo	Colours	School of Geosciences
Marissa	Lam	Swimming & Waterpolo	Colours	School of Social and Political Science
Sarah	Hawkings	Swimming & Waterpolo	Colours	Edinburgh College of Art
Fizzy	Abou Jawad	Touch Rugby	Colours	School of Biological Sciences
Max	Filskow	Touch Rugby	Colours	School of Philosophy, Psychology and Languages
Sophie	Weeden	Trampoline	Colours	School of History, Classics and Archaeology
Eilidh	Thomson	Triathlon	Colours	Deanery of Biomedical Sciences
Miriam	Veenhuizen	Triathlon	Colours	Edinburgh Medical School
Rachel	Webb	Triathlon	Colours	Edinburgh Medical School
Emily	Williamson	Ultimate	Colours	School of Philosophy, Psychology and Languages
Shona	Carr	Ultimate	Colours	Edinburgh College of Art
Eleanor	Wolfe	Women' Football	Colours	Moray House School of Education
Jane	Marshall	Women' Football	Colours	Moray House School of Education
Katie	Macdonald	Women' Football	Colours	School of Biological Sciences
Molly	Simmons	Women' Football	Colours	Edinburgh College of Art
Bryony	Maxwell	Women's Hockey	Colours	School of Literature, Languages and Cultures
Megan	Shand	Women's Hockey	Colours	Deanery of Biomedical Sciences

Sophie	Pettegree	Women's Hockey	Colours	Deanery of Biomedical Sciences
Elise	Miller	Women's Hockey	Colours	Deanery of Biomedical Sciences
Hannah	Lee	Women's Hockey	Colours	Deanery of Biomedical Sciences
Jenny	Kennedy	Women's Hockey	Colours	School of Economics
Kirsty	Girvan	Women's Hockey	Colours	School of Geosciences
Robin	Burton	Archery	Half Blues	School of Physics and Astronomy
Bethany	McAndrew	Athletics	Half Blues	Moray House School of Education
Cara	Warnock	Cheerleading & Dance	Half Blues	School of History, Classics and Archaeology
Nicole	Campbell	Cheerleading & Dance	Half Blues	Moray House School of Education
Polly	Edwards	Hare & Hounds	Half Blues	School of Biological Sciences
Rebecca	Johnson	Hare & Hounds	Half Blues	Edinburgh Medical School
Chris	Bateman	Judo	Half Blues	Engineering Teaching Assistant
Flo	McCarthy-Doig	Judo	Half Blues	School of Philosophy, Psychology and Languages
Rowen	Strachan	Judo	Half Blues	School of Literature, Languages and Cultures
Martin	Rose	M.Hockey	Half Blues	School of History, Classics and Archaeology
Robbie	Croll	M.Hockey	Half Blues	School of Chemistry
Alasdair	Pedley	Orienteering	Half Blues	School of Physics and Astronomy
Lindsay	Robertson	Orienteering	Half Blues	School of Engineering
Ritwik	Sarker	Rifle	Half Blues	School of Informatics
Helena	Newbould	Snowsports	Half Blues	School of Economics
Gwynneth	Tucker	Trampoline	Half Blues	Royal (Dick) School of Veterinary Sciences
Oliver	Teenan	Triathlon	Half Blues	Deanery of Clinical Science
Mirima	Veenhuizen	Triathlon	Half Blues	Edinburgh Medical School

Shona	Carr	Ultimate Frisbee	Half Blues	Edinburgh College of Art
Hannah	McKie	W.Hockey	Half Blues	Moray House School of Education



UNIVERSITY COURT

15 June 2020

EDMARC Staff and Student Reports 2019

Description of paper

1. The paper presents the eleventh Equality, Diversity Monitoring and Research Committee (EDMARC) reports on staff and student data for the University of Edinburgh.

Action requested/Recommendation

2. The Committee is invited to consider and approve the reports.

Background and context

3. This report focusses on staff and student data for 2018-19 and looks at the demographics by protected equality characteristics for undergraduate, taught postgraduate and research postgraduate students and for academic and professional services staff.

Discussion

4. The Executive Summary identifies the main points from the staff and student reports. The full reports are available as background documents on the wiki site: <https://www.wiki.ed.ac.uk/display/UCC/University+Court>

5. All data from both the student and staff report has been made available to Heads of School and Professional Services Groups to help them identify the equality and diversity priorities for their area.

Resource implications

6. None.

Risk Management

7. None.

Equality & Diversity

8. Publication of our annual equality data for staff and students meets our obligations under equality legislation. Maintaining and enhancing the diversity of our students and staff population reflects our strategic priorities, supports excellence in research and teaching and enriches the variety of perspectives and cultural contributions to the University and to the city.

Next steps/implications

9. Information contained in the reports will inform the College and University Equality, Diversity and Inclusion Committees.

Consultation

10. The attached report has been reviewed by the EDMARC Committee.

Further information11. Author

Peter Phillips
Deputy Director of Planning
Governance and Strategic Planning

Presenter

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

Freedom of Information

12. Open paper.



**EQUALITY AND DIVERSITY MONITORING AND RESEARCH COMMITTEE
(EDMARC)**

2019

**ELEVENTH REPORT
EXECUTIVE SUMMARY**

1. Introduction

The eleventh EDMARC report provides analyses of student and staff data by the key equality dimensions of gender, age, disability, and ethnicity. The report supports the monitoring of equality and diversity within the University of Edinburgh.

This summary identifies the main points from the staff and student reports. The full reports can be obtained from the following weblink, <https://www.ed.ac.uk/equality-diversity/about/reports/edmarc> or by contacting Barry M^cCluckie in Governance and Strategic Planning, telephone: 0131 651 5579 or email: Barry.Mccluckie@ed.ac.uk.

The University holds an institutional Athena Swan Silver Award, an award held by only eighteen other higher education institutions and two research institutes. The University is also a member of Equalities Challenge Unit (ECU) Race Equality Charter; Stonewall; and Business Disability Forum. These activities concentrate on gender and race, sexual orientation and disability issues respectively in more detail than the EDMARC report does, and the findings and action plans are published on the Equality and Diversity website.

2. Students

2.1 Ethnicity

The overall proportion of black and ethnic minority (BME) undergraduate entrants is the highest level recorded by EDMARC. The most recent five years has seen a year by year increase in the proportion of UK-domiciled BME entrants rising from 8.4% to 12.8% and a year on year increase in the overall proportion of non-UK domiciled BME entrants rising from 46.0% to 53.0% in the same period.

The proportion of UK-domiciled taught postgraduate entrants from an ethnic minority background has varied between 10.8% and 14.3% over the last five years and the proportion of non-UK taught postgraduate BME entrants has increased from 58.2% to 65.0% over the same period. The proportion of UK-domiciled taught postgraduate BME entrants is much higher in Medicine & Veterinary Medicine than the other two Colleges, whereas Science & Engineering has a slightly higher proportion of non UK-domiciled taught postgraduate BME entrants than the other Colleges.

The proportion of UK-domiciled postgraduate research entrants from an ethnic minority background has risen gently year by year over the last five years from 10.4% to 12.7% and for non-UK entrants it has risen from 41.8% to 45.4%.

Analysis of ethnicity data from peer groups shows that in 2017/18 the University of Edinburgh has a slightly higher proportion of BME entrants at all levels of study in comparison to other institutions in Scotland although is some way off the proportion of BME entrants to Russell Group institutions.

For the analysis of undergraduate outcomes, we use the proportion of entrants who exit with an award as a measure, along with the proportion of students that achieve a First or Upper Second Class Honours degree. While there is little difference between the proportion of white and BME undergraduate students that leave with an exit qualification, there is a divergence of achievement for UK-domiciled BME students where the proportion of students achieving a 1st or 2.1 honours degree has been lower than white students for each of the last five years (range 3.9%-points to 10.3%-points) and for non-UK BME undergraduate students (range 3.8%-points to 12.6%-points). Over a five year average, a lower proportion of BME students achieved a 1st or 2.1 honours degree in 10 out of 21 Schools and Centres (range -1.8%-points to -17.7%-points).

The difference in proportions of UK-domiciled white and BME students attainment in achieving a 1st or 2.1 Honours degree is reported across the sector in both the 2015 HEFCE study and in each country in the UK in the latest AdvanceHE student report. The HEFCE study showed a 15%-points overall difference after modelling other factors, and a difference to a variable degree across all entry qualifications (between 5%-points and 18%-points). The Advanced HE study showed differences of at least 9% across all nations of the United Kingdom.

Over the five year period for taught postgraduate a higher proportion of white UK-domiciled entrants exit with a qualification than do BME entrants (range 2.1%-points to 11.7%-points) whereas for non UK-domiciled entrants the proportion of BME students exiting with a qualification was similar to that of white students (range 2.1%-points to -0.8%-points).

In the most recent two years the proportion of UK-domiciled postgraduate research BME students with an exit qualification has been close to that of white students (1.7% lower and 0.7% higher) whereas in the four preceding years the proportion of BME students exiting with an award was lower than that for white students (range from 7.7%-points to 11.6%-points). For non UK-domiciled research postgraduate entrants the proportion of BME entrants achieving an exit qualification is lower than for white students to a lesser degree (range 5.1%-points to -1.7%-points).

2.2 Gender

Intakes of female students remain consistent across the most recent five year period for all levels of study. Since 2010/11 the proportion of female entrants has consistently exceeded 60% (range 60.3% - 65.0%), and places us second highest in the Russell Group universities for this measure in the latest available Higher Education Statistics Agency data. While overall 65.0% of undergraduate (UG) entrants were female in 2018/19 there remain gender differences between Colleges (linked to subject differences), with both the College of Arts, Humanities and Social Sciences (CAHSS) and the College of Medicine and Veterinary Medicine (CMVM) having between 65% and 73% female entrants and the College of Science and

Engineering having between 39% and 46% female entrants since 2010/11. The overall proportion of female postgraduate taught (PGT) entrants in 2018/19 was 65.0%. Subject differences remain at postgraduate taught level, with the College of Arts, Humanities and Social Science attracting the highest proportion of female entrants. For Postgraduate Research (PGR) entrants the proportion of female entrants in 2018/19 is 52.3% although there remain subject gender differences between the colleges with CAHSS and CMVM having a majority intake of female students. The proportion of female entrants in 2017/18 for first degree, postgraduate taught and postgraduate research are all above the Russell Group average.

Overall, and consistently over the last ten years females are more likely to exit with a qualification and to achieve a First or Upper Second Class Honours degree than males. Using the most recent five year average, 17 out of 20 Schools and Centres have a higher proportion of female students graduating with a first class or upper second degree (difference ranging between 0.8% and 16.7%).

Outcomes of PGT entrants show that female students are slightly more likely to have a successful outcome from their programme of study than male students. There is no consistent difference between the successful outcomes of women and men on Postgraduate Research programmes.

2.3 Age

The large majority (79%) of our UG entrants continue to be 21 or under on entry, with the relative decrease seen over the period from 87% in 2009/10 to 79% in 2018/19. As reflected in the sector as a whole, students aged 21 or under are more likely to achieve a First or Upper Second Class Honours degree than other age groups. For both PGT and PGR the proportion of students that exit with a qualification decreases with increased age.

2.4 Disability

The proportion of UG students with a registered disability continues to rise and is 12.1% in 2018/19. The proportion of PGT entrants with a declared disability has increased from a low of 4.8% in 2009/10 to a high of 6.8% in 2018/19 and that of PGR entrants has increased from 5.6% in 2009/10 to 7.6% in 2018/19. The University of Edinburgh has one of the lowest proportion of students declaring a disability in the Russell Group at PGR level.

There is little difference between the proportions of students declaring a disability exiting with a qualification compared to students with no declared disability over the seven year period (range 0.0%-points – 3.8%-points lower proportion for students declaring a disability). However, the proportion of students who disclosed a disability exiting with a First or Upper Second Class Honours degree is lower in each of the last five years shown (difference in range 0.3%-points to 5.6%-points lower) than students with no declared disability.

Students with no declared disability at PGT level are slightly more likely to have a successful outcome from their programme of study than students declaring a disability. For PGR

students, there is more variability in outcomes for students with a declared disability which is partly influenced by the low numbers compared to students with no declared disability.

3. Staff

3.1 Ethnicity

Staff data is a snapshot of the staff database, as at 31 July 2019. The proportion of UK-nationality academic BME staff is 6.3% and for those staff from outside the UK it is 31.8%, with the proportion non-UK BME staff showing a stronger upward trend over the last six years (increasing year on year from 24.7% to 31.8%) than UK staff (increase from 5.9% in 2013/14 to 6.3% in 2018/19). The proportion of UK BME professional services staff is 3.2% and for non-UK staff is 23.4% with the trend showing small increases over the six year period for UK BME staff and a small decrease of 1.5%-points for non-UK staff. The University of Edinburgh has a higher proportion of both UK-nationality BME academic staff and BME professional services staff than the average for other institutions in Scotland but a lower proportion than that for Russell Group institutions.

There is a tendency for UK staff overall to be on higher grades than non-UK staff, and that within each of the non-UK and UK nationality groups, there tends to be a greater proportion of white ethnicity staff than BME staff on higher grades for both academic and professional services staff.

For academic staff, non-UK nationality BME staff are most likely to be employed on a fixed-term contract and White UK staff the least likely, a pattern that has not changed significantly over the last six years. However, the proportion of UK BME academic staff on fixed-term contracts has fallen from 50% in 2013/14 to 32% in 2018/19, and is now a lower proportion than White non-UK academic staff (43% in 2018/19) and has closed the gap considerably with White UK staff (4%-points higher in 2018/19 compared to 18.0%-points in 2013/14). For professional services staff, non-UK BME staff overall are more likely to be on a fixed term contract than their UK counterparts over the last six years, with BME staff being more likely to be on fixed-term contracts than their white counterparts for both UK and non-UK staff.

3.2 Gender

For 2018/19, 44.2% of academic staff and 60.7% of professional services staff are women. There remains an under-representation of women in senior posts as women make up 37% of academic staff at grade UE09 and 26% of academic staff at UE10. For professional services staff women make up 52% of grade UE09 staff and 43% of UE10 staff. Women are more likely to be employed on a fixed-term contract (slightly more pronounced for academic staff than professional services staff) and this pattern has not changed significantly over the last six years.

3.3 Age

Since the removal of the default retirement age the proportion of all staff age 66 & over has increased slightly year-on-year but there remains a consistent spread of staff across all age groups.

3.4 Disability

Staff declaring a disability are presented at an aggregated University level as the figures are too small to be split by staff type and college and professional services group. The overall headcount of staff declaring a disability has risen from 403 in 2013/14 to 495 in 2018/19 (range 2.9% - 3.5%). The proportion of staff disclosing a disability is slightly lower than the benchmarking data for higher education in Scotland (3.7%, AdvanceHE statistical report 2019).

3.5 Specific Duties from the Equality Act

To meet the Specific Duties for public bodies in Scotland, figures on sexual orientation and religion are included in the EDMARC report. In 2018/19, 7,760 staff (50% of all staff) disclosed their religion or belief. Of those declared, 59% were of no religion. The proportion of staff declaring their religion as Christian (26.5%) is markedly lower than the Scottish (57.9%) and City of Edinburgh (46.7%) 2011 census proportions, and lower than the AdvanceHE 2019 statistical report data for staff across the UK (39.3%). However the small proportions who declared as Muslim, Spiritual, Buddhist, Jewish, Sikh are broadly in line with the census and HESA data making allowances for variability given the small numbers in each of these categories.

In 2018/19 50.4% of our staff declared their sexual orientation. Of those declared, 84% were heterosexual. Full breakdowns of the figures are available in the EDMARC report.

4. EDMARC actions

Following the publication of this EDMARC report, student and staff data broken down by School will be made available to all Colleges and Schools within the University. The EDMARC Staff and Student Reports, alongside the Executive Summary will be made public on the Equality and Diversity website to create greater transparency. By providing a greater granularity of data on entry profiles, the information will be used to inform any further analysis Schools may wish to take forward.

*Professor Sarah Cunningham Burley, Convenor
Peter Phillips, Governance and Strategic Planning
Denise Boyle, Equality, Diversity & Inclusion*



UNIVERSITY COURT

15 June 2020

EDMARC Ethnicity Report – preliminary findings

Description of paper

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

Action requested/Recommendation

2. Court is invited to comment on this report and to highlight any areas that it would like to see further analysis.

Background and context

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

Discussion

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

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

Resource implications

6. There are no resource implications.

Risk Management

7. None.

Equality & Diversity

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

Next steps/implications

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

Consultation

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

Further information

11. Authors

Peter Phillips
Deputy Director of Planning,
Governance and Strategic Planning

Kevin Harkin
Management Information Analyst,
Governance and Strategic Planning

Barry McCluckie
Management Information Analyst,
Governance and Strategic Planning

Presenter

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

Freedom of Information

12. This paper is open.

EDMARC Ethnicity Spotlight – preliminary report

2020

Background

1. This work emerged from EDMARC and Race Charter application with the initial focus on undergraduate (UG) students, both UK and International.
2. We are aware that other work, both qualitative and quantitative, is being undertaken in the University – this report is designed to support and supplement these studies.
3. The purpose of report is to provide the current baseline data, to look for areas that stand out and to suggest work streams to address issues raised by the data analysis.

Scope of report

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

Data analysis

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

The student journey:

1. Applications, offers and acceptances

7. The University of Edinburgh produces a comprehensive EDMARC report on the available equality protected characteristics. Whilst this report supports the monitoring of equality and diversity in terms of the student entrant population and outcomes, recently it hasn't looked at applications.
8. The aim of this section is to provide a descriptive analysis of UK domiciled applicants who apply to the University of Edinburgh and the trends of the applicant population over time. Whilst a similar analysis will also be undertaken with Offer and Acceptance Rate, a Logistic Model will be used, to determine if there are statistically significant variables that may explain why an applicant gets an offer. While Ethnicity is the focus for this spotlight paper, it is important to look at other factors that impact on whether an applicant gets an offer or accepts that offer. By accounting for these other variables in a regression type analysis, we can more confidently interpret the impact Ethnicity has on the outcomes of these applicants.

Overview

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

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

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

Domicile of Applicants

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

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

Socio-economic mix of Applicants

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

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

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

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

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

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

Applications

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

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

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

19. Sector wide, the most popular subject areas for UK domiciled BAME subjects to study are Medicine and Dentistry, Law, Business Studies, Computer Science, Engineering and Subjects allied to medicine² which closely resembles the pattern seen for our applications.

² Advance HE Student Statistics Report 2019.

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

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

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

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

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

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

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

Offers made

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

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

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

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

23. When comparing the offer rate for White and BAME applications, BAME applications are more than 10% less likely to result in an offer than White applications in seven Schools and Deaneries (range from 47% to 87%) set out in Table 4. This group of Schools and Deaneries received 24% of all White applications and 33% of all BAME applications. These Schools and Deaneries contain a high proportion of 'professional' subjects³ (Table 4).

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

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

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

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

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

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

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

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

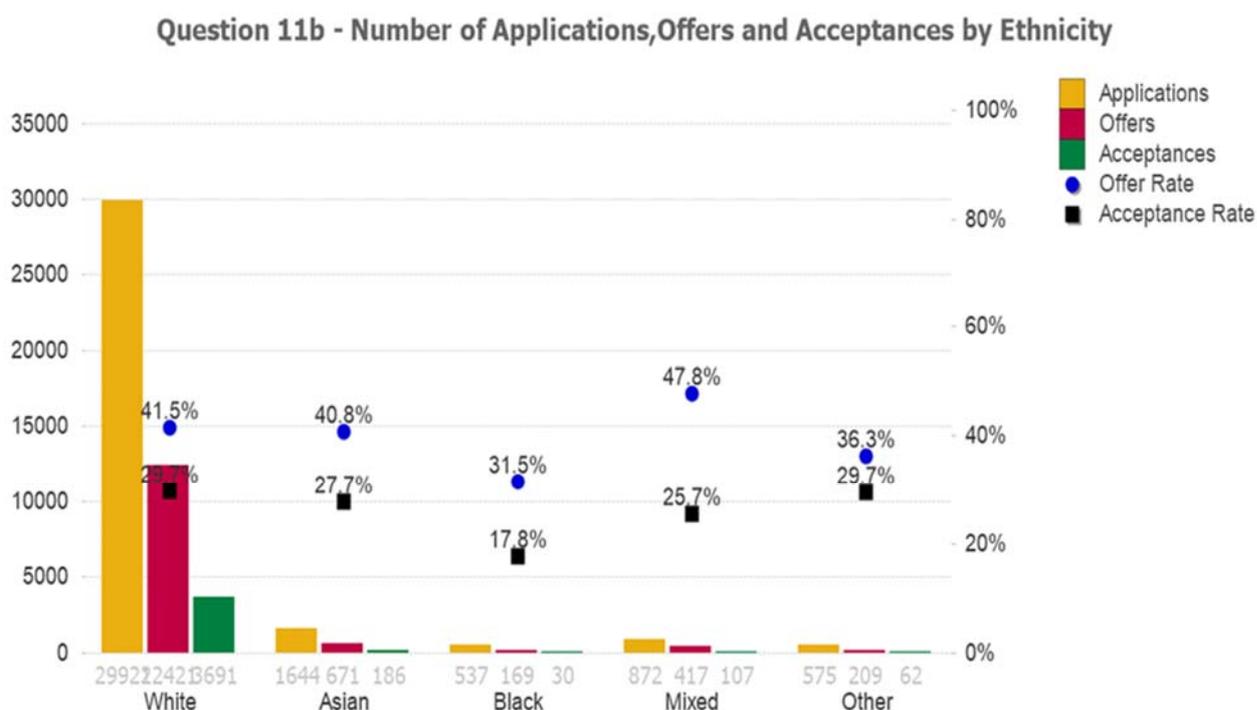
School	White		BME		Proportion difference from White offer rate
	Propn all white apps	White Offer Rate	Propn all BME apps	BAME Offer Rate	
School of Literatures, Languages and Cultures	9.9%	49%	8%	55%	1.12
School of Biological Sciences	3.5%	61%	3%	72%	1.18
Edinburgh College of Art	16.3%	21%	13%	26%	1.23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

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

Acceptance of offers

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

Figure 1 UK Applications and offers by Ethnicity 2017-18



Who do our black offer holders accept instead?

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

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

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

2. Matriculated students – continuation and outcomes

Continuation

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

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

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

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

Outcomes – awards

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

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

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

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

Figure 2: Outcomes by ethnicity for the cohort

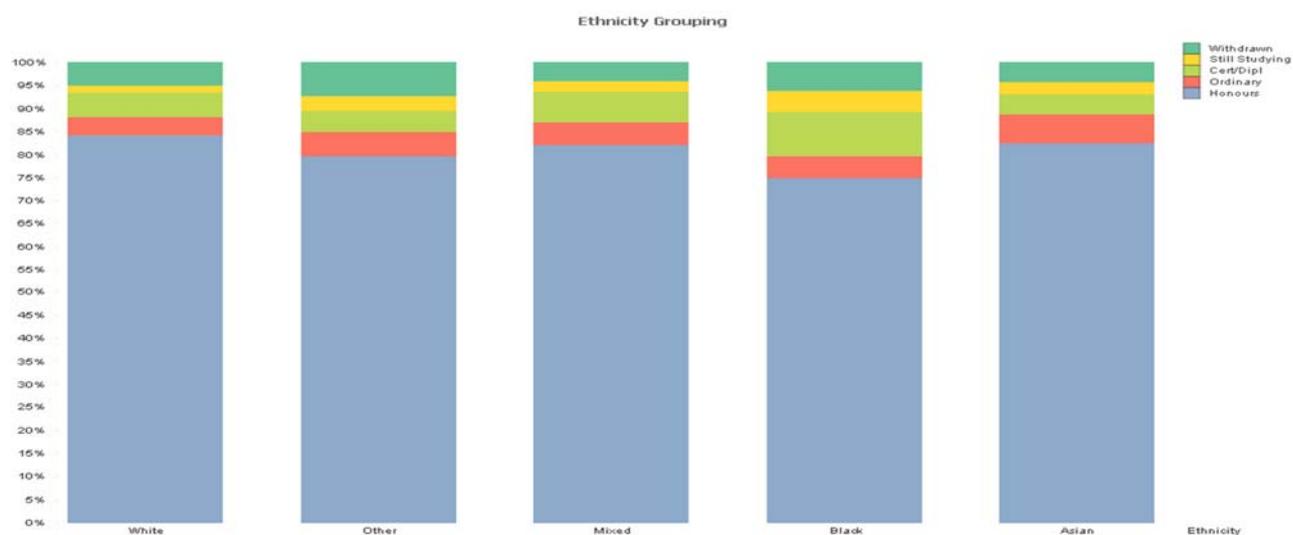


Table 7: Outcome by ethnicity for the cohort (numeric)

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

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

37. The difference in UK-domiciled White and BAME students attainment in achieving a 1st or 2.1 Honours degree is reported across the sector in both a HEFCE study⁴ (a 15%-points overall difference after modelling other factors, and seen by a variable degree across all entry qualifications from between 5%-points and 18%-points.), and in each country in the UK in the latest AdvanceHE student report⁵ (England 13.6%-points; Northern Ireland 18.4%-points; Scotland 10.5%-points; and Wales 9.3%-points). Overall for UK institutions, within the BME group, the gap in the proportion receiving a First or 2.1 Honours degree compared with white students was widest for black students, and much narrower for Chinese, mixed heritage and Asian Indian students. The difference in outcomes UK-side between white and

⁴ Difference in degree outcomes: Equality and diversity characteristics 2015

⁵ AdvanceHE Student Statistical Report 2019

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

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

Appendix

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

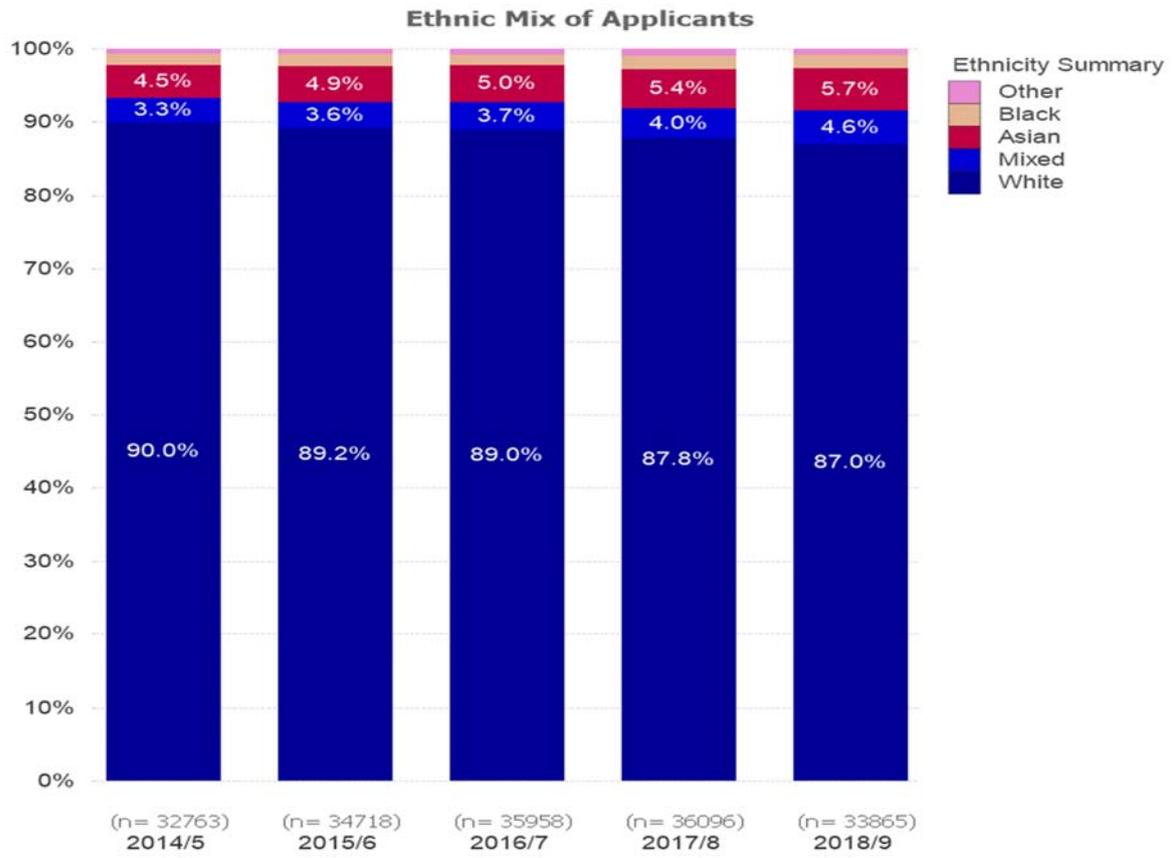


Table A1 – Percentage change in applications by ethnicity (5 years)

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

Figure A2 Applications by gender and ethnicity 2017-18

Question 4 - Gender Proportion of Applications by Ethnicity

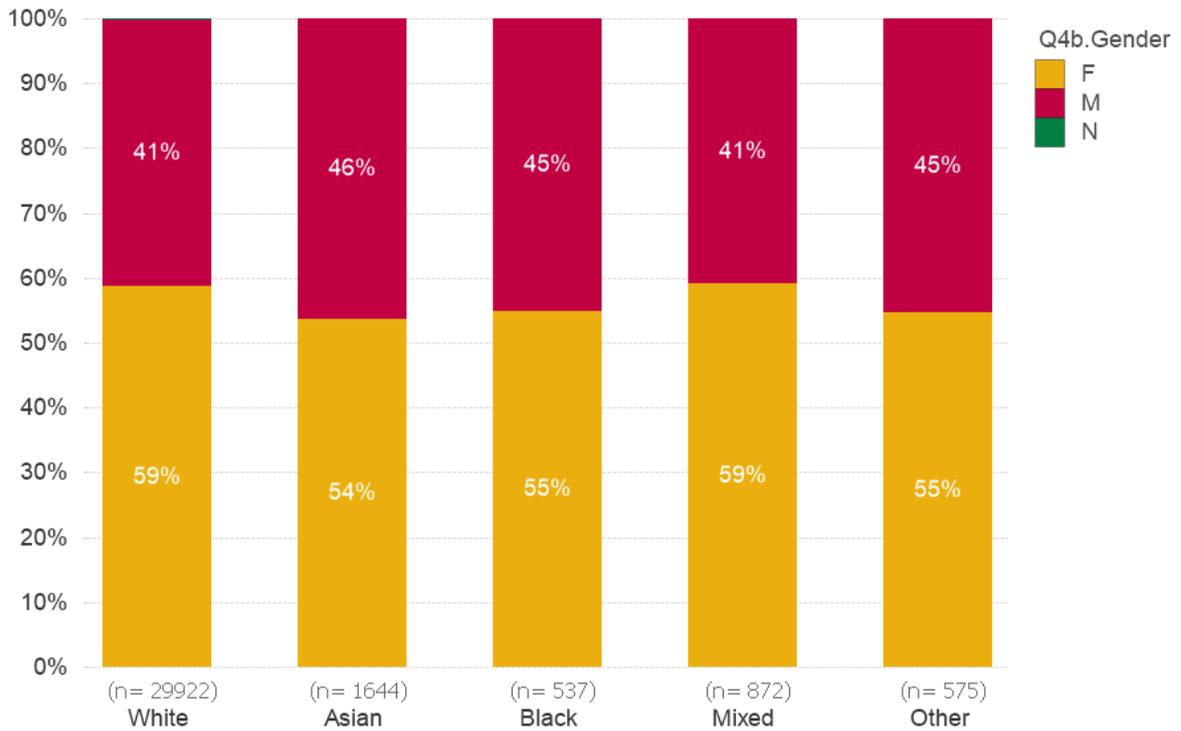


Figure A3: Age proportion of UK applications by ethnicity 2017-18

Question 6 - Age Proportion of Applications by Ethnicity

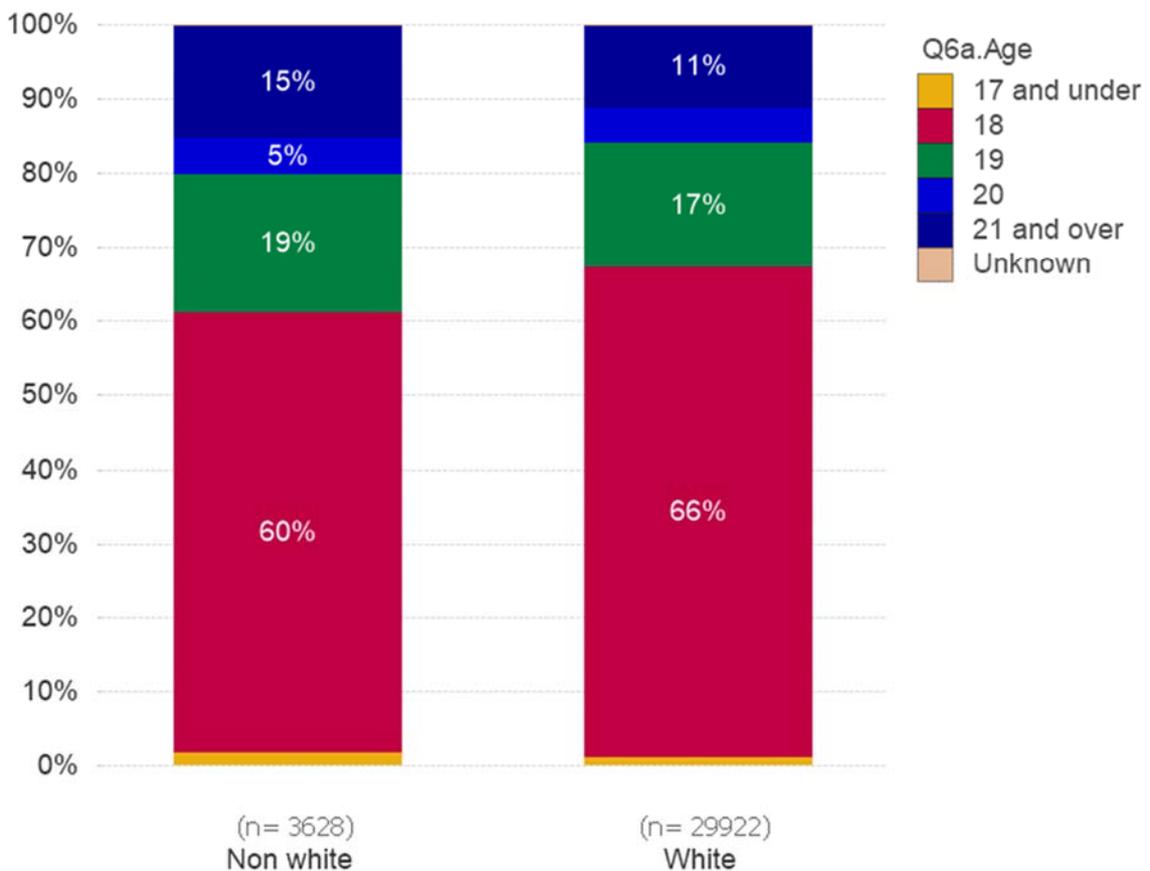


Figure A4: Age proportion of UK applications by ethnicity categories 2017-18

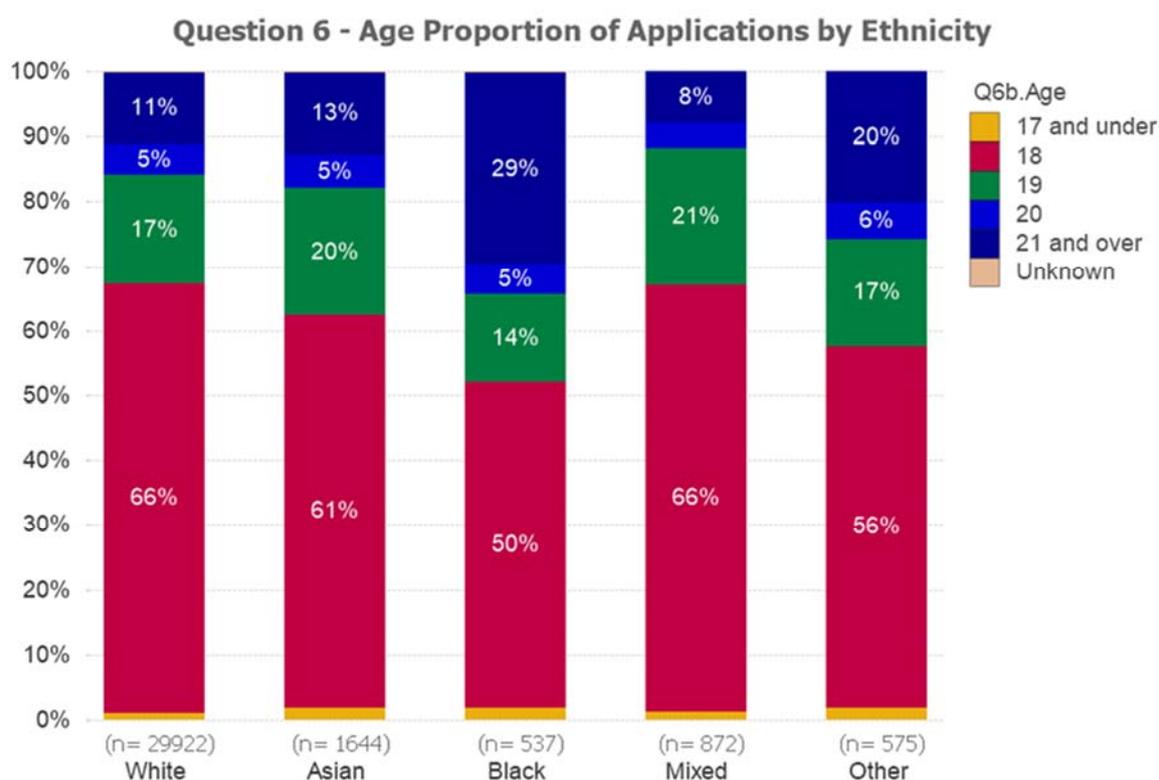


Table A 2 – Ethnicity by Domicile

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

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

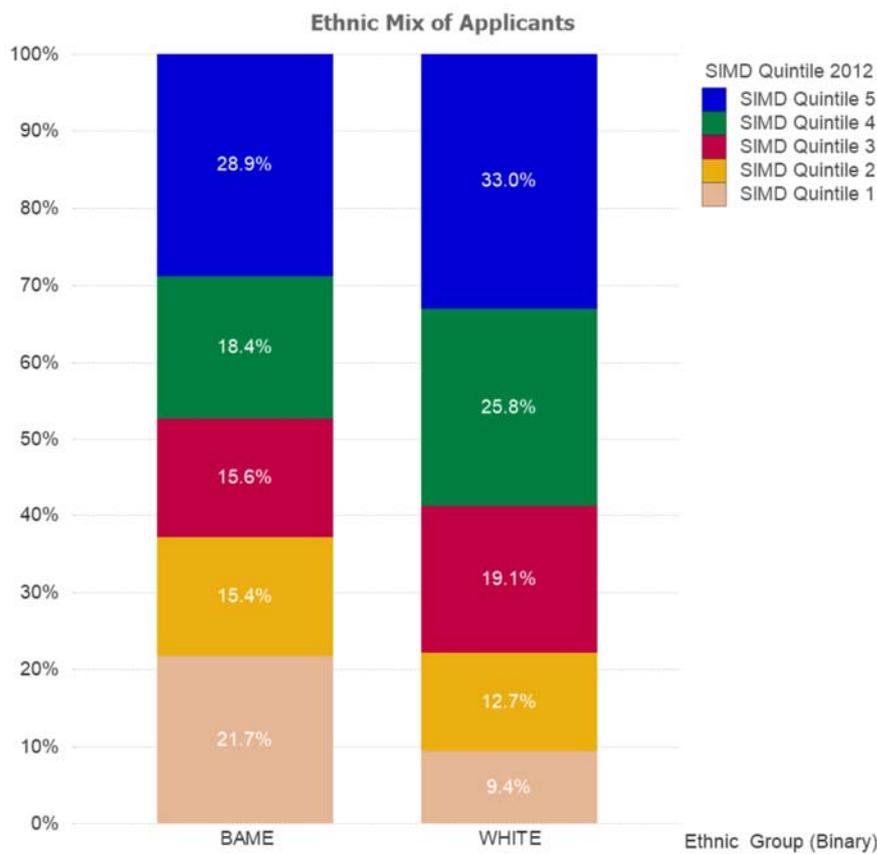


Figure A6: Scotland domiciled BAME applicants by SIMD 2017-18

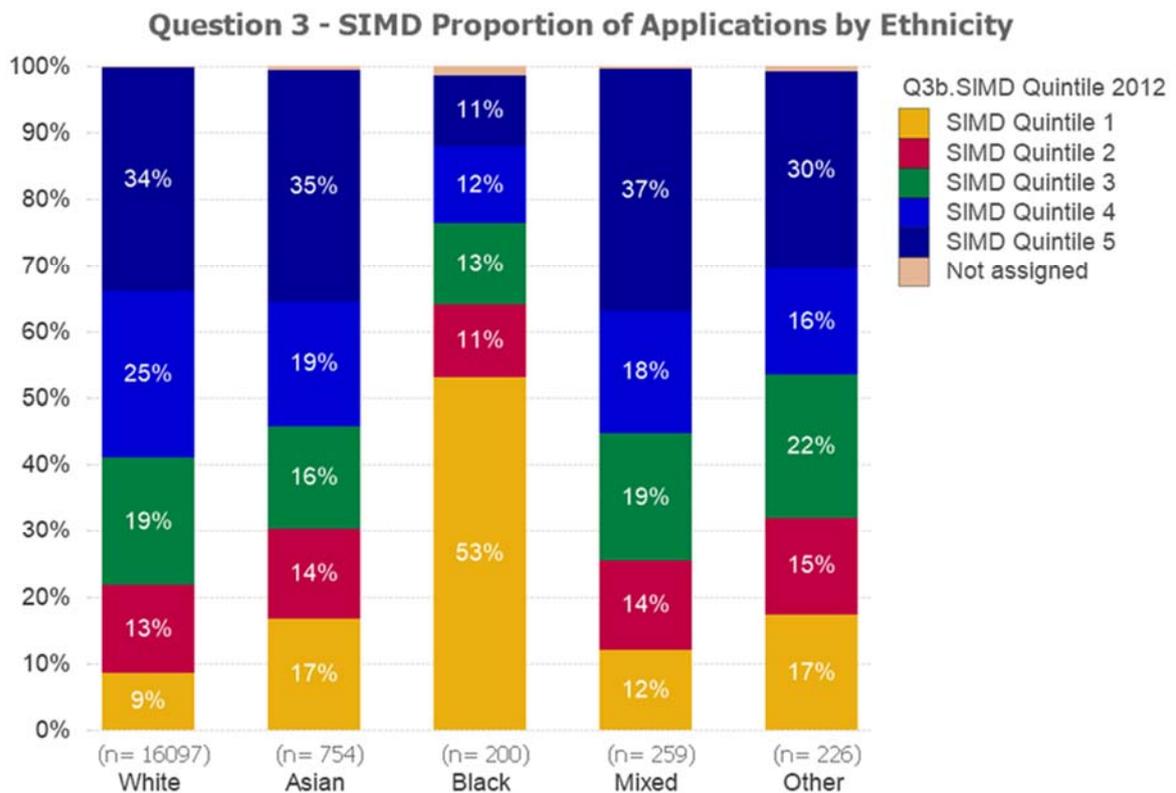


Table A3 – Scottish domicile SIMD Quintile % by Ethnicity – 5 year trend

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

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

Figure A7: Scotland domiciled applicants by SIMD by ethnicity - 5 year trend

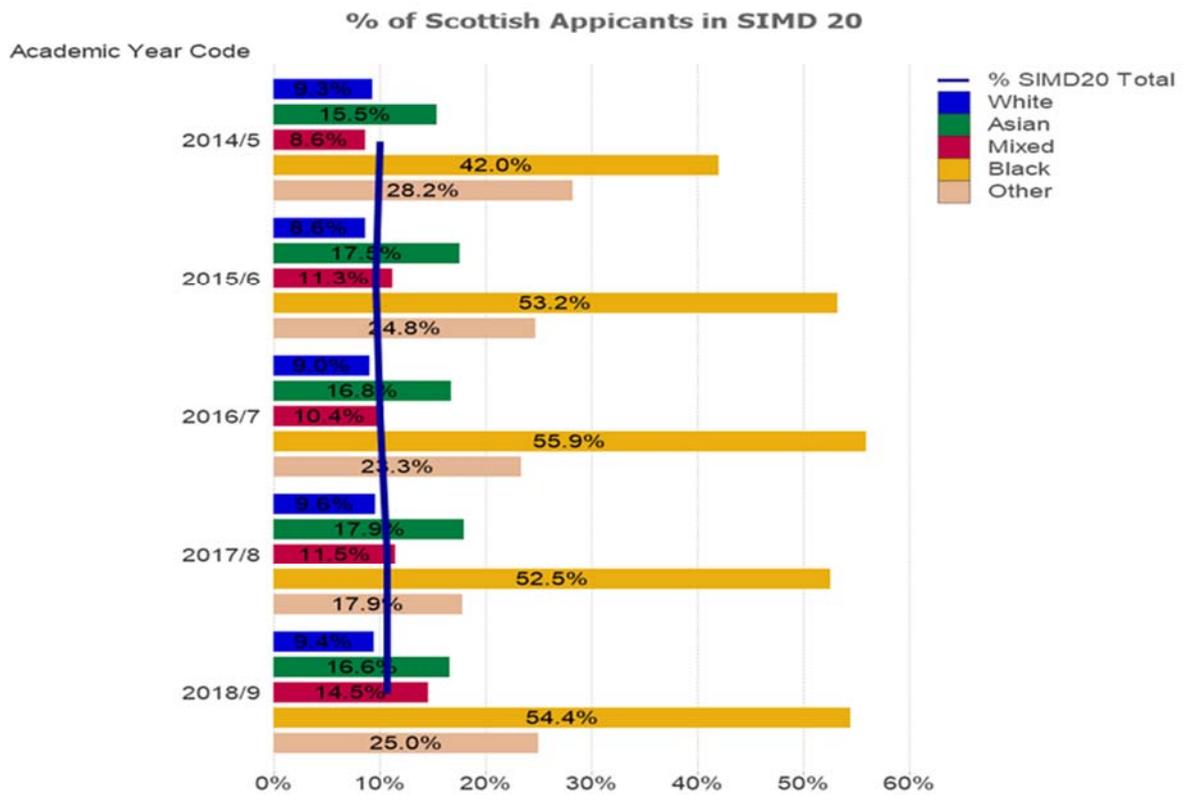


Table A8 RUK domiciled White and BAME applicants by SIMD 2017-18

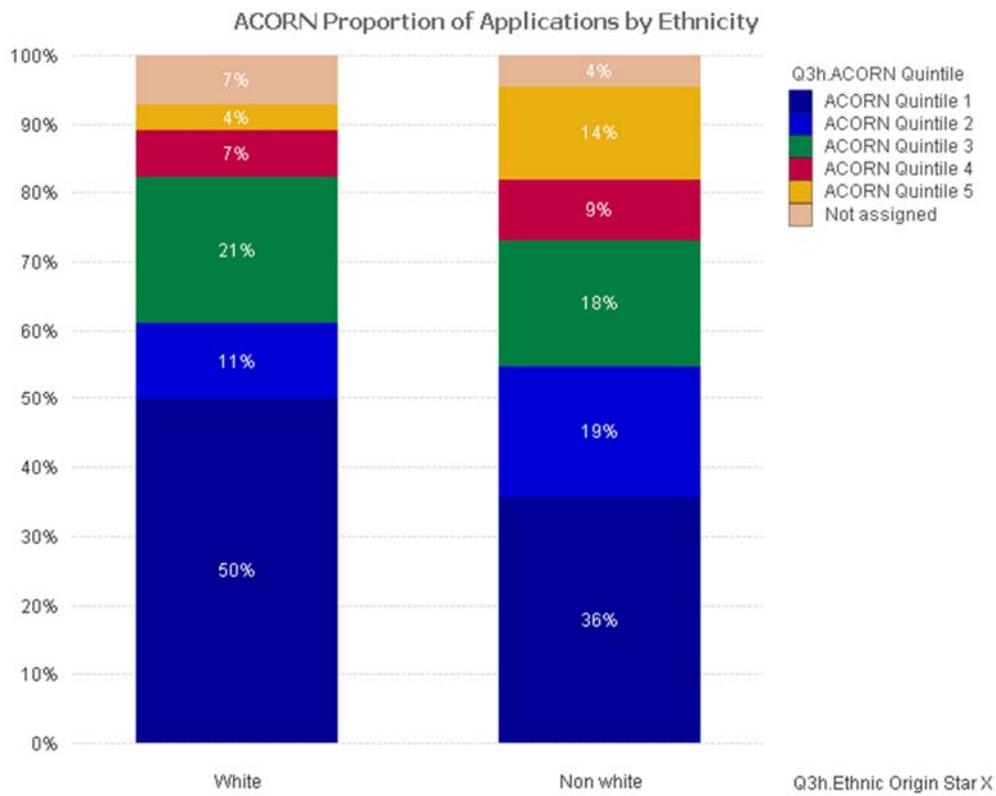


Figure A9: Scotland domiciled BAME applicants by SIMD 2017-18

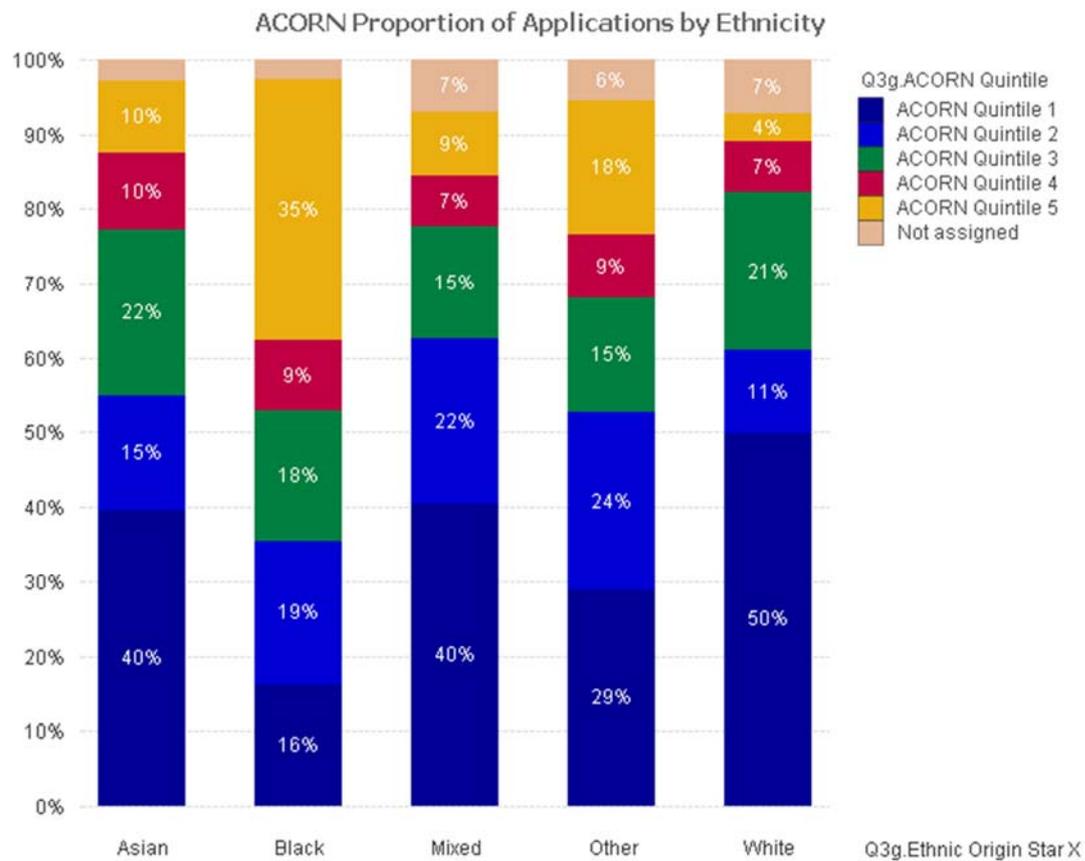


Figure A10: Proportion of UK-domiciled undergraduate entrants with an exit qualification, 2008/09 to 2014/15

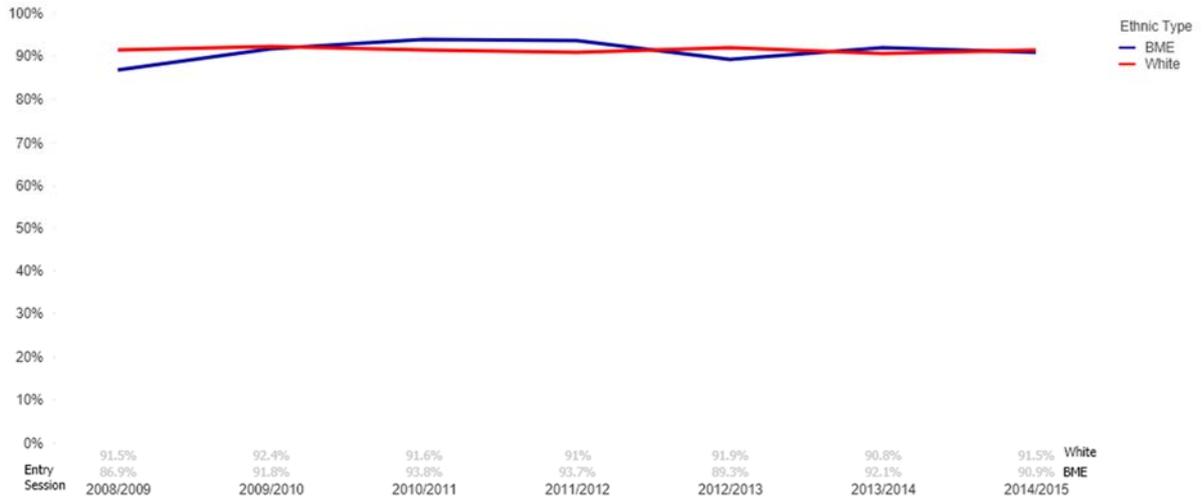


Figure A11: Proportion of UK-domiciled undergraduate entrants achieving a 1st class or 2.1 honours degree, exit sessions 2014/15 to 2018/19

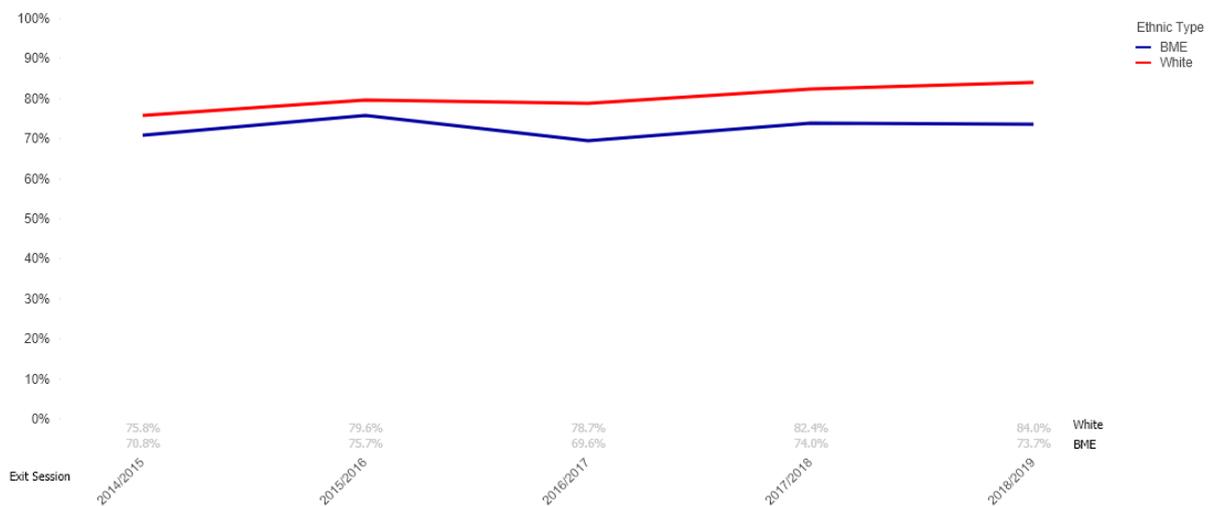


Figure A12: Proportion of non-UK-domiciled undergraduate entrants with an exit qualification, 2008/09 to 2014/15

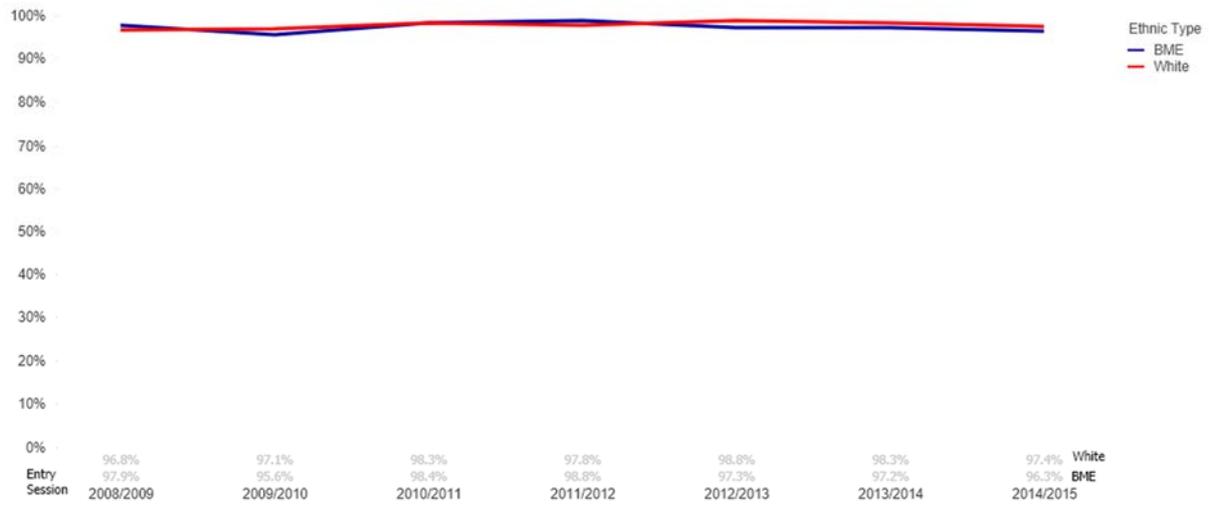


Figure A13: Proportion of non UK-domiciled undergraduate entrants achieving a 1st class or 2.1 honours degree, 2014/15 to 2018/19

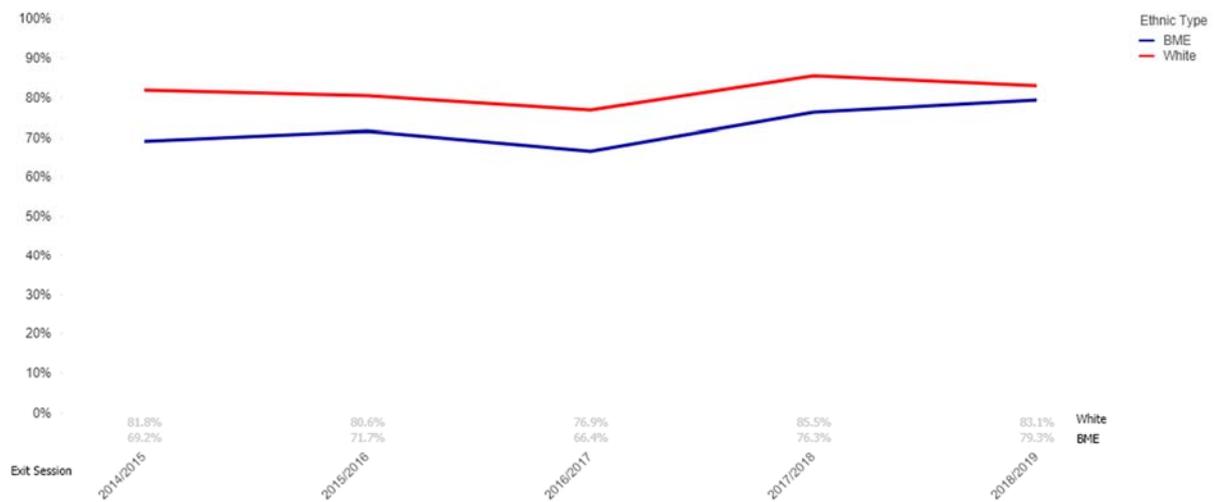


Table A4: Proportion of students achieving a 1st class or 2.1 honours degree, by ethnicity and School, five year average 2013/14 to 2017/18

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



UNIVERSITY COURT

15 June 2020

Strategy 2030 Strategic Performance Framework update

Description of paper

1. The paper provides Court with an update on the work to develop a new Strategic Performance Framework for Strategy 2030.

Action requested/Recommendation

2. Court is invited to note and comment on the direction of travel for the Strategic Performance Framework, and to note that Court will receive further iterations and updates on the Strategic Performance Framework as work progresses.

Background and context

3. In December 2019, Court received the final Strategic Performance Framework report for the 2016 Strategic Plan. Court was advised that initial work would shortly begin to establish a new framework to measuring our performance against Strategy 2030, and that we would bring initial scoping of this exercise to University Executive, Policy & Resources Committee and Court in early 2020.

Discussion

4. Our starting assumption is that our performance framework for Strategy 2030 will build on the existing 2016 Strategic Performance Framework. By doing this, we acknowledge the valuable work which was undertaken for the 2016 Strategic Plan Performance Framework, and this will allow us to further develop the framework and measure our performance against the aspirations set out in Strategy 2030.

5. Our initial assumption is that it remains appropriate to use some of the key measures used for the 2016 Strategic Performance Framework as the starting point for establishing the framework for Strategy 2030. A new strategy doesn't mean that the measures for success aligned to our last Strategic Plan are no longer valid, but it is clear that further consultation and dialogue with colleagues and data holders to assess the ongoing suitability of these for Strategy 2030 is required. Where appropriate, these will be redefined, or new measures will be scoped.

6. We are working with the Department of Social Responsibility and Sustainability to align the work on the Social and Civic Responsibility Plan with the Strategic Performance Framework for Strategy 2030.

7. Court is reminded that for the 2016 SPF, the measures and performance indicators were split into two distinct areas:

- Court measures which detailed lagging and strategic indicators (Tier 1)
- University Executive measures which detailed leading and operational indicators (Tier 2).

8. There is the expectation that, over time, the functionality of the Strategic Performance Framework will be expanded to include operational measures, which

will provide colleagues with the ability to explore activity at a more granular level (Tier 3). Work on this will commence once we have concluded activity on establishing Tier 1 and Tier 2 measures.

9. For our 2016 Strategic Plan we provided an annual report to University Executive and Court in December each year. For Strategy 2030 we anticipate providing more real-time data and commentary to Court and University Executive at appropriate intervals throughout the year. For example, reporting on the National Student Survey as soon as the data becomes available will provide a more meaningful set of information on which Court and the University Executive can determine how we are performing. As the SPF develops, we anticipate reporting to Court twice a year, and University Executive quarterly. The frequency of the timing of these reports will however depend on the data which is being used for each of the measures and when this becomes available. This will be determined during the course of our discussions with key colleagues.

10. The Strategic Performance Framework will be linked to other reports received by University Executive and Court. When focused reports include more in-depth consideration of Strategy 2030 Key Performance Indicators, this connection will be noted.

Structure

11. Strategy 2030 articulates our vision, our purpose and our values. To allow the structure of the SPF to be meaningful and relevant to Strategy 2030, we will use the aspirations for where we want to be by 2030 articulated in the Strategy as the framework for our Court measures. These set out our longer term goals, and whilst may not always be easily quantified, will allow us to consider our longer term aspirations and the best routes by which we will achieve these.

12. Similarly, to allow us to demonstrate how we will have impact, our University Executive measures will largely follow the structure of the 'Our Focus' areas of Strategy 2030 (people, research, learning and teaching and social and civic responsibility).

13. Appendix 1 sets out the proposed structure for the Court and University Executive measures. This shows:

- the two different tiers of reporting (Court and University Executive);
- how we have mapped the 2016 Strategic Plan Court and University Executive measures to our new priorities;
- where we have identified new areas which require development, existing measures which need to be redefined, or existing measures which need removed altogether; and,
- details of conversations which need to take place with key stakeholders to establish a robust measurement tool for areas we don't currently have a means by which to measure activity.

14. As expected, the mapping exercise has demonstrated that there are some areas of Strategy 2030 which don't align or are not currently measured as part of our existing SPF mechanism. As part of the ongoing work to establish the SPF, we are working on a plan based on Appendix 1 which identifies how we will engage with our

key stakeholders, identify gaps not already captured, what new activity should be measured, the milestones required to achieve these, and where existing measures need to be redefined.

15. The analysis undertaken has also identified that some areas of measurement may be better suited in the Tier 1 Court measures, and others to Tier 2 University Executive measures. Conversations will take place with key colleagues over the coming months to establish definitions for our measures and the most appropriate tier that where these should sit. This will also allow us to share knowledge about activity measured at a local level and will ensure that we are not duplicating activity measurement reported elsewhere. Where possible, we will establish milestones and timelines to set out how we will achieve our goals.

16. Some of our aspirations outlined in our Strategy straddle one or more areas of work, and therefore there may be co-owners of some of the data curated for the purposes of measuring our success.

17. At its meeting in April, University Executive discussed the Social and Civic Responsibility Delivery Plan. The Social and Civic Responsibility Delivery Plan is focussed on the University's operations and connects to the four main focus areas of Strategy 2030 (People, Research, Teaching and Learning and Social and Civic Responsibility). The Plan also has synergies to the aspirations for the University by 2030.

18. We are working closely with colleagues in Social Responsibility and Sustainability to ensure that the development of the Strategic Performance Framework and the delivery of our commitments to the Sustainable Development Goals are aligned. Strategy 2030 recognises that the University has the opportunity to contribute to the Sustainable Development Goals in different ways across our communities and across our different locations. Crossover and linkages between Strategy 2030 and the Social and Civic Responsibility Plan are detailed here:

Strategy 2030	Social and Civic Responsibility Plan
We will be on track to be a Carbon-Zero University by 2030	We will become a zero carbon and zero waste university
We will be leading Scotland's commitment to widen participation	We will widen participation in higher education and support inclusive growth.
We will have created opportunities for partners, friends, neighbours and supporters to co-create, engage with the world and amplify our impacts.	We will work together with local communities to continue to improve the lives of people across the Edinburgh City Region and beyond.
We will see the integration of our whole organisation impact against the United Nations Sustainable Development Goals.	In our operations, research and teaching we will engage critically with, and contribute to the Sustainable Development Goals, including the promotion, protection and respect for human rights

Where synergies exist, we will have a consistent set of reporting, ensuring that there is one set of narrative which articulates our social and civic responsibilities.

19. Strategy 2030 outlines our plans for the next 10 years. As we are operating in an uncertain political and financial environment, our Strategic Performance Framework should have the ability to react to evolving priorities, and our expectation is that over the next 10 years, our performance measures may shift in line with changes in our priorities and operating environment. We plan to check in with data holders annually (or more or less frequently as appropriate) to assess the ongoing suitability of our measures and to determine if adjustments are required, and to agree what these might be.

Timescale

20. If Court is agreeable to the broad structure outlined in this paper, colleagues in Governance and Strategic Planning will continue work to progress conversations with stakeholders to consider and agree the appropriate strategic performance measures for Strategy 2030. It is anticipated that the first report will be presented to Court in December.

Resource implications/Risk Management

21. There are no specific requests for resource although the process to agree and establish a Strategic Performance Framework will require engagement from colleagues across the University. This is necessary to allow us to establish a Performance Framework which is relevant and useful to our whole University community.

Equality & Diversity

22. An Equality Impact Assessment will be conducted as work on the Strategic Performance Framework develops. Data owners who will feed into the Strategic Performance Framework will undertake Equality Impact Assessments as a matter of routine aligned to their areas of work.

Consultation

23. The paper was reviewed and supported by the University Executive on 19 May and Policy & Resources Committee on 1 June. Consultation and engagement from colleagues and data owners across the University is key to the success of the delivery of a successful Strategic Performance Framework.

Further information

24. Author

Jennifer McGregor
Senior Strategic Planner
Governance and Strategic Planning

Presenter

Tracey Slaven
Deputy Secretary, Strategic Planning

Freedom of Information

25. Open paper.

Strategy 2030 Strategic Performance Framework
Proposed framework for new Court measures

Strategy 2030 By 2030 we will be able to demonstrate the success of our strategy in the following ways:		2016 Strategic Plan Court Measure Theme to map to ("best fit")	Continue to use for Strategy 2030?	Key areas for consultation to build on existing measures	Notes
1	We will see our research having a greater impact as a result of partnership, international reach and investment in emergent disciplines	Research performance in the UK context	Yes - but requires a broader measure	Finance (research income awards won can be used as a proxy) Edinburgh Research Office for impact (REF 20201 and REF 2028/29) Edinburgh Global GaSP - academic reputation as a proxy - Academic reputation survey.	Need to understand synergies with Finance reporting and how Edinburgh Global can contribute to this in terms of our global reach By the end of Strategy 2030 will have had 3 REF impact assessments Also need to speak with CAM about how we assess coverage - look at coverage in global markets/papers Academic reputation - can be used as an annual proxy on which we can report against, although REF results are more impactful. (although query if this would be statistically robust, but should have the initial discussion)
2	The undergraduate curriculum will support breadth and choice, preparing students, graduates and alumni to make a difference in whatever they do, wherever they do it	Graduates in graduate level employment or further study 6 months after graduation	Yes	Careers Service	This should still be used, but will be based on new graduate outcome data
		Student satisfaction	Yes	Student Experience	
3	We will be a global lead in artificial intelligence and the use of data with integrity	Online distance learning - number of PGT ODL students in whole population each year	No. A more sophisticated measure needs to be developed.	Learning, Teaching and Web services Richard Kenway City Region Deal (DDI) - online access learning	New measure which is more reflective of our global reach
4	Improved digital outreach will see us enabling global participation in education	Partnerships with industry Online distance learning - number of PGT ODL students in the whole population each year.	Yes As above - needs a more sophisticated measure.	City Region Deal /DDI Information Services Edinburgh Innovations	This measure currently doesn't go far enough. Current climate and activities being undertaken will give us a rich source of data and information on which to draw on.
5	We will be leading Scotland's commitment to widening participation	Student population characteristics	Yes	Student Recruitment and Admissions Significant overlap with Social and Civic Responsibility Plan - overlap with SRA	We will continue to monitor CoWA targets, drawing from the best pool of students. Further work required on this measure to encapsulate the spread of students at UoE also consideration of global WP and for PG students. Look at BAM - focus in on one area to see what impact/difference we're making Liaison with SRS to ensure consistent reporting
6	We will be a destination of choice, based on our clear "Edinburgh Offer". All of our staff and students will develop here, whether they are from Leith, Lisbon, Lahore or Lilongwe	Student satisfaction The University's non-UK population	Yes, but need to include staff in any new measure.	Edinburgh Global Student Experience Student Recruitment and Admissions Human resources	All of these areas will contribute to this area. Discussion required for how best to measure this. Needs to cover both staff and students, although suggest that this is one not to be explored under current circumstances. Areas which will be looked at include the international nature of applications, appointments and recruitment. I.e. how much investment is there, and how many international applicants are there for each post.
7	We will have created opportunities for partners, friends, neighbours and supporters to co-create, engage with the world and amplify our impacts	Partnerships with industry	Yes	City Region Deal Edinburgh Innovations SRS Work with Social Responsibility and Sustainability to produce single consistent set of reporting. Edinburgh Futures Institute	Still relevant, but further discussions required to encapsulate City Region Deal and EFI activity. Work with Social Responsibility and Sustainability to produce single consistent set of reporting aligned to SDGs. Still relevant, but Edinburgh Innovations can advise further Still relevant
		% of total procurement influenceable spend made with local SMEs	Yes	Finance /EI	
		Financial sustainability	Yes	Social Responsibility and Sustainability has articulated deliverables to cross reference	
8	Edinburgh will become the Data Capital of Europe. We will deliver inclusive growth, provide data skills to at least 100,000 individuals, and create new companies and solutions for global challenges.	Partnerships with industry	Yes	City Region Deal DDI Edinburgh Innovations	This needs much further development. Discussion with City Region Deal/DDI and EI required to develop relevant measure(s).
9	We will see integrated reporting of our whole organisational impact against the United Nations Sustainable Development Goals.	Nothing from 2016 Strategic Plan		Social Responsibility and Sustainability Estates	Work closely with Social Responsibility and Sustainability to produce single consistent set of reporting aligned to SDGs
10	We will have more user-friendly processes and efficient systems to support our work	Student satisfaction	Yes	Service Excellence Programme Student satisfaction	This is a contributing factor, but doesn't cover this entirely. Further measure(s) required.
11	We will be on track to be a Carbon-Zero University by 2040	Annual carbon emissions	Yes Will draw on carbon emissions, and other targets outlined in Social and Civic Responsibility Plan	Social Responsibility and Sustainability Estates	Work closely with Social Responsibility and Sustainability to produce single consistent set of reporting aligned to SDGs
12	Mutidisciplinary postgraduate education pathways will support flexible whole-life learning	Student satisfaction	Yes	Student satisfaction SRA EFI	This is contributing factor, but doesn't cover this entirely. Further measure(s) required.
13	Our estate will be fit for purpose, sustainable and accessible. We will support learning, research and collaboration with our neighbours, businesses and partners.	Partnerships with industry	Yes	City Region Deal Edinburgh Innovations Social Responsibility and Sustainability Estates	As DDI progresses there will be things emerging which will be more impactful. Conversations required with City Region Deal. Conversation required with SRS and Estates to measure how we achieve this.

Strategy 2030 Strategic Performance Framework
Proposed framework for University Executive measures

Strategy 2030 Focus areas	2016 Strategic Plan University Executive Measure to map to ("best fit")	Continue to use for Strategy 2030?	Key areas for consultation to build on existing measures	Notes
People	% staff resignations per year	No	HR	This needs redefined with Human Resources /Careers to address need to promote teaching that focuses on experience and employability Measure aligned to students needs developed
	% non-fee income from overseas sources	Yes	Finance	
	Positive responses to engagement questions in local reputation survey	Yes	Develop in conjunction with Development and Alumni Develop in conjunction with Edinburgh Futures Institute SRS	
Research	Research grants and contracts: Total of all awards made in year (£)	Yes	Edinburgh Research Office	Cross check required with what is reported and measured elsewhere Social and Civic Responsibility Plan
	Research grants and contracts: total value applied for the year	Yes	Finance	
	No. PG research entrants per supervising academic staff population	Yes		
Teaching and learning	% Academic staff with teaching qualifications	No	Human Resources	This is too operational to be included in the UE measures. Possibility to use this in Tier 3 measurement There is merit in including this at some level, but need conversation to establish what this measure is trying to achieve. Improving student experience is key area of focus Improving student experience is key area of focus Requires a more robust definition Requires a more robust definition Need a measure which defines our reach and how we are measuring this.
	% undergraduates engaging with the Edinburgh Award	No	Employability /HR	
	UG study per year (headcount)	Yes		
	PGT on-campus study per year (headcount)	Yes		
	NSS % of students with positive answers to 'Teaching on my course' questions	Yes	Student Satisfaction	
	NSS % of students with positive answers to 'Assessment and feedback' questions	Yes	Student Satisfaction	
	% UG not returning after first year	Yes	Governance and Strategic Planning	
% graduates from UG programmes in employment or further study	Yes	Careers		
Social and civic responsibility	Student demand - offers to entrants ratio - ODL	No	Learning, Teaching and Web Services	
	Number of alumni donors	Yes	Development and Alumni	Need to redefine this with D&A to articulate what we want to report and whether this is the right measure? Synergies with the Social and Civic Responsibility Delivery Plan
	Total cash income received from donations (£000)	Yes	Development and Alumni	
	% non-fee income from overseas sources	Yes	Development and Alumni	
% total procurement influenceable spend made with local SMEs	Yes	Social Responsibility and Sustainability		

Areas from 2016 Strategic Plan which don't fit into proposed University Executive measures :

Finance forecast out-turn relative to plan
Investment in buildings at 5% of insurance replacement value
Value of spin-out and start-up activity (£M)

Areas not covered by above in Strategy 2030 (these may not always be measurable), but which will be included in discussions

Taking care of one another
Valuing contributions
Conducting ourselves with integrity
Policies and procedures which are people focussed, efficient and effective
Better training for early career researchers
Catalyst for new industry programmes and businesses
Openly communicate research findings to public, governments and funding agencies
Research - international and interdisciplinary to address social and global challenges (UN SDGs)
Expanding interdisciplinary and multidisciplinary, postgraduate and digital education



UNIVERSITY COURT

15 June 2020

Award of University Benefactor

Description of paper

1. The paper proposes a candidate for the award of University Benefactor status.

Action requested/Recommendation

2. On the recommendation of the Principal, Court is invited to approve that the distinction of University Benefactor be bestowed.

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

Risk Management

8. Any reputational risk associated with the receipt of large donations is assessed by the Ethical Fundraising Advisory Group, before consideration of the award of Benefactor status.

Equality & Diversity

9. Court previously approved in June 2019 the widening of scope for Benefactor status to include posthumous awards, noting that this would be very likely to improve the gender balance among individuals within the group of Benefactors.

Paragraph 10 has been removed as exempt from release due to FOI.

Consultation

11. All proposals have been reviewed and recommended for approval by the Principal.

Further information

12. Author

Chris Cox
Vice-Principal Philanthropy &
Advancement

Presenter

Peter Mathieson
Principal & Vice-Chancellor

Freedom of Information

13. Closed paper until any award has been made and accepted by the recipient.



UNIVERSITY COURT

15 June 2020

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Implementing the Prevent Duty: June 2020 Update

Description of paper

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

Action requested/Recommendation

2. Court is invited to note that the University has implemented the Prevent duty, in line with the guidance published jointly by the Home Office and the Scottish Government.

Background and context

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

4. Under the guidance published for Scottish universities, “Monitoring and Enforcement” is understood to be the responsibility of each institution’s governing body. Court is asked to note that the University has implemented the Prevent duty in line with the guidance published jointly by the Home Office and the Scottish Government:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/44592/1/Prevent_Duty_Guidance_For_Higher_Education_Scotland_-_Interactive.pdf

Discussion

Key statistics

5. Since July 2019:

- The University has been notified of 8 higher risk events since July 2019 (3 from Students’ Association societies)
 - 3 were authorised without further consideration
 - 5 were considered by the University Compliance Group and approved with amendments/additional requirements
 - 2 did not proceed
 - 0 were refused permission
- Procedures for referral of vulnerable students: 0 students were referred to the University Compliance Group.

6. Students or staff undertaking research into security-sensitive topics may need to access extremist materials as part of their research. Students and staff working in this area are strongly recommended to store their research materials in a designated secure part of the University network. This reduces the risk that their activities may be misconstrued by external agencies. The current usage of the prevent storage service is as follows:

- Number of provisioned Prevent projects: 3

- Number of users: 8
- Number of Colleges using service: 1 (College of Arts, Humanities & Social Sciences)

Resource implications

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

Risk Management

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

Equality & Diversity

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

Next steps/implications

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

Consultation

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

Further information

12. Author & Presenter

Gavin Douglas

Deputy Secretary, Student Experience

June 2020

Freedom of Information

13. Open paper.



UNIVERSITY COURT

15 June 2020

Education Act 1994 Compliance

Description of paper

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

Action requested/Recommendation

2. Court is invited to note the Certificate of Assurance and be assured of current compliance.

Background and context

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

Discussion

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

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

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

Resource implications

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

Risk Management

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

Equality & Diversity

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

Next steps/implications

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

Consultation

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

Further information

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

13. Authors

Stephen Hubbard
CEO, Edinburgh University Students'
Association

Presenter

Gavin Douglas
Deputy Secretary, Student Experience

Gavin Douglas
Deputy Secretary, Student Experience
June 2020

Freedom of Information

14. Open paper.



Code of Practice relating to the Edinburgh University Students' Association

THE UNIVERSITY
of EDINBURGH

Purpose of Code of Practice

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

Overview

The Code of Practice covers areas such as:

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

Scope: Mandatory Code of Practice

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

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

Document control

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



Code of Practice relating to the Edinburgh University Students' Association

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

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

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

Constitution

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

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

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

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

Membership

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

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

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

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



Code of Practice relating to the Edinburgh University Students' Association

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

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

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

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

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

Elections

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

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

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

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

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

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



Code of Practice relating to the Edinburgh University Students' Association

Finance

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

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

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

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

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

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

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

Affiliations and Donations

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

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

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



Code of Practice relating to the Edinburgh University Students' Association

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

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

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

Complaints Procedure

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

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

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

Charity Law

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

Code of Practice

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

Information for prospective students

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

Approved by University Court, June 2016



UNIVERSITY COURT

15 June 2020

Exception Committee Report

Committee Name

1. Exception Committee.

Date of Meeting

2. The Committee considered business via electronic communications concluded on 8 May 2020.

Action Required

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

Paragraphs 4-5 have been removed as exempt from release due to FOI.

Equality & Diversity

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

Further information

- | | |
|------------------------|---------------------------------|
| 7. <u>Author</u> | <u>Presenter</u> |
| Lewis Allan | Anne Richards |
| Head of Court Services | Convener of Exception Committee |

Freedom of Information

8. Closed paper.



UNIVERSITY COURT

15 June 2020

Policy & Resources Committee Report

Committee Name

1. Policy & Resources Committee

Date of Meeting

2. 1 June 2020 (by videoconference).

Action Required

3. To note the key points from the meeting and to approve updates to the Committee's Terms of Reference.

Paragraphs 4-11 have been removed as exempt from release due to FOI.

Terms of Reference Update

12. It was agreed to recommend for approval by Court updates to the Committee's Terms of Reference, as marked up in the text below, to:

- i) make explicit the Committee's ability to meet virtually by videoconference and teleconference (with immediate effect); and,
- ii) to update the titles of some members to reflect planned changes in the composition of Court (with effect from 1 August).

2 Composition

2.1 *The Committee shall consist of eleven members.*

2.2 *The Principal, ~~the Vice-Convenor of Court~~, the University Secretary, and the Vice-Principal with responsibility for planning and resources shall be ex officio members of the Committee.*

2.3 *The other members of the Committee shall consist of: one staff member of the Court~~Senatus-Assessor or the Non-Teaching Staff Assessor~~, one member appointed on annual basis by the Students' Association (normally the President) and the remaining to be lay members of Court at least one of whom shall be a General Council Assessor.*

2.4 *Court shall appoint members of the Policy and Resource Committee on the recommendation of the Nominations Committee.*

2.5 *The Nominations Committee shall take cognisance of ex officio members of the Committee when making recommendations and in particular take regard of the expertise required of members of this Committee in the areas of ~~in~~ finance, investment, estates and people matters.*

2.6 *The term of office of lay members will be no longer than their membership of Court and will be for a maximum of three years.*

2.7 *The term of office of the staff member~~Senatus-Assessor, Non-Teaching Staff Assessor~~ and General Council Assessor will be no longer than their membership of Court and will be for a maximum of three years.*

2.8 *Previous members are eligible for re-appointment up to a normal maximum of two consecutive terms of office.*

2.9 The ~~Vice-Convenor of Court shall be appointed ex officio~~ Convenor of the Committee shall be a lay member of Court appointed by Court on the recommendation of Nominations Committee.

3 Meetings

3.1 The Committee will meet as required to fulfil its remit and will meet at least five times each academic year. Meetings may be held in person or virtually by the means of videoconference, teleconference or other means. With the prior approval of the Convenor of the Committee urgent matters may be considered through correspondence.

Full minute

13. All papers considered and the draft minute can be accessed at:
<https://www.wiki.ed.ac.uk/display/UCC/Policy+and+Resources+Committee>

Equality & Diversity

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

Further information

15. <u>Author</u>	<u>Presenter</u>
Lewis Allan	Anne Richards
Head of Court Services	Convenor, Policy & Resources Committee

Freedom of Information

16. Closed paper.



UNIVERSITY COURT

15 June 2020

Nominations Committee Report

Committee Name

1. Nominations Committee

Date of Meeting

2. 1 June 2020 (by videoconference)

Action Required

3. To note the key points from the meeting and to:
- i) approve the recommended appointments to Court's Standing Committees and to other bodies and to note the appointments to Court's Thematic Committees approved by Nominations Committee;
 - ii) approve updates to the Committee's Terms of Reference; and,
 - iii) *removed as exempt from release due to FOI.*

Standing Committee Memberships

4. The Committee considered vacancies expected to arise in Standing Committees and agreed to recommend to Court the following appointments and reappointments:

Nominations Committee

- Alan Johnston to be appointed as Convener for a one year term of office to 31 July 2021 (as part of the responsibilities for the Court-approved 'Lay Member 1' position)
- Doreen Davidson to be reappointed for a one year term of office to 31 July 2021
- Caroline Gardner to be appointed for a one year term of office to 31 July 2021 (as part of the responsibilities for the Court-approved 'Lay Member 2' position)
- Claire Phillips to be appointed for a two year term of office to 31 July 2022
- It was noted that Janet Legrand will join Nominations Committee on an ex officio basis from 1 August as Senior Lay Member

Remuneration Committee

- Doreen Davidson to be reappointed for a one year term of office to 31 July 2021
- Claire Phillips to be appointed for a two year term of office to 31 July 2022
- It was noted that Janet Legrand will join Remuneration Committee on an ex officio basis from 1 August as Senior Lay Member

Knowledge Strategy Committee

- Doreen Davidson to be reappointed as Convener for a one year term of office to 31 July 2021
- Sarah McAllister to be appointed for a three year term of office to 31 July 2023

Audit & Risk Committee

- Perdita Fraser to be reappointed for a three year term of office to 31 July 2023
- Bindesh Savjani's term of office as an external member to be extended until 31 December 2020
- It was agreed to hold open one expected lay member vacancy until the ongoing Court recruitment exercise had concluded

Policy & Resources Committee

- Frank Armstrong to be reappointed for a three year term of office to 31 July 2023
- It was agreed to hold open one expected lay member vacancy until the ongoing Court recruitment exercise had concluded

Exception Committee

It was noted that:

- Janet Legrand will become the Convener of Exception Committee on an ex officio basis from 1 August as Senior Lay Member
- Caroline Gardner will join on an ex officio basis from 1 August as Convener of Audit & Risk Committee and Convener of Remuneration Committee
- Doreen Davidson would continue membership on an ex officio basis if reappointed as Convener of Knowledge Strategy Committee

Thematic Committee Memberships

5. The Committee considered vacancies expected to arise in Thematic Committees and approved the following appointments and reappointments:

Estates Committee

- Frank Armstrong to be reappointed for a three year term of office to 31 July 2023

Investment Committee

- Richard Davidson to be reappointed as Convener for a final two year term of office to 31 July 2022
- Mark Connolly to be reappointed for a final three year term of office to 31 July 2023
- Carolyn Aitchison to be reappointed for a final three year term of office to 31 July 2023
- Doreen Davidson to be reappointed for a one year term to 31 July 2021
- Frank Armstrong to be reappointed for a one year term of office to 31 July 2021
- It was agreed to consider longer term succession planning for the Investment Committee in the coming academic year.

Memberships of other bodies

6. The Committee agreed to recommend to Court the following appointments and reappointments to other positions:

Curators of Patronage

- Dorothy Miell to be reappointed for a term of office to 30 April 2022 (matching the terms of office of the other Heads of College)
- Alan Johnston, as proposed Convener of Nominations Committee, to be appointed for a one year term of office to 31 July 2021

Development Trust Board

- Perdita Fraser to be reappointed to the position reserved for a lay member of Court for a three year term of office to 31 July 2023

Governance Act: Removal of Court Members Resolution

7. A draft Resolution to widen the scope of an existing Resolution on the procedure for the removal of co-opted Court members to all members of Court was considered and agreed to progress to Court. It was proposed that future election regulations for elected Court positions should state that individuals who have been removed as Court members should not be eligible to stand for re-election to Court.

Governance Act: Court Standing Orders Update

8. Proposed updates to Court's Standing Orders to reflect changes in the composition of Court from 1 August as a result of the Higher Education Governance (Scotland) Act 2016 and to make explicit Court's ability to meet virtually by videoconference and teleconference were reviewed and recommended to Court for approval.

Terms of Reference Update

9. It was agreed to recommend to Court approval for updates to the Committee's Terms of Reference, as marked up in the text below, to:

- i) make explicit the Committee's ability to meet virtually by videoconference and teleconference and other minor updates (with immediate effect); and,
- ii) update the titles of some members to reflect changes in the composition of Court (with effect from 1 August).

1 Purpose

To make recommendations to Court and manage the process for the appointment of the ~~Vice-Convener~~Senior Lay Member and co-opted members of Court, the Court's nominations on the Curators of Patronage and the filling of vacancies as these arise in the Standing Committees of Court and Court and external members on Thematic Committees.

2 Composition

2.1 The Committee shall consist of eight members.

2.2 The Principal, the ~~Vice-Convener of Court~~Senior Lay Member, and the University Secretary, shall be ex officio members of the Committee.

2.3 The other members of the Committee shall include: at least one ~~a~~Senatus Assessor or the Non-Teaching Staff Assessor~~staff member of the Court~~, one member appointed on annual basis by the Students' Association (normally the President) and the remaining to be lay members of Court at least one of whom shall be a General Council Assessor.

...

2.6 The term of office of the ~~Senatus Assessor, Non-Teaching Staff Assessor and General Council Assessor~~ staff member of Court will be no longer than their membership of Court and will be for a maximum of three years.

...

2.8 The ~~Vice-Convener of Court shall be appointed ex-officio~~ Convener of the Committee shall be a lay member of Court appointed by Court on the recommendation of Nominations Committee except when the Committee is undertaking consideration of their successor. In these circumstances the University Secretary shall act as Convener of the Committee for that section of the meeting.

3 Meetings

3.1 The Committee will meet as required to fulfil its remit and will meet at least twice in each academic year. Meetings may be held in person or virtually by the means of videoconference, teleconference or other means. With the prior approval of the Convener of the Committee urgent matters may be considered through correspondence.

4 Remit

4.1 To make recommendations to Court on the appointment of co-opted members of Court and to manage the appointment process for these positions and for the position of ~~Vice-Convener of Court~~ Senior Lay Member.

...

4.3 To make recommendations to Court on the filling of all vacancies of Standing Committees as these arise and to keep Court informed of the membership of its Standing Committees. The current Standing Committees are as follows:

Audit and Risk Committee

~~Committee on University Benefactors~~

Nominations Committee

Policy and Resources Committee

Remuneration Committee

Exception Committee

Knowledge Strategy Committee (joint Committee with Senate)

4.4 To approve the filling of vacancies of Court members on Thematic Committees or any other Committee or Group as these arise and to inform Court of those appointed. The current Thematic Committees are as follows:

Estates Committee

Investment Committee

Risk Management Committee

~~People Committee~~

Library Committee

University Collections Advisory Committee

Information Technology Committee

Paragraphs 10-11 have been removed as exempt from release due to FOI.

Equality & Diversity

12. The equality & diversity of Court and its Committees is considered when making recommendations or approvals.

Further information

13. Author

Lewis Allan
Head of Court Services

Presenter

Anne Richards
Convener, Nominations Committee

Freedom of Information

14. Closed paper.



UNIVERSITY COURT

15 June 2020

Audit & Risk Committee Report

Committee Name

1. Audit & Risk Committee.

Date of Meetings

2. 28 May 2020 and 4-8 June 2020

Action Required

3. Court is invited to note the key points from the meetings and approve:
 - Internal Audit Plan 2020-21 (Appendix 1);
 - External Audit Annual Plan 2019-20 (Appendix 2);
 - External Audit Fee for 2019-20 audit;
 - Updated Terms of Reference for the Committee.

Key points

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

Terms of Reference

11. The Committee agreed to recommend to Court an update to its Terms of Reference to make explicit the Committee's ability to meet virtually by videoconference and teleconference. Section 3.1 to be amended as follows (additions in red): 'The Committee will meet as required to fulfil its remit and will meet at least four times in each academic year. **Meetings may be held in person or virtually by the means of videoconference, teleconference or other means.** With the prior approval of the Convener of the Committee urgent matters may be considered through correspondence'.

Paragraph 12 has been removed as exempt from release due to FOI.

Full minute

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

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

Equality & Diversity

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

Further information

15. Author

Kirstie Graham
Court Services

Presenter

Alan Johnston
Convener, Audit and Risk Committee

Freedom of Information

16. Closed paper.



UNIVERSITY COURT

15 June 2020

Court USS Sub-Group Report

Committee Name

1. Court Universities Superannuation Scheme (USS) Sub-Group

Date of Meeting

2. 1 May 2020 (by videoconference)

Action Required

3. To note the key items discussed.

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

Further information

- | | |
|--|---|
| 5. <u>Author</u>
Lewis Allan
Head of Court Services
June 2020 | <u>Presenter</u>
Alan Johnston
Sub-Group Convener |
|--|---|

Freedom of Information

6. Closed paper.



UNIVERSITY COURT

15 June 2020

Knowledge Strategy Committee Report

Committee Name

1. Knowledge Strategy Committee

Date of Meeting

2. 22 May 2020 (by videoconference).

Action Required

3. To note the key points from the meeting and to approve:
 - i) minor updates to the University Computing Regulations (in Appendix 1); and,
 - ii) updates to the Committee's Terms of Reference set out below.

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

Terms of Reference Update

13. It was agreed to recommend for approval by Court and Senate updates to the Terms of Reference, as marked up in the text below, to make explicit the Committee's ability to meet virtually by videoconference and teleconference and a minor update to the title of one member.

2 Composition

2.3 The Students' Association shall appoint, on an annual basis, a representative to be a member of the Committee. This will normally be the Vice-President ~~Academic Affairs~~ Education of the Students' Association who will remain a member of the Committee for the length of their term of office.

3 Meetings

3.1 The Committee will meet as required to fulfil its remit and will meet at least twice in each academic year. Meetings may be held in person or virtually by the means of videoconference, teleconference or other means. With the prior approval of the Convener of the Committee urgent matters may be considered through correspondence.

Full minute

14. All papers considered at the meeting and the draft Minute can be accessed at: <https://www.wiki.ed.ac.uk/display/UCC/Knowledge+Strategy+Committee>

Equality & Diversity

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

Further information

- | | |
|------------------------|------------------|
| 16. <u>Author</u> | <u>Presenter</u> |
| Lewis Allan | Doreen Davidson |
| Head of Court Services | |

June 2020

Convener of Knowledge Strategy
Committee

Freedom of Information

17. Closed paper.

University Computing Regulations

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

Regulations covering the use of Computing Facilities

~~23rd~~ 24th Edition August ~~2020~~2019

Introduction and Definitions

These Regulations cover the use of all computing facilities administered on behalf of the University of Edinburgh (hereafter UoE). They will be reviewed periodically and amended as required. Amended Regulations will be published as a new edition; where no amendments are required, the current edition will be republished. The Regulations will be (re)published in August of each year.

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

- the [Code of Student Conduct](#);
- the [relevant staff disciplinary policy](#);
- the [University Data Protection Policy](#);
- the [Dignity and Respect Policy](#), [Trans Equality Policy](#) and any related documents;
- the [policy on taking sensitive information and personal data outside the secure computing environment](#);
- the [Information Security Policy](#);
- the [Bring your own device policy: Use of Personally Owned Devices for University Work](#); and
- [the Protocol for Access to Data from the Corporate Student Record System](#)

And external codes such as:

- the Acceptable Use Policy of the Joint Academic Network (JANET) available on the Web at <https://community.ja.net/printpdf/120> (PDF);
- any terms of use or similar codes imposed by remote sites, where their computing facilities are accessed or used by UoE users; and
- any terms of use of similar codes imposed by any third party website or services accessed using UoE computing facilities.

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

In these Regulations

"computing facilities" includes central [computing] services as provided by UoE Information Services Group and any [computing] service operated by or on behalf of UoE; UoE School or College or Professional Services; computers, IT hardware and services; personally owned computers and peripherals, and remote networks and services, when accessed from or via UoE computing facilities; and all programmable equipment; any associated software and data, including data created by persons other than users, and the networking elements which link computing facilities.

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

"files" include data and software accessed via the computing facilities (but do not include manual files).

And words following the terms including, include, in particular or for example, or any similar phrase, shall be constructed as illustrative and shall not limit the generality of the related general words.

Regulations

1. Status of Regulations

Breach of these Regulations by UoE staff or students is a disciplinary offence and may be dealt with under the appropriate disciplinary code or procedures. Where an offence has occurred, or is suspected to have occurred under UK or Scots law, the relevant user may also be reported to the police or other appropriate authority. The rules applicable to UoE's investigation~~ing~~ of breaches or suspected breaches are in Regulation 6 below.

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

Computing facilities are provided solely for use by staff in accordance with their normal duties of employment, and by students in connection with their university education. All other use, by any users is private. Private use is allowed, as a privilege and not a right, but if abused will be treated as a breach of these Regulations. Users should also note that, in the event of a breach of these Regulations, their personal information may be deleted by UoE in accordance with Regulation 6. Any use which does not breach any other Regulation herein, but nonetheless brings the University into disrepute, or breaches any other internal or external policies and/or codes with which a user is bound to comply from time to time, may also be treated as a breach of these Regulations.

The computing facilities must not be used for inappropriate purposes in either a private or other capacity. Inappropriate use of computing facilities includes, but is not limited to:

- a. use which is unlawful or fraudulent or has any unlawful or fraudulent purpose or effect.
- b. use for the purpose of harming or attempting to harm minors in any way;
- c. use to bully, insult, intimidate or humiliate any person, or the creation or transmission of material with the intent to cause annoyance, inconvenience or needless anxiety;
- d. use to transmit, or procure the sending of, any unsolicited or unauthorised advertising or promotional material or any other form of similar solicitation (spam);
- e. use to knowingly transmit any data, send or upload any material that contains viruses, Trojan horses, worms, time-bombs, keystroke loggers, spyware, adware or any other harmful programs or similar computer code designed to adversely affect the operation of any computer software or hardware;
- f. creation or transmission, or causing the transmission, of any offensive, obscene or indecent images, data or other material, or any data capable of being resolved into obscene or indecent images or material;
- g. creation or transmission of defamatory material;
- h. creation or transmission of material such that this infringes the copyright of another person;
- i. deliberate unauthorised access to networked facilities or services;
- j. corrupting or destroying other users' data;
- k. violating the privacy of other users;
- l. disrupting the work of other users; or
- m. denying service to other users.

3. **Damage ~~of to~~ computing facilities**

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

4. **Compliance with ~~UK civil and criminal law~~**

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

- a. intellectual property law, including laws concerning copyright, trademarks, and patents;
- b. the Computer Misuse Act 1990, and associated instruments;
- ~~b.c.~~ anti-harassment, hate crime and defamation laws, including the Protection from Harassment Act 1997, the Crime and Disorder Act 1998, and the Defamation Acts 1952, 1966 and 2013;
- ~~c.d.~~ data protection laws; including the Data Protection Act (2018) and GDPR;
- ~~d.e.~~ Freedom of Information laws;

- e-f. the interception and monitoring laws under the Regulation of Investigatory Powers Act 2000 (RIPA 2000); and
- f-g. the Terrorism Act 2000, the Terrorism Act 2006 and the Counter-Terrorism and Security Act (2015)

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

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

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

Users must also comply with the terms of any licence agreement or terms and conditions between the UoE and a third party which governs the use of hardware, software or access to data when such use or access is facilitated by the computing facilities.

If users are accessing a service via UoE computing facilities that is hosted in a foreign jurisdiction, they may also be subject to local laws which apply to that service. In these cases, particular care should be taken to comply with any relevant terms applicable to that service.

5. Security, confidentiality and passwords

Users must take all reasonable care to maintain the security of computing facilities and information to which they have been given approved access. In particular, users must not transfer or share their passwords, IT credentials or rights to access or use computing facilities, to or with anyone else. The confidentiality, integrity and security of all personally identifying data held, or processed on UoE systems must be respected, even where users have been authorised to access it. Users must not attempt to obtain or use anyone else's credentials.

Users must ensure that portable devices used to access UoE information are protected by encryption, whether the device was purchased by the University, is personally owned or belongs to a third party.¹

¹ Please note that iPhones and iPads are automatically encrypted if you set a password. Android has an easy option in settings to encrypt the device.

Guidance on how to encrypt portable devices can be found at <http://www.ed.ac.uk/infosec/how-to-protect/encrypting>

Prior to terminating their relationship with the UoE, users must make appropriate arrangements for the secure return of all UoE computer equipment and for the secure destruction of UoE data in their possession, unless alternative arrangements are agreed beforehand with their line manager and approved by Head of School/Support Unit

Users must ensure the secure destruction of all UoE data prior to disposing of computer equipment, including personally owned devices. These requirements also apply if any equipment is being sent for repair or upgrade as these actions could allow unauthorised third parties to access UoE information. If users are unsure of how to undertake this requirement, they must contact their IT support team for advice prior to disposal or repair of the computer equipment.

Passwords used to access UoE systems or data must not be used to access external services such as Facebook, personal emails etc. Additionally, where possible, the same limitation should apply to usernames used in the UoE, whether centrally generated or created by individual users.

6. Investigation of breaches

If the UoE suspects any breach or potential breach of the Regulations by any user, it shall have full and unrestricted power to access all relevant computing facilities and files (including mobile devices and privately owned devices used to access UoE services, including UoE email) and to take all steps which it may deem reasonable to remove or prevent distribution of any UoE material. It may also require that any encrypted data is made available in human-readable form. UoE may also immediately suspend a user's access to computing facilities and, where appropriate, examine such user's mobile device(s) for UoE material and remove any such material pending an investigation by an Authorised Officer or nominee of UoE as defined in the relevant [Disciplinary Policy or e-Code of Conduct](#) where the user is a UoE staff member or student [respectively](#). Although we do not intend to wipe other data that is personal in nature (such as photographs or personal files or e-mails), it may not be possible to distinguish all such information from UoE material in all circumstances. In particular, where a user's personal data is contained alongside UoE data (for example, if a personal email is sent or received using UoE's email system), it will not be possible to distinguish this from UoE data and such personal data may be wiped. For this reason, you are encouraged not to use UoE email for personal purposes and, if you do, to mark any personal emails "personal" in the subject header. Users who use mobile devices for UoE related activity should also regularly backup any personal data contained on their device(s).

7. Liability

By using the computing facilities each user agrees that the UoE shall (to the maximum extent permitted by law) have no liability for any:

- a. loss of, or corruption or damage to, ~~of~~ any files or data contained therein; or
- b. loss or damage (including any special, indirect or consequential loss) to users or to third parties, or their equipment, operating systems or other assets-

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

Users also agree that UoE is not liable for any **consequences** arising from the unavailability of the UoE computing facilities and related services, no matter how caused.

Each user agrees that UoE has the right to take legal action against individuals who cause it to suffer loss or damage (including damage to its reputation) as a result of that user's breach of these Regulations, and to seek reimbursement of such loss, and/or any associated costs (including the costs of legal proceedings) arising from such a breach.

If you require this document in an alternative format, please contact Claire Maguire on 0131 650 4976 or email Claire.Maguire@ed.ac.uk



UNIVERSITY COURT

15 June 2020

Senatus Academicus Report

Committee Name

1. Senatus Academicus.

Date of Meeting

2. Meeting of Senate on 27 May 2020 (by videoconference) and e-Senate from 5-13 May 2020 (by correspondence).

Action Required

3. To note the key points from the Senate and e-Senate meetings and the annual report for the Senate Committees (Appendix 1) and to approve, on the recommendation of the Senate, that Ordinance No. 212 (Composition of the Senatus Academicus) shall come into force on 1 August 2020. This will ensure that the new Governance Act-compliant composition of Senate will be established for the new academic year, ahead of the legislative deadline.

Key points

Convener's Communications

4. Professor Peter Mathieson welcomed colleagues to the meeting, noting that this was the first online meeting of Senate, and remarking on the very large number of staff who had registered to attend.
5. Professor Mathieson updated Senate on the University response so far to the Covid-19 pandemic, and plans for the next phase of the response. The Convener thanked all staff for their vital contribution to the success of the University response to date.
6. It was noted that Equality, Diversity and Inclusion (EDI) issues have been at the forefront of the University response, but also that the shift to working from home and the conditions created by the pandemic have had specific impacts on specific sectors of society, and this will continue to be a priority in ongoing planning by the University.
7. In the initial response to the pandemic, the University focused on what action was required immediately, to comply with public health and government advice, and health and safety concerns. This led to large-scale and rapid changes to the University including moving teaching largely online. This phase was largely successful, thanks to the efforts of all staff. At this stage, the University also considered short and medium-term issues such as summer schools, immediate student accommodation issues (such as releasing students from leases), and sports facilities.
8. The next phase of work, which is beginning now, involves looking at the longer term: this is being led by an Adaptation and Renewal Team (ART). A series of work-streams have been developed:

- a) Curriculum, admissions and student support – chaired by Vice-Principal Students Professor Colm Harmon
- b) Research and innovation – chaired by Senior Vice-Principal Professor Jonathan Seckl
- c) Estates and infrastructure (including digital infrastructure) – chaired by Vice-Principal (Interim) Corporate Services Dr Catherine Martin and Vice-Principal and Chief Information Officer Gavin McLachlan.
- d) Reshaping (the future shape of the University) – chaired by Vice-Principal Strategic Change and Governance Sarah Smith

9. There is also an overall coordination group chaired by Principal and Vice-Chancellor Professor Peter Mathieson, which includes leads on Communications and on Equality, Diversity and Inclusion.

10. Decision-making will be carried out within the framework above, and the work-streams will communicate regularly with the University Executive, the University Court, and the Academic Strategy Group (comprised of Heads of School and Heads of Professional Service Groups).

11. The Convener noted that the requirements for social distancing created by the pandemic are likely to be in place for a considerable time, and have a major impact on the functioning of the University. Use of lecture theatres and graduation ceremonies were highlighted as examples of practises that will be impacted.

12. The Convener concluded by congratulating colleagues on the positive and effective response to the immediate impacts and actions required. Degrees have been conferred early on student nurses and doctors to allow them to contribute to the pandemic response, and this was achieved through the hard work of many staff and the support of students. There are many examples of University staff volunteering to support the pandemic response, particularly in relation to the local community and society, and academic experts from the University are advising the Scottish Government and World Health Organisation.

13. The Convener invited questions from the audience, via the online Q&A function, opening with a small number of questions submitted in advance. A summary of the questions and responses is below.

- Is the University too reliant on international student fees: it was noted that Edinburgh is an international city and University and that international students make a huge contribution to the culture of the University, and help to build global academic networks. In addition, the surplus income from international student fees allows for the cross-subsidy of research, which is underfunded centrally by government, and some cross-subsidy of Scottish-domiciled students. The University actively advocates for increased funding for research and Scottish-domiciled students.
- The City Deal: activity is continuing, such as investment in the University Advanced Care Research Centre. Construction activities associated with the City Deal have been paused, but externally-funded construction projects such as those funded by the City Deal are expected to restart in due course.

- University-funded PhD studentships: it is strongly hoped that these will continue to be funded, but guarantees cannot be given at this stage.
- Admission of international students: modelling is taking place, but it is difficult to predict numbers at this stage.
- Reasserting bullying guidelines in relation to any rationalisation processes: it was reaffirmed that bullying would not be tolerated in any shape or form, and the importance of anti-bullying policies in the context of reshaping the University was recognised.
- Restructuring: it is likely that there may be some hybrid working in future (some from home and some on site) and this could have implications for the physical size of the University.
- EDI commitments, particularly in relation to carers: the University recognises that some staff have additional caring responsibilities that impact on their ability to work from home. Staff are encouraged to consider taking annual leave if they need rest time. It was also reinforced that the University recognises the impact on staff who have caring responsibilities, and this will reasonably impact on how they can engage with working from home. The importance of leadership from management in supporting staff was highlighted. It was also noted that all staff have rights and expectations, and the needs and workload of staff who do not have children must also be taken into consideration. Support needs of staff with disabilities were also highlighted, and the Convener noted that the input of the Disabled Staff Network would be valued.
- University Covid-19 testing programme: this is still under discussion.
- Zoom security issues: the University is procuring a version of Zoom and this has appropriate security measures built in.
- The University's continuing commitment to widening access and participation was affirmed.
- Flexible contracts for student accommodation: arrangements for use of student accommodation are under development. It was noted that the University was proactive in releasing students from contracts if they needed to leave their accommodation.
- Union representation in ART: Unions are being involved in this work via the Joint Union Liaison Committee, HR are meeting regularly with trade unions and the University is liaising at a sector level with the Scottish Trades Union Council.
- How to 'build back better': it was noted that issues such as the Climate Emergency have not gone away and the University commitments to this are being taken into account in planning for the pandemic response.
- Will facemasks on campus be required and provided: no decision on this has been made and government guidance in relation to university campuses has not yet been released.
- Support for PhD students who tutor, in relation to a reduction in number of courses offered: this is actively under discussion.
- Will students be encouraged to return to campus: yes, but this will need to be done safely and in accordance with public health guidance.
- Staff safety and staff in high risk groups: it is recognised that some staff will be in high risk groups and the University will work to support these individuals. There is currently no intention to survey staff across the University to assess

their needs, but managers should be gathering information about staff needs in their local teams.

- When will more specific plans for the next academic year become public: currently the University is engaged in scenario-planning, modelled around different student numbers. The actual student numbers for 2020/21 will not be known until August or September so definitive information will not be available until then. It was noted that financial impacts will not only be felt for 2020/21.
- Is there an intention to increase distance learning student numbers to compensate for reductions in on-campus numbers: distance learning is not the same as 'blended' or 'hybrid' models currently under consideration, but there may be opportunities to increase numbers of distance learning students.
- Support for staff on fixed-term contracts: the University has undertaken to honour contracts for 2020/21. There are a number of types of fixed term contracts, and the reshaping work will take into account the variety of staff contexts and contractual arrangements.
- Future updates and opportunities to ask questions: there may be future online 'Townhall' meetings, but plans are not finalised yet.

Senate Presentation and Discussion: Curriculum Reform, presented by Vice-Principal Students Professor Colm Harmon

14. Professor Harmon noted that this presentation on Curriculum Reform was already scheduled to take place before the advent of the Covid-19 emergency, and that he is keen to continue the Curriculum Reform project despite the change in circumstances caused by the pandemic. Professor Harmon clarified that changes taking place to teaching and assessment currently, as part of the Covid-19 response, are not themselves 'Curriculum Reform'. Curriculum Reform as a process will take time and thought and therefore is not the same process as the current requirement for change in response to Covid-19. Because of the timescale required for the Curriculum Reform project, and the likely long-term impacts of the Covid-19 pandemic, delaying Curriculum Reform is neither practical nor desirable.

15. The broad context of Curriculum Reform is the University's relatively poor performance in national student satisfaction ratings. This evidence cannot be disregarded, though student survey data is also not to be fetishized. Correlations between overall satisfaction and teaching, learning opportunities, assessment and feedback, academic support, and student voice were highlighted as an indicator of areas where work may have a significant impact on student satisfaction. Outcomes from the Student Support and Personal Tutor Review were also noted, in particular, a renewed sense of what the 'Edinburgh student body' may want or represent, and how the University may respond to this.

16. Professor Harmon described the relationship between the curriculum and the student experience from application to successfully completing a degree, indicating the relevance of curriculum reform to each stage in this journey. A series of questions were raised, including the complexity of the 'offer' made to students at this University, and the relationship between depth and breadth in programmes. The diversity of degree pathways and large number of courses offered was also noted.

17. In relation to a revised curriculum, key issues highlighted for discussion included disciplinary depth, skills, breadth, employability, and 'grand challenges' such as

sustainability, diversity, intercultural / interdisciplinary effectiveness, and students as citizens with values.

18. Professor Harmon provided a high-level overview of work for the next 12 months and next 24 months. This will include developing the vision, scope and aims of curriculum reform. An illustrative undergraduate degree structure was also outlined for discussion. Professor Harmon concluded by reflecting on lessons that could be learned from the Covid-19 response, highlighting the innovation and creativity that has been displayed by colleagues, and thanking colleagues for their work in a very challenging situation.

19. Professor Harmon invited questions from the audience, via the online Q&A function, opening with a small number of questions submitted in advance. A summary of the questions and responses is below.

- What does 'teaching too much' mean, and does reducing teaching mean reducing contact time and therefore reducing student-staff interaction and students' sense of belonging: Professor Harmon clarified that the question is about the breadth of material delivered in courses, this does not necessarily suggest reducing contact time and engagement. A 'Sense of Belonging' task force has been formed: this will produce a guide for Schools on thinking about belonging, particularly in the context of hybrid teaching. It will also facilitate Schools sharing resources on how they are addressing belonging.
- Relative 'prestige' of research versus teaching: it was noted that the appointment of a Vice-Principal Students, a role that was newly created in 2019, was a commitment to ensuring that the Senior Leadership Team included a role with oversight of the whole student experience. The importance of rewarding teaching excellence was also noted. The Convener argued that teaching and research should not be seen as in competition. It was also noted that the student experience is not restricted to their experience of teaching.
- National Student Survey: it was recognised that there are concerns about the methodology and also the viability of the survey. It is not the only indicator of student satisfaction, but it is a systematic attempt to survey student satisfaction, and provides at least a comparison with other similar institutions, and Edinburgh's comparative performance is not high. It was however noted that in some areas student satisfaction is very high and that this should be recognised.
- Skills training: the content of any cross-programme skills training a new curriculum model is still very much open for discussion.
- Union involvement: members of the ART meeting with UCU representatives regularly to update on activities. Involvement of Union representatives in School level meetings is a matter for Heads of Schools.
- Personal Tutor and Student Support System review: the implementation of this review is currently on hold.
- Negative impact on the student experience of 'bureaucratisation': it was acknowledged that some current processes, for example to change programmes, are clunky and time-consuming, and Curriculum Reform, student experience and improving systems are interlinked.

- Bridging the Scottish secondary school curriculum and year 1 of university, to address Black, Asian and Minority Ethnic (BAME) and Widening Participation attainment gaps: it was noted that Curriculum Reform conceptualises the student experience as beginning before the student arrives at the University. Building the confidence of students from diverse backgrounds to engage with the University will be key, particularly in the current circumstances and as hybrid teaching is rolled out. Widening Participation remains a key commitment.
- Part-time study: breaking the divide between part-time and full-time study is an opportunity that will be explored through Curriculum Reform. It was noted that developing part-time undergraduate programmes would require considerable changes to current practices and systems, but that Curriculum Reform provides an opportunity to embrace this challenge.
- Students being able to 'fail' safely: Curriculum Reform is a valuable opportunity to create space for students to take risks.
- What is the evidence base supporting the notion that we 'teach too much': it was noted that there are a high number of courses and a large volume of assessment. Professor Harmon suggested that the course and programme information provided to students is complex and lengthy, and that current structures are difficult to articulate. What course and programme volume is appropriate for the University will be open for consideration during the review.
- It was confirmed that the scope of Curriculum Reform would include undergraduate, postgraduate taught and postgraduate research programmes.
- Top-down or bottom-up reform: Professor Harmon stated the aspiration that while plans may be developed and coordinated centrally, implementation and driving change will take place at the level of Schools. These will involve individual School, discipline and academic decisions. Clusters of similar structures, perhaps at College level, could have value in simplifying the experience of students and improving processes such as changing programmes, and some central coordination and focus is required to enable the project to function.

20. Professor Harmon thanked colleagues for their questions and engagement with the presentation.

21. Professor Mathieson thanked Professor Harmon for his presentation and thanked all colleagues for their attendance and engagement with the meeting. Questions that have not been addressed during the meeting will be fed forward to the relevant projects for consideration.

Formal Business

Senate members' feedback on presentation and discussion topics

22. Senate members commended the event as a valuable opportunity for colleagues to engage in an open discussion, and to engage with Curriculum Reform at an early stage, though it was noted that there was still a great deal to think about.

Report of Electronic Business conducted 5 – 13 May 2020

23. Senate approved the report of E-Senate. Items of business particularly relevant to Court are noted below.

24. E-Senate made a recommendation to Court that Ordinance 212 be brought into force on 1 August 2020.

25. E-Senate received the Annual Report of the Senate Committees and approved the plans for the Senate Committees for the next academic year. For information, the Annual Report can be found in Appendix 1.

Draft Ordinances

26. Senate considered the draft Ordinances presented by Court and offered no observations.

27. A query was raised about whether wording in the Draft Ordinance Appendix 1, particularly section 2, had been agreed with University and College Union and / or the Joint Unions Liaison Committee. It was confirmed that the wording in question (in particular 'so far as the body [University Court] considers reasonable') is derived from the relevant legislation (Section 26 of the Further and Higher Education (Scotland) Act 2005 as amended by the Higher Education Governance (Scotland) Act 2016). It has been confirmed following the meeting that the specific wording in the draft Ordinance was not agreed with the UCU / JULC because the wording is derived directly from the relevant legislation but the incorporation of the revised definition of academic freedom into academic staff contracts, from which this follows, had been ratified by the Combined Joint Consultative and Negotiating Committee at the time.

Resolutions

28. Senate considered the draft Resolutions presented by Court below, and offered no observations.

Draft Resolution No. 12/2020: Foundation of a Personal Chair of Pure Mathematics

Draft Resolution No. 13/2020: Foundation of a Personal Chair of Exoplanet Characterisation

Draft Resolution No. 14/2020: Foundation of a Personal Chair of Palaeontology and Evolution

Draft Resolution No. 15/2020: Foundation of a Personal Chair of Volcanology

Draft Resolution No. 16/2020: Foundation of a Personal Chair of Applied Physics

Draft Resolution No. 17/2020: Foundation of a Personal Chair of Microbial Evolution

Draft Resolution No. 18/2020: Foundation of a Personal Chair of Industrial Mathematics

Draft Resolution No. 19/2020: Foundation of a Personal Chair of Harmonic Analysis and Partial Differential Equations

Draft Resolution No. 20/2020: Foundation of a Personal Chair of Membrane Separations

Draft Resolution No. 21/2020: Foundation of a Personal Chair of Software Transformation

Draft Resolution No. 22/2020: Foundation of a Personal Chair of Sustainable Biotechnology

Draft Resolution No. 23/2020: Foundation of a Personal Chair of Artificial Intelligence

Draft Resolution No. 24/2020: Foundation of a Personal Chair of Earth Dynamics
Draft Resolution No. 25/2020: Foundation of a Personal Chair of Category
Theory
Draft Resolution No. 26/2020: Foundation of a Personal Chair of Experimental
Particle Physics
Draft Resolution No. 27/2020: Foundation of a Personal Chair of Stem Cell
Biology and Early Development
Draft Resolution No. 28/2020: Foundation of a Personal Chair of Geometry
Draft Resolution No. 29/2020: Foundation of a Personal Chair of Hydrogeology
and Coupled Process Modelling
Draft Resolution No. 30/2020: Foundation of a Personal Chair of Digital
Manufacture
Draft Resolution No. 31/2020: Foundation of a Personal Chair of Robotics
Draft Resolution No. 32/2020: Foundation of a Personal Chair of Global Change
Mapping
Draft Resolution No. 33/2020: Foundation of a Personal Chair of Machine
Learning and Inference
Draft Resolution No. 34/2020: Foundation of a Personal Chair of Biophysics
Draft Resolution No. 35/2020: Foundation of a Personal Chair of Robot Learning
and Autonomy
Draft Resolution No. 36/2020: Foundation of a Personal Chair of Urban
Geography
Draft Resolution No. 37/2020: Foundation of a Personal Chair of Signalling and
Proteostasis
Draft Resolution No. 38/2020: Foundation of a Personal Chair of Fluid Dynamics
Draft Resolution No. 39/2020: Foundation of a Personal Chair of Energy,
Environment and Society
Draft Resolution No. 40/2020: Foundation of a Personal Chair of Modern and
Contemporary Art History
Draft Resolution No. 41/2020: Foundation of a Personal Chair of Scots Private
Law
Draft Resolution No. 42/2020: Foundation of a Personal Chair of Architectural
History
Draft Resolution No. 43/2020: Foundation of a Personal Chair of Modern British
History
Draft Resolution No. 44/2020: Foundation of a Personal Chair of Social and
Economic Anthropology
Draft Resolution No. 45/2020: Foundation of a Personal Chair of Literature and
the Environment
Draft Resolution No. 46/2020: Foundation of a Personal Chair of Multilingualism
Draft Resolution No. 47/2020: Foundation of a Personal Chair of Global
Urbanism and Resilience
Draft Resolution No. 48/2020: Foundation of a Personal Chair of European and
Global Education Governance
Draft Resolution No. 49/2020: Foundation of a Personal Chair of Finance
Draft Resolution No. 50/2020: Foundation of a Personal Chair of Craft History
and Theory
Draft Resolution No. 51/2020: Foundation of a Personal Chair of Cinema and
Iran

- Draft Resolution No. 52/2020: Foundation of a Personal Chair of South Asian and Comparative Politics
- Draft Resolution No. 53/2020: Foundation of a Personal Chair of American Literature
- Draft Resolution No. 54/2020: Foundation of a Personal Chair of Germline Biology
- Draft Resolution No. 55/2020: Foundation of a Personal Chair of Population Medicine & Veterinary Public Health Policy
- Draft Resolution No. 56/2020: Foundation of a Personal Chair of Small Animal Orthopaedics
- Draft Resolution No. 57/2020: Foundation of a Personal Chair of Developmental Psychology
- Draft Resolution No. 58/2020: Foundation of a Personal Chair of Cardiovascular Pharmacology
- Draft Resolution No. 59/2020: Foundation of a Personal Chair of Arterial Remodelling
- Draft Resolution No. 60/2020: Foundation of a Personal Chair of Integrative Fish Genomics
- Draft Resolution No. 61/2020: Foundation of a Personal Chair of Molecular Neural Development
- Draft Resolution No. 62/2020: Foundation of a Personal Chair of Veterinary Parasitology
- Draft Resolution No. 63/2020: Foundation of a Personal Chair of Conservation Science
- Draft Resolution No. 64/2020: Foundation of a Personal Chair of Sociology of Science and Medicine
- Draft Resolution No. 65/2020: Foundation of a Personal Chair of Experiential Student Learning
- Draft Resolution No. 66/2020: Foundation of a Personal Chair of Medical Imaging and Physics
- Draft Resolution No. 67/2020: Foundation of a Personal Chair of Translational Chemistry and Biomedical Imaging
- Draft Resolution No. 68/2020: Foundation of a Personal Chair of Neurology & Clinical Epidemiology
- Draft Resolution No. 69/2020: Foundation of a Personal Chair of Clinical Pharmacology
- Draft Resolution No. 70/2020: Foundation of a Personal Chair of Clinical Cardiology
- Draft Resolution No. 71/2020: Foundation of a Personal Chair of Developmental Endocrinology
- Draft Resolution No. 72/2020: Foundation of a Personal Chair of Property Law
- Draft Resolution No. 73/2020: Foundation of a Personal Chair of Dermatology

Enhancement-led Institutional Review update

30. Senate noted the update. The Enhancement-led Institutional Review, due to take place in Semester 1 2020/21, has been postponed and is now likely to take place in Semester 2 2020/21.

Report from Central Academic Promotions Committee

31. Senate noted the report. There was a general discussion on opportunities for promotion for academic staff whose roles focus predominantly on teaching. This raised both a sense that there have been considerable improvements in this area following the implementation of the Teaching and Academic Careers Project carried out under the University Executive, and suggestions that further work could still be done, for example in ensuring that teaching practise (rather than teaching as a research area) is recognised, encouraging implementation across all Colleges, and developing mentoring for teaching career tracks.

Senate membership 2020-21

32. Senate noted the paper. The current Senate membership were thanked for their contributions.

33. Following the meeting, a minor correction was made to the membership list, to add Professor Fiona Mackay as an *ex officio* member of Senate in her role as Joint Academic and Senate Assessor to Court.

34. A query was raised about whether two Senate Assessors to Court whose terms of office end on 31 July 2020 will be replaced. It was clarified following the meeting that they will not be directly replaced: as a result of changes to the membership of Court and Senate required to implement the Higher Education (Scotland) Act 2016, from 1 August 2020 there will be two Senate Assessors to Court (both currently in post) and one Joint Academic and Senate Assessor (Professor Mackay). Senate will therefore continue to be represented on Court through these posts.

Senate annual effectiveness review

35. Senate noted the paper. No comments were received.

Full Agenda and Papers

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

Equality & Diversity

37. 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

38. *Author*

Kathryn Nicol, Academic Policy Officer
Academic Services

Freedom of Information

37. Open paper.

Electronic Senate

5 - 13 May 2020

Annual Report of the Senate Standing Committees

Description of paper

1. This is the annual report of the Senate Standing Committees: Education Committee; Academic Policy and Regulations Committee; and Quality Assurance Committee. It reports on the Committees' achievements and use of delegated powers in 2019-20. It also proposes outline plans for 2020-21.

Action requested

2. Senate is invited to note the major items of committee business from 2019-20 and to approve the plans of the Senate Committees for the next academic year, noting also that the context within which the committees are currently operating may affect the development of priorities early in the next academic year.

Background and Context

3. The Senate Standing Committees provide an annual report setting out progress on activities in the past year and seeking Senate approval for their general strategic direction and priorities for the next academic year.

Resource implications

4. The proposed plans for 2020-21 will have some resource implications relating to time spent by members of the Committees and Policy Officers in Academic Services or staff invited to participate in working groups. Some of the resource requirements for wider work of the Committees will be met through existing resources or have agreed funding in place.

Risk Management

5. Each individual strand of proposed activity will be subject to risk assessment as appropriate.

Equality and Diversity

6. Where required, Equality Impact Assessments will be carried out for individual work packages completed next year.

Next steps / implications

7. The approved report will be highlighted in the Senate Committees' Newsletter. The Senate Committees will progress the agreed strategic approach during 2020-21 as set out in the report. This report will also be shared with the University Court for information.

Author

Sue MacGregor, Director of Academic Services
May 2020

Freedom of Information

Open

Annual Report of the Senate Committees 2019-20

1. Executive Summary

This report summarises the achievements of the Senate Committees, and their use of the powers delegated to them by Senate, for academic year 2019-20, along with their proposed plans for 2020-21.

2. Introduction

The three Standing Committees of Senate (hereafter referred to as the Senate Committees) are the Senate Education Committee (SEC), Academic Policy and Regulations Committee (APRC), and Senate Quality Assurance Committee (SQAC). Links to the Terms of Reference and memberships of the Senate Standing Committees are below:

- [Education Committee](#)
- [Academic Policy and Regulations Committee](#)
- [Quality Assurance Committee](#)

Proposals for future work have arisen from Committee discussions, and discussion at the Senate Committee Conveners' Forum. The proposals are designed to assist the University in pursuing its Learning and Teaching Strategy and meeting the goals of the University Strategy 2030, see:

- [Learning and Teaching Strategy](#)
- [Strategy 2030](#)

Please note that Committee discussions over the latter part of 2019/20 have been heavily affected by Covid-19 preparations which has meant that, in some cases, Committee priorities for 2020/21 are still under review and will require full sign-off by the relevant Committee at the start of 2020/21 session.

3. Key Committee and Task Group Activities in 2019-20*

Name of Committee	No. of meetings
Senate Education Committee	4
Academic Policy & Regulations	6
Senate Quality Assurance Committee	5

Name of Task Group	Task Group of:
Personal Tutor System Oversight Group	SQAC
Support for Curriculum Development Group	SEC
Learning Analytics Review Group	SEC
HEAR Recommendation Panel	SEC

*Includes meetings scheduled for the remainder of the session.

The remits and memberships of any task groups are available within the relevant Committee pages at: www.ed.ac.uk/academic-services/committees

4. Senate Committees' Achievements 2019-20

4.1 Activities involving wider contribution or cutting across all Committees

A number of activities proposed in last year's report involved all three Committees. In addition, the Coronavirus Covid-19 pandemic has necessarily involved each of the Committees in response and mitigation activity, some of which is noted below:

Previously agreed Activity
<ul style="list-style-type: none">• Continue to work with Students' Association to promote and implement the Student Partnership Agreement At its meeting in October 2019, Senate Education Committee approved a refreshed version of the Student Partnership Agreement for 2019-2020. The revised themes relate to ongoing work in the Student Experience Action Plan and have been discussed with the Students' Association, the Deputy Secretary Student Experience and the Vice Principal (Students). The themes include Community, Student Voice and Social Justice.• Funds were allocated through the Sense of Belonging Task Group for students and staff to submit bids for projects to take forward the priorities within the partnership agreement during 2019-2020. A total of thirteen applications were received and twelve projects secured funding, covering areas including a ceilidh, a student-staff sustainability think-tank to develop meaningful and embedded sustainability conversations throughout the BVM&S curriculum, and the purchase of garden tools to facilitate the development of the Kings Building's Permaculture Garden.• This activity has been coordinated by a member of the Academic Services Quality Team. For further information see: www.ed.ac.uk/students/academic-life/student-voice/partnership-agreement
<ul style="list-style-type: none">• Implement any agreed changes to the operation of Senate and to its Committee structures following the externally-facilitated review of Senate, and the review of the structure of the Senate committees. Each Committee received new Terms of Reference (ToR) and memberships and successfully launched their meetings under those arrangements at the beginning of the academic session. These ToR reflected the new approach suggested in the external review. The terms of reference for SQAC remained similar to those of the preceding year. However, the creation of the Education Committee following the disbanding of the Learning and Teaching Committee and Research Experience Committee involved additional considerations on how we might effectively combine Postgraduate Research matters alongside other Learning and Teaching strategy, policy and oversight. The PGR representatives from the three Colleges have maintained an input to agenda setting this year in order that this balance can be set.
<ul style="list-style-type: none">• Continue to take steps towards aligning with the new UK Quality Code, with a view to full alignment prior the University's next Enhancement-Led Institutional Review (ELIR). The Committee has maintained its oversight of alignment with the UK Quality Code and has coordinated the detailed activities and wider consultation on the draft Reflective Analysis document.
Covid-19 Response / Industrial Action
<ul style="list-style-type: none">• APRC has been consulted a number of times as emergency academic guidance was produced in response to both industrial action and most urgently the Covid-19 pandemic. A number of temporary concessions to regulations were agreed by APRC during the session.

- SQAC agreed proposals at its May meeting for the suspension of normal annual monitoring, review and reporting process due to the Covid-19 outbreak. Proposals for an interim process to review and reflect on 2019/20 were agreed.
- Education Committee held discussions at its May meeting on the shape and approach to delivering teaching and learning in Semester 1.

4.2 Education Committee

Progress with activities proposed in last year's report:

Activity
<ul style="list-style-type: none"> • Oversee continued implementation of University Learning and Teaching Strategy – it was agreed at the October 2019 meeting of Education Committee that 2019/20 would be the final year of the operation of the Learning and Teaching Strategy. The University will transition to a new strategy in due course, the main focus of which will be plans for curriculum reform. The new strategy will also incorporate the key principles from the Accessible and Inclusive Learning Policy to ensure that the curriculum is inclusive by design.
<ul style="list-style-type: none"> • In partnership with the Service Excellence Programme's Student Administration and Support board, oversee and guide the review of student support - Education Committee received an update on the Student Support and Personal Tutor Project at its October 2019 meeting and approved the proposed support model at its December 2019 meeting.
<ul style="list-style-type: none"> • Oversee the implementation of recommendations from the 2018-19 task group on inclusion, equality and diversity in the curriculum – it has been agreed that a taskforce will be established by Professor Sarah Cunningham-Burley under the new Equality, Diversity & Inclusion Committee to drive forward the recommendations of this task group and the Thematic Review of black and minority ethnic (BME) students' experiences of support at the University.
<ul style="list-style-type: none"> • Monitor the implementation of the new institutional policy to support the University's Lecture Recording service – the Lecture Recording Policy is currently being reviewed to take account of learning from use of the service during the COVID-19 pandemic.
<ul style="list-style-type: none"> • Ensure continued progress to enhance support for Careers, Employability and the development of graduate attributes – members received a copy of a briefing paper in February 2020 summarising research undertaken by the Careers Service into the future of work and what this means for Edinburgh's students. Graduate attribute development and a curriculum that supports this will be a key focus of the planned curriculum reform.
<ul style="list-style-type: none"> • Continue to monitor implementation of the Student Mental Health Strategy – an update from the Director of Student Wellbeing will be brought to the September 2020 meeting of Education Committee.
<ul style="list-style-type: none"> • Continue to strengthen the University's understanding of retention and continuation rates for different undergraduate student groups, and to focus on enabling students from all groups to succeed – this is now being taken forward by Senate Quality Assurance Committee.

The priorities agreed for Researcher Experience Committee (now being taken forward by SEC) and progress made to date are as follows:

- **Excellence in Doctoral Training and Career Development programme - evaluate the effectiveness of School / College briefings for supervisors, assess the impact of changes to requirements of supervisor training and support planned for 2019-20, and explore the development of online training to supplement School / College**

<p>briefings for supervisors – Education Committee received an update at its October 2019 meeting on work being undertaken under the ‘Supervisor Support and Training’ work stream of the programme. It also endorsed a proposal to develop an online course for doctoral supervisors to complement mandatory supervisor briefings at its December 2019 meeting.</p>
<ul style="list-style-type: none"> • Review the University’s approach to overseeing, coordinating, and managing postgraduate research student (PGR) support and development activities at an institutional level (subject to clarifying the relationship with the planned Service Excellence Programme strand of work on the PGR student lifecycle) – the Committee received an update on proposals to establish a ‘Doctoral College’ at its October 2019 meeting, and considered more detailed proposals later in the academic year. In the meantime, Education Committee approved (at its December 2019 meeting) temporary governance arrangements to ensure that the business formerly undertaken by REC continues to be well managed. The Doctoral College Management Group met in April 2020 to shape the next steps towards an intended launch of the Doctoral College in the Autumn.
<ul style="list-style-type: none"> • Evaluate the implementation of the revised Code of Practice for Researchers and Supervisors – at the meeting in March 2020, SEC noted an evaluation of the effectiveness of communication of the Code of Practice for Supervisors and Research Students (Code of Practice) and revised content published in 2018.

4.3 Academic Policy and Regulations Committee (APRC)

Progress with activities proposed in last year’s report:

Activity
<ul style="list-style-type: none"> • Work with the Service Excellence Programme to oversee the implementation of any significant policy changes associated with the current programme of work (e.g. Special Circumstances and Coursework Extensions, Programme and Course Information Management) The Committee has been working closely with colleagues in the Service Excellence Programme, providing feedback on proposed changes to policy and regulations relating to extensions and special circumstances. The Committee will consider for approval final proposals at its May 2020 meeting, in order to support the introduction of the Extensions and Special Circumstances Team ahead of 2020/21.
<ul style="list-style-type: none"> • Guide the University’s response to any policy issues raised by the UK Standing Committee for Quality Assessment’s report on degree classification outcomes Developments in this area are being monitored by the Committee. There has been no specific need to consider any policy changes at this time. However, we have made significant progress on the issue of borderlines for classification, covered below.
<ul style="list-style-type: none"> • Oversee the implementation of changes in policy regarding resubmission of PGT dissertations and associated dissertation supervision support, and PGT assessment/progression arrangements Academic Services is not aware of any issues arising from the implementation of the new regulations relating to resubmission of PGT dissertations. However, we will be keen to seek feedback from Schools and Colleges. In light of the demands upon Schools and Colleges imposed by Covid-19 contingency, we will delay seeking this feedback until 2020/21.
<ul style="list-style-type: none"> • Oversee the implementation of changes to the Code of Student Conduct following the review in 2018-19, and conduct a light-touch review of the impact of the amendments In light of the impact of Covid-19 on relevant stakeholders, we will delay seeking feedback on the amendments to the Code of Student Conduct until 2020/21. Staff in Academic

Services are in frequent contact with staff at the Advice Place, who support students through the conduct process.
<ul style="list-style-type: none"> • Oversee the implementation of any agreed changes to the Support for Study Policy following the review in 2018-19 The policy was agreed and the website updated and the revised policy will kept under review.
<ul style="list-style-type: none"> • Develop an institution-wide approach to borderlines for Honours degree classification Academic Services and Colleges are currently assessing whether to delay the introduction of any new approach beyond 2020/21 in order to prevent unreasonable impact upon Schools dealing with Covid-19 contingency planning.

4.4 Quality Assurance Committee (QAC)

Progress with activities proposed in last year's report:

Activity
<ul style="list-style-type: none"> • Continue to evaluate the impact of the new programme-based approach to the Class Representation System SQAC has overseen the move to the new programme-based representative system from the start of the 2019-20 academic session. Academic Services and the Students' Association produced a graphical guide for students giving feedback (including feedback on the new student representation system) which was published online and hard copy versions shared across the University.
<ul style="list-style-type: none"> • Oversee institutional activities in response to the University's 2015 Enhancement-led Institutional Review (ELIR) and contribute to preparations for the 2020 ELIR, including continuing to work on assessment and feedback SQAC has overseen preparations for the 2020 Enhancement-led Institutional Review (ELIR). The Convenor and Academic Services drafted the institutional Reflective Analysis report and coordinated contributions from colleagues across the University. However, at the request of Quality Assurance Agency (QAA) Scotland, the ELIR has now been postponed due to the coronavirus. SQAC will communicate the outcome of the discussion about new dates for the review to colleagues once it has been confirmation.
<ul style="list-style-type: none"> • Oversee implementation of mid-course feedback to taught postgraduate courses (subject to the outcome of the review during 2018-19) SQAC continues to monitor the implementation of mid-course feedback through annual monitoring, review and reporting processes. The Committee approved the Mid-Course Feedback Guidance for the start of the 2019-20 academic session (as requested by Learning and Teaching Committee in May 2019 in response to the follow-up evaluation of mid-course feedback). The guidance encourages the use of mid-course feedback for taught postgraduate courses with a view to making it Policy for 2020/21.
<ul style="list-style-type: none"> • Continue to monitor the effectiveness of the operation of the Personal Tutor system SQAC has continued to monitor the effectiveness of the Personal Tutoring (PT) system via the PT Oversight Group. Since the last Senate report, the Group met to approve the School Personal Tutoring Statements for 2019-20. While the Group was broadly content with the Tutoring Statements, it asked some Schools to make some amendments to their Statements before publishing them. The Group is due to meet twice during the remainder of the 2019-20 academic session: in July to approve the School Personal Tutoring Statements for 2020-21; and in August to reflect on the student survey results and feed the outputs into the annual School quality report process. This Group will continue to oversee the PT system until the implementation of the evolved model of Student Support.

- **Continue to support Schools to reflect on their patterns of degree classification outcomes**

SQAC continues to monitor subject areas for patterns in degree classification outcomes which diverge substantially from either the institution average or disciplinary comparators. This year six subject areas were identified as statistically significant outliers. While acknowledging that there may be good reasons for these areas to have these patterns of degree outcomes, SQAC invited them to clarify their position by including a detailed reflection on the degree classification outcome data in their School's annual quality report. Each School provided an explanation of trends and actions taken to address any inappropriate patterns and SQAC will continue to annually monitor degree classification outcomes across the University.

5 Exercising of delegated powers in 2019-20

Senate has delegated to the Committees a range of its powers. These powers are set out in the Committees' terms of reference (see Section 2, above). The main powers that the Committees have exercised during 2019-20 (in addition to the project-based activities set out in Section 4, above) can be summarised as:

- Strategies / regulations / policies / codes
 - Approval of curriculum changes
 - Quality Assurance
 - Student concessions
- The attached Annex sets out any new strategies / regulations / policies / codes that the Committees have approved (the more substantive of which are covered in Section 4 above), along with changes to existing documents.
 - APRC was asked in November 2019 to approve a suite temporary concessions to regulations and policies in response to planned industrial action in Semester 1 and subsequently to cover Semester 2. The aim of this was to mitigate the academic impact on students of the industrial action which had been announced by The University & College Union (UCU) while maintaining academic standards and the value of the University's award.
 - In addition, at its meeting in March 2020 and on the recommendation of the Academic Contingency Group, APRC approved the extending of these temporary concessions in response to the Covid-19 pandemic.
 - Preparation for the Enhancement-Led Institutional Review (ELIR) has been overseen by SQAC throughout the period. It should be noted that the impact of the Covid-19 outbreak has led the Quality Assurance Agency Scotland (QAAS) to consider changes to their schedule for ELIR visits and have asked that our review is postponed until Semester 2 in 2020/21.
 - SQAC agreed proposals at its May meeting for the suspension of normal annual monitoring, review and reporting process due to the Covid-19 outbreak. Proposals for an interim process to review and reflect on 2019/20 were agreed.

6 Senate Committees' Priorities for 2020-21

6.1 Planning Context

As noted above, the year 2019/20 has been influenced both by periods of industrial action and intense response and mitigation of the Covid-19 pandemic. In addition, it is noted that the Committee priorities for 2020/21 will need to be revisited and that the Committees aim to focus on these at the start of the new academic year.

It is recognised that the University's Academic Governance arrangements and new plans for the management and direction of our Adaptation and Renewal Programme will need to work in harmony, with all Committees playing a major part.

Key areas of activity which will affect the cycles of business of all three Senate Committees will include the evolving approach to Curriculum Reform; response to the ELIR outcomes now expected in Semester 2 and the quality of academic experience for students and learners at all levels.

6.2 Education Committee

Activity
<ul style="list-style-type: none">• Drive the curriculum reform agenda in the evolving context
<ul style="list-style-type: none">• Ensure effective responses to ELIR recommendations (NB: ELIR now running in Semester 2)
<ul style="list-style-type: none">• Oversee the ongoing development of the Doctoral College and monitor its impact upon the experiences of PGR students including discussion and influence of the University approach to PGR scholarships.
<ul style="list-style-type: none">• Monitor the evolution and implementation of the institutional policy to support the University's Lecture Recording service in the context of Adaptation and Renewal post-Covid-19.
<ul style="list-style-type: none">• Monitor ongoing effectiveness of Student Health & Wellbeing Strategy in the context of overall student learning experience.
<ul style="list-style-type: none">• Ensure strengthening of the Committee's link to the Space Strategy Group.

6.3 Academic Policy and Regulations Committee

Note: the following list provides a sense of APRC priorities which were under discussion at the time of writing this report. The main focus at the May 2020 meeting of APRC will be the firming up of its priorities for the coming year:

Activity
<ul style="list-style-type: none">• Work with the relevant work streams of the Adaptation and Renewal Programme to oversee the implementation of any significant policy changes associated with the developing programme of work.
<ul style="list-style-type: none">• Monitor any requirement for longer term regulatory and policy changes as a result of Covid-19 and take appropriate action as required.

- | |
|---|
| <ul style="list-style-type: none"> • Input as required into curriculum reform (led by Education Committee). |
| <ul style="list-style-type: none"> • Review of Enhancement-Led Institutional Review outputs and take appropriate action as required. |

6.4 Quality Assurance Committee

Activity
<ul style="list-style-type: none"> • Continue to contribute to preparations for the University's 2020 Enhancement-led Institutional Review (ELIR) and oversee activities in response to the review.
<ul style="list-style-type: none"> • Oversee School and College responses to the coronavirus pandemic via the University's Quality Assurance Framework and share good practice across the institution.
<ul style="list-style-type: none"> • Review the approach to gathering student feedback across the University from Course Enhancement Questionnaires (CEQs).
<ul style="list-style-type: none"> • Examine data and methodological options for the systematic monitoring of retention, progression, and attainment data.



UNIVERSITY COURT

15 June 2020

Annual Recognition of Alumni Clubs

Description of paper

1. This paper recommends the annual formal recognition of University of Edinburgh alumni clubs as outlined in the initial Court paper approved in February 2018.

Action requested/Recommendation

2. Court is invited to approve formal recognition of the University of Edinburgh Alumni Association of Shenzhen and renew recognition of the eight University of Edinburgh alumni clubs currently recognised.

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 and to manage the reputational risk involved.

4. A light touch and gradual implementation continues to be undertaken and eight well-established alumni clubs have been approved for formal recognition to date, an initial seven alumni clubs in June 2018 followed by one other in October 2018.

5. Additionally we have over 50 active informal alumni groups and regional alumni contacts in locations across the world. New groups have been formed in Peru, Philadelphia, Beijing and Madrid and enthusiastic volunteers have come forward to develop the active alumni networks in Delhi and Mumbai. Over the past 12 months the Alumni Relations team have supported over 70 alumni events around the world with local alumni clubs and groups constituting an important proportion of this activity.

Discussion

6. Our alumni club network continues to develop. This past year a strategic plan was drafted which outlined a refined vision and objectives for the programme. This plan included a refreshed list of opportunities for club participation in strategic programming and suggestions of areas they may wish to consider when planning activity, enabling them to actively facilitate the University's global impact and play a role in shaping the futures of our graduating students should they wish to do so.

7. The plan also outlined in detail a stream of programme development to ensure that a practical level of support is maintained. A key element of this was the enhancement of the programme's supporting documentation, updated to ensure it is reflective of the nature of our global alumni community, improved working practices and developing priorities.

8. The University of Edinburgh Alumni Association of Shenzhen is recommended for formal recognition. The University has a strong alumni base in Shenzhen - there are over 400 former Edinburgh students based there at present and this number is growing. With an alumni club already established in Hong Kong, Shenzhen is a great

addition to the region. Formed in May 2019, and taking the one University of Edinburgh community ethos to heart through the partnering of enthusiastic alumni and a former Research Fellow, the University of Edinburgh Alumni Association of Shenzhen has developed and undertaken an impressive level of activity over the past year. They have organised a number of events targeted at the local alumni network's interests including both social and professional development activities. They have also established interest groups for Edinburgh alumni in Shenzhen who share an interest in a common sport or activity.

9. With a strong committee and development of official group guidelines, this new club exemplifies the behaviours and meets the criteria required for formal recognition.

10. The City of Edinburgh Council has close ties with Shenzhen having co-signed a Memorandum of Understanding in 2013 regarding creative and technology sector collaboration between the two cities and establishing the Edinburgh Shenzhen Creative Exchange. In May 2019, the Lord Provost and Mayor of Shenzhen signed an International Friendship Cities agreement as part of a delegation visit which included representatives from the University. As part of this visit the formation of the University of Edinburgh Alumni Association was announced.

11. The following eight clubs are recommended for renewed formal recognition as we are satisfied that they continue to meet the criteria identified as essential to an effective club.

- Edinburgh University Club of Toronto (EDUCT)
- Edinburgh University Boston Club
- Edinburgh University Club of New York
- Edinburgh University Alumni Club of Washington DC
- Edinburgh University Club of London
- Edinburgh University Brussels Society
- University of Edinburgh London Alumni Network
- University of Edinburgh Alumni Association of Hong Kong

Resource implications

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

Risk Management

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

Equality & Diversity

14. No Equality and Diversity issues are identified.

Next steps/implications

15. Development & Alumni will continue to develop and support the network of active alumni clubs and groups, particularly those in priority locations, with a view to submitting further alumni clubs for formal recognition in due course.

Consultation

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

Further information

17. Author

Grant Spence

Director of Alumni Relations

Freedom of Information

18. Open paper.



UNIVERSITY COURT

15 June 2020

Donations and Legacies; Global Alumni Events

Description of paper

1. A report on legacies and donations received by the University of Edinburgh Development Trust or directly by the University of Edinburgh from 11 April 2020 to 29 May 2020.
2. The paper also includes information on upcoming global alumni events in response to Court's request for sight of these to enable Court member attendance if in the vicinity at the time.

Action requested/Recommendation

3. Court is invited to note the legacies and donations received and the details of upcoming global alumni events.

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

Resource implications

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

Risk Management

10. 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

11. 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

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

Consultation

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

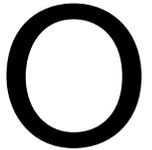
Further information

14. Authors
Gregor Hall
Finance Manager

Natalie Fergusson
Global Alumni Clubs and Groups Manager
Development & Alumni

Freedom of Information

15. Closed paper.



UNIVERSITY COURT

15 June 2020

Ordinances: Academic Freedom; Removal of Court Members

Description of paper

1. As part of our changes to achieve compliance with the Higher Education Governance (Scotland) Act 2016 (hereafter, the 'Governance Act'), this paper provides the final tranche of draft Ordinances for approval following statutory consultation. The draft Ordinances:

- i) update a definition of academic freedom in an existing Ordinance; and,
- ii) replace an existing Ordinance relating to Court's power to remove Co-opted Court members with an expanded Ordinance covering all Court members.

Action requested/Recommendation

2. Court is invited to:

- note the responses received during the statutory consultation;
- approve the final draft Ordinances for submission to the Privy Council Office; and,
- delegate authority to the University Secretary to agree any further non-material changes to the Ordinances if requested by the Scottish Government or Privy Council.

Background and context

Progress Overview

3. When the Governance Bill was enacted in 2016, the University's existing Ordinances (the highest level of the University's governing documents below primary and secondary legislation) were reviewed to assess compliance with the new legislation. 8 Ordinances were found to require revision and it was agreed with Scottish Government officials that updating or replacing these Ordinances would be undertaken in three tranches for the benefit of all parties. Progress to date on the Ordinances is set out in the table below.

No.	Name	Tranche	Status
187	Composition of the University Court	1	Revoked and replaced with new Ordinance No. 211 (Composition of the University Court), to take full effect from 1 August 2020
192	Local Authority Membership of the University Court	1	As above
204	Composition of the Senatus Academicus	2	Revoked and replaced with new Ordinance No. 212 (Composition of the Senatus Academicus), to take effect from 1 August 2020

206	Composition of the Senatus Academicus – Amendment	2	As above
202	General Council Membership and Registration: Amendment of Ordinance No. 186	2	Revoked and replaced with Ordinance No. 213 (General Council Membership and Registration), approved at Privy Council meeting on 12 February 2020
210	Election of Chancellor and General Council Assessors and Chairing of General Council Meetings	2	Revoked and replaced with Ordinance No. 214 (Election of Chancellor and Chairing of General Council Meetings), approved at Privy Council meeting on 12 February 2020
208	Employment of Academic Staff	3	Set out below
200	Removal of Co-opted Members of Court	3	Set out below

Procedure for making, amending or revoking Ordinances

4. The procedure for making, amending or revoking Ordinances is for:
- i. the University to consult informally with Scottish Government officials and legal advisers 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 HM The Queen at a meeting of the Privy Council, known as Her Majesty in Council.

Academic freedom

5. The Governance Act includes a slightly expanded legislative definition of academic freedom, the main change being the inclusion of the development and advancement of new ideas or innovative proposals within the definition. The new definition came into immediate effect and as a result has already been incorporated into the terms and conditions for academic staff but it also features within Ordinance No. 208 (Employment of Academic Staff). It was agreed with Scottish Government officials and legal advisers to amend this Ordinance to include the new definition, with the changes to be made marked up as follows:

“Any regulations and resolutions made by the University Court in relation to the discipline, redundancy, grievance, dismissal, other removal from office of academic staff and associated appeals procedures, shall be made after appropriate consultation with recognised trades unions and shall ensure (so far as the University Court considers reasonable) that the appointments held or sought and the entitlements or privileges enjoyed by give effect to the guiding principle

~~that~~ academic staff employed by the University Court are not adversely affected by the exercise of their ~~shall have~~ freedom within the law to hold and express opinions, to question and test established ideas ~~and/or~~ received wisdom, to develop and advance new ideas or innovative proposals and to present controversial or unpopular points of view ~~without placing in jeopardy the appointments they hold or any entitlements or privileges they enjoy.~~”

6. This matches the changes made by the new legislation and to changes already agreed by the Privy Council to a near identical Ordinance for the University of St Andrews. As the new definition of academic freedom is contained within primary legislation that already applies to the University, amending the Ordinance is a ‘tidying up’ exercise rather than a substantive change.

Removal of Members of Court

7. The Governance Act empowers Court to make rules regarding the procedure for the resignation or removal of all Court members should it wish to do so. An existing Ordinance and underlying Resolution set out the procedure for the removal of Co-opted members (i.e. those appointed by Court itself). Court agreed in September 2017 that this should be extended to all categories of Court member given the new legislation. This will enable equal treatment of all Court members. A new draft Ordinance was shared informally with Scottish Government officials and legal advisers, who indicated support. The Governance Act allows for Court to prescribe grounds for removal and gives two examples:

- i) inability to exercise the Senior Lay Member’s functions or (as the case may be) the functions of membership generally; and,
- ii) misconduct (whether or not in the capacity as a member of Court).

The draft Ordinance includes both these grounds for removal in addition to the existing grounds of ‘gross or persistent breach of the Code of Conduct’ and ‘such other behaviour as the University Court may deem inimical to the good standing of the University Court.’

Discussion

8. Overview of consultation

- Court considered the draft Ordinances at its meeting on 17 February and agreed to their transmission for consultation;
- The General Council’s Constitutional Standing Committee and Business Committee considered the draft Ordinances by correspondence and submitted a written response on 7 May, the relevant text of which is copied below;
- Senate considered the draft Ordinances at its meeting on 27 May. No comments were made at the meeting or received subsequently, with one query raised at the meeting, noted below;
- No other comments have been received.

General Council response – Academic Freedom

9. “The General Council welcomes the expanded definition of academic freedom and is therefore content with the proposed new Amending Ordinance.”

General Council response – Removal of Members of Court

10. “The General Council recognises the shared responsibilities of all members of the University Court, whatever their route to membership, and hence the need for

equal treatment of Court members in the event of the need to remove any member for misconduct. Accordingly, the General Council supports the proposed new Ordinance and looks forward to seeing, in due course, the revised Resolution laying out the processes for its implementation.”

Query raised at Senate – Academic Freedom

11. A Senate member asked whether the wording in section 2, in particular the text ‘so far as the University Court considers reasonable’ had been agreed with the University and College Union and/or the Joint Unions Liaison Committee. As the wording in question is derived directly from the legislation, which has been in force since 2016 and is not a change, it had not agreed with UCU or JULC. The incorporation of the revised definition of academic freedom into academic staff contracts, from which the Ordinance follows, was ratified at the time by the relevant Trade Union consultative body, the Combined Joint Consultative and Negotiating Committee.

Resource implications

12. Implementation of the Governance Act has been 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 Ordinances will help ensure that the University is in full compliance.

Equality & Diversity

14. The draft new Ordinance relating to academic freedom simply reflects existing legislation so is not expected to have any equality and diversity impacts. The draft new Ordinance relating to the removal of Court members will ensure equality amongst Court members in respect of the conditions that may lead to their removal.

Next steps/implications

15. If Court is content, the Ordinances will then be submitted to the Privy Council Office for approval by the Scottish Universities Committee and by Her Majesty in Council.

Consultation

16. The final draft Ordinances have been subject to consultation with Court, Senate and the General Council and published on the University website for any other interested party to comment.

Further information

17. Author

Lewis Allan
Head of Court Services

Presenter

Sarah Smith
University Secretary

Freedom of Information

18. Open paper.

Appendix 1 – Extant Ordinance re: Academic Freedom showing amendments

UNIVERSITY OF EDINBURGH ORDINANCE No. 208

EMPLOYMENT OF ACADEMIC STAFF

At Edinburgh, the Thirteenth day of August, Two Thousand and ten.

WHEREAS the University Court wishes its employment practices to comply with current and future legislation and regulation and with recognised good practice in relation to discipline, redundancy, grievance, dismissal, other removal from office of staff and associated appeals procedures;

And WHEREAS the University Court, in the exercise of its powers to make resolutions and regulations in relation to discipline, redundancy, grievance, dismissal, other removal from office of academic staff and associated appeals procedures, recognises its obligations regarding the desirability of ensuring the academic freedom of academic staff as provided for in section 26 of the Further and Higher Education (Scotland) Act 2005;

And WHEREAS the University Court is committed to fostering the best possible relations between itself and the recognised trades unions and in particular to consulting with the recognised trades unions prior to making resolutions or regulations in relation to discipline, redundancy, grievance, dismissal, other removal from office of staff and associated appeals procedures;

THEREFORE the University Court of the University of Edinburgh in exercise of the powers conferred upon it by section 3 of, and paragraph 1 of Part I of Schedule 2 to, the Universities (Scotland) Act 1966, by Ordinance No. 207 and all other powers enabling it in that behalf, statutes and ordains:

1. The Ordinance of the University Commissioners (Academic Staff) inserted by the University Commissioners (Statute Modifications) (University of Edinburgh) Order 1992 (S.I. 1992/2700) is revoked.
2. Any regulations and resolutions made by the University Court in relation to the discipline, redundancy, grievance, dismissal, other removal from office of academic staff and associated appeals procedures, shall be made after appropriate consultation with recognised trades unions and shall ensure (so far as the University Court considers reasonable) that the appointments held or sought and the entitlements or privileges enjoyed by give effect to the guiding principle that academic staff employed by the University Court are not adversely affected by the exercise of their ~~shall have~~ freedom within the law to hold and express opinions, to question and test established ideas ~~and or~~ received wisdom, to develop and advance new ideas or innovative proposals and to present controversial or unpopular points of view, ~~without placing in jeopardy the appointments they hold or any entitlements or privileges they enjoy.~~
3. “Academic staff” means any person holding a contract of employment with the University Court as a Professor, Reader, Senior Lecturer or Lecturer of the University and any other person holding a contract of employment with the University Court engaged in teaching, the provision of learning or research in the University.
4. This Ordinance shall come into force after its approval by Her Majesty in Council on a date to be determined by the University Court.

Appendix 2 – New Amending Ordinance re: Academic Freedom

UNIVERSITY OF EDINBURGH ORDINANCE No. 215

AMENDMENT OF ORDINANCE 208 (EMPLOYMENT OF ACADEMIC STAFF)

At Edinburgh, the Fifteenth day of June, Two Thousand and twenty.

WHEREAS the University Court wishes its employment practices to comply with current and future legislation and regulation and with recognised good practice in relation to discipline, redundancy, grievance, dismissal, other removal from office of staff and associated appeals procedures;

And WHEREAS the University Court, in the exercise of its powers to make resolutions and regulations in relation to discipline, redundancy, grievance, dismissal, other removal from office of academic staff and associated appeals procedures, recognises its obligations regarding the desirability of ensuring the academic freedom of academic staff as provided for in section 26 of the Further and Higher Education (Scotland) Act 2005;

THEREFORE the University Court of the University of Edinburgh in exercise of the powers conferred upon it by section 3 of, and paragraph 1 of Part I of Schedule 2 to, the Universities (Scotland) Act 1966 and of all other powers enabling it in that behalf, statutes and ordains:

1. That section 2 of the University of Edinburgh Ordinance No. 208 (Employment of Academic Staff) be deleted and replaced with the following, in accordance with section 26 of the Further and Higher Education (Scotland) Act 2005:

“2. Any regulations and resolutions made by the University Court in relation to the discipline, redundancy, grievance, dismissal, other removal from office of academic staff and associated appeals procedures, shall be made after appropriate consultation with recognised trades unions and shall ensure (so far as the University Court considers reasonable) that the appointments held or sought and the entitlements or privileges enjoyed by academic staff employed by the University Court are not adversely affected by the exercise of their freedom within the law to hold and express opinions, to question and test established ideas or received wisdom, to develop and advance new ideas or innovative proposals and to present controversial or unpopular points of view.”

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

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 Writing (Scotland) Act 1995.

Appendix 3 – Extant Removal of Court Members Ordinance with amendments

UNIVERSITY OF EDINBURGH ORDINANCE No. 2~~160~~

REMOVAL OF ~~CO-OPTED~~ MEMBERS OF THE UNIVERSITY COURT

At Edinburgh, the Fourteenth day of February, Two thousand.

WHEREAS the Universities (Scotland) Act 1966, Schedule 2, Part I, paragraph 1, empowers the University Court to amend its own powers:

AND WHEREAS the University Court deems it expedient, in the interests of good governance, to make additional regulations as to the powers of the University Court as provided for by section 13 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 Part I of Schedule 2 to that Act, and of all other powers enabling it in that behalf, hereby statutes and ordains;

1. The University Court shall have power to remove from its membership:

(a) the person appointed to the position of Senior Lay Member in accordance with section 8 of the Higher Education Governance (Scotland) Act 2016 and section 1(c) of University of Edinburgh Ordinance No. 211 (Composition of the University Court); and

(b) the other persons within the membership of the University Court in accordance with sections 1(a), 1(b) and 1(d) to 1(m) inclusive of University of Edinburgh Ordinance No. 211 (Composition of the University Court).

~~a person or persons co-opted by the Court in accordance with section 1(j) of University of Edinburgh Ordinance No 187—Composition of the University Court.~~

2. The criterion for the exercise of the power set out in section 1 above shall be: inability to exercise the Senior Lay Member's functions or (as the case may be) the functions of membership generally; misconduct (whether or not in the capacity as member), to include gross or persistent breach of the Code of Conduct for Members of the University Court as approved by the University Court from time to time or such other behaviour as the University Court may deem inimical to the good standing of the University Court.

3. The University Court shall ~~have power to~~ determine by Resolution the procedure to be used in exercising the power set out in section 1 above in accordance with section 13 of the Higher Education Governance (Scotland) Act 2016.

4. On the date on which this Ordinance comes into force, University of Ordinance No. 200 (Removal of Co-opted Members of Court) shall be revoked.

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

Appendix 4 – New Removal of Court Members Ordinance

UNIVERSITY OF EDINBURGH ORDINANCE No 216

REMOVAL OF MEMBERS OF THE UNIVERSITY COURT

At Edinburgh, the Fifteenth day of June, Two Thousand and twenty.

WHEREAS the Universities (Scotland) Act 1966, Schedule 2, Part I, paragraph 1, empowers the University Court to amend its own powers:

AND WHEREAS the University Court deems it expedient, in the interests of good governance, to make additional regulations as to the powers of the University Court as provided for by section 13 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 Part I of Schedule 2 to that Act, and of all other powers enabling it in that behalf, hereby statutes and ordains:

1. The University Court shall have power to remove from its membership:
 - (a) the person appointed to the position of Senior Lay Member in accordance with section 8 of the Higher Education Governance (Scotland) Act 2016 and section 1(c) of University of Edinburgh Ordinance No. 211 (Composition of the University Court); and
 - (b) the other persons within the membership of the University Court in accordance with sections 1(a), 1(b) and 1(d) to 1(m) inclusive of University of Edinburgh Ordinance No. 211 (Composition of the University Court).
2. The criterion for the exercise of the power set out in section 1 above shall be: inability to exercise the Senior Lay Member's functions or (as the case may be) the functions of membership generally; misconduct (whether or not in the capacity as member), to include gross or persistent breach of the Code of Conduct for Members of the University Court as approved by the University Court from time to time or such other behaviour as the University Court may deem inimical to the good standing of the University Court.
3. The University Court shall determine by Resolution the procedure to be used in exercising the power set out in section 1 above in accordance with section 13 of the Higher Education Governance (Scotland) Act 2016.
4. On the date on which this Ordinance comes into force, University of Edinburgh Ordinance No. 200 (Removal of Co-opted Members of Court) shall be revoked.
5. This Ordinance shall come into force on the date on which it is approved by Her Majesty in Council.

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.



UNIVERSITY COURT

15 June 2020

Resolutions

Description of paper

1. This paper invites Court to:

- consider a draft Resolution and to refer it to the General Council, Senate and any other interested party for observations; and,
- approve Resolutions to establish chairs, change the names of existing chairs and update regulations in accordance with the agreed internal arrangements and the requirements set out in the Universities (Scotland) Act 1966.

Action requested/Recommendation

2. Court is invited to refer draft Resolution No.74/2020 Removal of Members of the University Court to the General Council and to Senate for observations and to approve the Resolutions presented in final format.

Background and context

3. In accordance with the Universities (Scotland) Act 1966, Court has powers exercisable by Resolution in respect of a number of matters. The Act also stipulates that Senate, the General Council and any other body or person having an interest require to be consulted on Resolutions throughout the period of a month with the months of August and September not taken into account when calculating the consultation period.

Discussion

Draft Resolution: Removal of Members of the University Court

4. The Higher Education Governance (Scotland) Act 2016 (hereafter 'the Governance Act') empowers Court to make rules regarding the procedure for the removal of any Court member should it wish to do so. An existing Ordinance and accompanying Resolution set out a procedure for the removal of co-opted members (i.e. those appointed by Court itself) only. Court agreed in September 2017 that the Ordinance and Resolution should be extended to encompass all categories of Court member given the new legislation. This will enable equal treatment of all Court members.

5. A draft Ordinance to this effect was agreed by Court in February for statutory consultation and returns to Court on 15 June for final approval. The draft Ordinance states that Court has the authority to remove any Court member from office as long as one of the following criteria is met: inability to exercise the Senior Lay Member's functions or (as the case may be) the functions of membership generally (a replication of text from the Governance Act); misconduct (whether or not in the capacity as member) (also a replication of text from the Governance Act), to include gross or persistent breach of the Code of Conduct for Court Members (text from the current Ordinance and allowed by the Governance Act) or such other behaviour as the Court may deem inimical to the good standing of the Court (text from the current Ordinance and allowed by the Governance Act).

5. The procedure for how to remove a Court member should they meet the criteria in the Ordinance is to be set out in a underlying Resolution. The current Resolution with

proposed updates marked up is included in Appendix 1 alongside the draft new Resolution for consultation.

6. In line with the Court agreed approach of extending the current rules to all members, the draft new Resolution makes minimal changes to the current procedure aside from those specified in the Governance Act. These are:

- extending the procedure to apply to all members;
- specifying the member under consideration cannot vote on their own removal; and,
- specifying that, if a vote is passed, the member can seek a review of the decision in order to have it reconsidered or quashed.

7. There is no description in the Governance Act of how any review should be carried out or who it should be carried out by. It is proposed that this is not specified in the Resolution in order to give flexibility depending on the circumstances. Likely options would be a senior member of the legal profession who is not a Court member or someone who is a Court member at another university with relevant experience (e.g. legal or human resources). The other Scottish 'ancients' have also not specified who would carry out such a review but the University of Dundee have specified that:

'such a review shall be conducted by a person not employed by the University, nor having been employed by the University within the previous four years, holding, or having held, judicial office or being an advocate or solicitor of at least ten years' standing.'¹

Final Draft Resolutions: Undergraduate and Postgraduate Degree Regulations and the Creation of Chairs and Alteration of the Titles of Chairs

8. At its April meeting, Court considered the following draft Resolutions, including an explanation of the key changes proposed, and agreed to refer to the General Council and to Senate for observations:

- Draft Resolution No. 9/2020: Undergraduate Degree Programme Regulations
- Draft Resolution No. 10/2020: Postgraduate Degree Programme Regulations

9. The draft Resolutions were referred to the General Council and Senate for consultation and published on the University website. Draft Resolutions creating Chairs were also referred to the General Council, Senate and more widely for consultation.

10. In accordance with the agreed processes and with no further observations having been received from Senate, the General Council or any other body or person having an interest, Court is invited to approve the following Resolutions:

Resolution No. 5/2020: Foundation of a Charles and Ethel Barr Chair of Cancer Research

Resolution No. 6/2020: Foundation of a Chair of Digital Manufacture

Resolution No. 7/2020: Alteration of the title of the Chair of Chemical Engineering Technology

Resolution No. 8/2020: Foundation of a Personal Chair of Future Construction

Resolution No. 9/2020: Undergraduate Degree Programme Regulations

Resolution No. 10/2020: Postgraduate Degree Programme Regulations

Resolution No. 11/2020: Alteration of the title of the Chair of Physics

Resolution No. 12/2020: Foundation of a Personal Chair of Pure Mathematics

¹ University of Dundee Statute 9(2)(l), see: https://www.dundee.ac.uk/media/dundeewebsite/pgla/documents/policies/statutes_created_February%202020.pdf

Resolution No. 13/2020: Foundation of a Personal Chair of Exoplanet Characterisation

Resolution No. 14/2020: Foundation of a Personal Chair of Paleaeontology and Evolution

Resolution No. 15/2020: Foundation of a Personal Chair of Volcanology

Resolution No. 16/2020: Foundation of a Personal Chair of Applied Physics

Resolution No. 17/2020: Foundation of a Personal Chair of Microbial Evolution

Resolution No. 18/2020: Foundation of a Personal Chair of Industrial Mathematics

Resolution No. 19/2020: Foundation of a Personal Chair of Harmonic Analysis and Partial Differential Equations

Resolution No. 20/2020: Foundation of a Personal Chair of Membrane Separations

Resolution No. 21/2020: Foundation of a Personal Chair of Software Transformation

Resolution No. 22/2020: Foundation of a Personal Chair of Sustainable Biotechnology

Resolution No. 23/2020: Foundation of a Personal Chair of Artificial Intelligence

Resolution No. 24/2020: Foundation of a Personal Chair of Earth Dynamics

Resolution No. 25/2020: Foundation of a Personal Chair of Category Theory

Resolution No. 26/2020: Foundation of a Personal Chair of Experimental Particle Physics

Resolution No. 27/2020: Foundation of a Personal Chair of Stem Cell Biology and Early Development

Resolution No. 28/2020: Foundation of a Personal Chair of Geometry

Resolution No. 29/2020: Foundation of a Personal Chair of Hydrogeology and Coupled Process Modelling

Resolution No. 30/2020: Foundation of a Personal Chair of Digital Design

Resolution No. 31/2020: Foundation of a Personal Chair of Robotics

Resolution No. 32/2020: Foundation of a Personal Chair of Global Change Mapping

Resolution No. 33/2020: Foundation of a Personal Chair of Machine Learning and Inference

Resolution No. 34/2020: Foundation of a Personal Chair of Biophysics

Resolution No. 35/2020: Foundation of a Personal Chair of Robot Learning and Autonomy

Resolution No. 36/2020: Foundation of a Personal Chair of Urban Geography

Resolution No. 37/2020: Foundation of a Personal Chair of Signalling and Proteostasis

Resolution No. 38/2020: Foundation of a Personal Chair of Fluid Dynamics

Resolution No. 39/2020: Foundation of a Personal Chair of Energy, Environment and Society

Resolution No. 40/2020: Foundation of a Personal Chair of Modern and Contemporary Art History

Resolution No. 41/2020: Foundation of a Personal Chair of Scots Private Law

Resolution No. 42/2020: Foundation of a Personal Chair of Architectural History

Resolution No. 43/2020: Foundation of a Personal Chair of Modern British History

Resolution No. 44/2020: Foundation of a Personal Chair of Social and Economic Anthropology

Resolution No. 45/2020: Foundation of a Personal Chair of Literature and the Environment

Resolution No. 46/2020: Foundation of a Personal Chair of Multilingualism

Resolution No. 47/2020: Foundation of a Personal Chair of Global Urbanism and Resilience

Resolution No. 48/2020: Foundation of a Personal Chair of European and Global Education Governance

Resolution No. 49/2020: Foundation of a Personal Chair of Finance

Resolution No. 50/2020: Foundation of a Personal Chair of Craft History and Theory

Resolution No. 51/2020: Foundation of a Personal Chair of Cinema and Iran

Resolution No. 52/2020: Foundation of a Personal Chair of South Asian and Comparative Politics

Resolution No. 53/2020: Foundation of a Personal Chair of American Literature

Resolution No. 54/2020: Foundation of a Personal Chair of Germline Biology
Resolution No. 55/2020: Foundation of a Personal Chair of Population Medicine & Veterinary Public Health Policy
Resolution No. 56/2020: Foundation of a Personal Chair of Small Animal Orthopaedics
Resolution No. 57/2020: Foundation of a Personal Chair of Developmental Psychology
Resolution No. 58/2020: Foundation of a Personal Chair of Cardiovascular Pharmacology
Resolution No. 59/2020: Foundation of a Personal Chair of Arterial Remodelling
Resolution No. 60/2020: Foundation of a Personal Chair of Integrative Fish Genomics
Resolution No. 61/2020: Foundation of a Personal Chair of Molecular Neural Development
Resolution No. 62/2020: Foundation of a Personal Chair of Veterinary Parasitology
Resolution No. 63/2020: Foundation of a Personal Chair of Conservation Science
Resolution No. 64/2020: Foundation of a Personal Chair of Sociology of Science and Medicine
Resolution No. 65/2020: Foundation of a Personal Chair of Experiential Student Learning
Resolution No. 66/2020: Foundation of a Personal Chair of Medical Imaging and Physics
Resolution No. 67/2020: Foundation of a Personal Chair of Translational Chemistry and Biomedical Imaging
Resolution No. 68/2020: Foundation of a Personal Chair of Neurology & Clinical Epidemiology
Resolution No. 69/2020: Foundation of a Personal Chair of Clinical Pharmacology
Resolution No. 70/2020: Foundation of a Personal Chair of Clinical Cardiology
Resolution No. 71/2020: Foundation of a Personal Chair of Developmental Endocrinology
Resolution No. 72/2020: Foundation of a Personal Chair of Property Law
Resolution No. 73/2020: Foundation of a Personal Chair of Dermatology

11. The full text of the final Resolutions for approval is at:

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

Resource implications

12. There are no specific resource implications associated with this paper. Part of the approval process involved confirmation of the funding in place to support new Chairs.

Risk Management

13. The draft Resolution on the removal of Court members intends to address the risk of a Court member being unable to exercise their duties or behaving in an unacceptable or improper way and/or damaging the reputation of the Court while being unwilling (or unable) to resign their membership. For the final draft Resolutions establishing Chairs, there are reputational considerations in establishing and renaming Chairs and updating regulations, which are considered as part of the University's approval processes.

Equality & Diversity

14. For the draft Resolution on the removal of Court members, by extending the existing procedure to all members of the Court, the draft Resolution treats all Court members on an equal basis. A right of review has been introduced to help protect against any bias in decision-making, in addition to the high bar set of a formal vote with a two-thirds majority required. Equality and diversity best practice and agreed procedures are adopted in appointing individuals to Chairs.

Next steps/implications

15. Senate and the General Council will be invited to comment on the draft Resolution on the removal of Court members and it will also be published online. The Resolution will then return to Court for consideration and approval. For the final draft Resolutions on the

creation or alteration of title of Chairs and the degree regulations, Senate and the General Council will be informed of their approval. The list of approved Resolutions is annually reviewed and published on the University's website.

Consultation

16. Senate and the General Council are asked for observations on all draft Resolutions and a notice is published on the website to enable observation from any other body or person having an interest to express observations. The draft Resolution on the removal of Court members has been reviewed in the first instance by Nominations Committee and agreed to progress to Court.

Further information

17. Authors
Lewis Allan and Kirstie Graham
Court Services Office

Freedom of Information

18. Open paper.

Appendix 1 – Existing Resolution with proposed changes marked

UNIVERSITY OF EDINBURGH

Resolution of the University Court No 28/200074/2020

Procedure for Removal of ~~Co-Opted~~ Members of the University Court

At Edinburgh, the XXX day of MONTH, YEAR.

WHEREAS University of Edinburgh Ordinance No. 20016 empowers the University Court to determine by Resolution the procedure to be used in exercising the power of removal of ~~co-opted~~ members of the Court:

THEREFORE the University Court, in exercise of the powers conferred upon it by section 3 of the Universities (Scotland) Act 1966, with special reference to paragraph 8 of Part II of Schedule 2 to that Act, HEREBY RESOLVES:

1. The Nominations Committee of the Court shall, at the request of any member of Court or the Secretary to the University, and only at such request, consider every instance in which, under the provisions of Ordinance No. 20016, the possibility arises of the removal of a ~~co-opted~~ member of the Court; determine *prima facie* whether a case for consideration of removal by the Court has been established; and advise the Court.

2. The Nominations Committee shall found its consideration only on the provisions of Ordinance No. 20016 and shall take all known factors into account.

3. In an instance where the Nominations Committee decides that *prima facie* a case for consideration of removal by the Court has been established, the member concerned shall within seven days receive written notification of the complaint against him or her. The matter shall then be considered by the University Court at its first scheduled meeting thereafter, provided that this will be at least fourteen days after the meeting of the Nominations Committee. The member concerned shall have the opportunity to submit a written statement to, and the right to be heard at, the Court meeting. Such written statement shall cover only the specific matter of the complaint against the member.

4. Removal of a ~~co-opted~~ member of the Court shall require a formal motion, duly proposed and seconded in accordance with the Standing Orders of the Court and supported by at least two-thirds of those members present. The member who is the subject of the motion is not eligible to vote on the motion. If the motion is passed, the member who is the subject of the motion may seek a review in order to have the resolution reconsidered or quashed.

5. The Court shall determine other aspects of the procedure to be adopted in considering the removal of a ~~co-opted~~ member.

6. This Resolution shall supersede those parts of all previous Resolutions dealing with procedures for removal of Members of the University Court and specifically revokes Resolution No.28/2000.

67. This Resolution shall come into effect on the date of the approval of Ordinance No. 216 or on the date of the ~~its~~ approval of this Resolution by the University Court, whichever is the latter.

UNIVERSITY OF EDINBURGH

Draft Resolution of the University Court No. 74/2020

Procedure for Removal of Members of the University Court

At Edinburgh, the Thirtieth day of November, Two thousand and twenty.

WHEREAS University of Edinburgh Ordinance No. 216 empowers the University Court to determine by Resolution the procedure to be used in exercising the power of removal of members of the Court:

THEREFORE the University Court, in exercise of the powers conferred upon it by section 3 of the Universities (Scotland) Act 1966, with special reference to paragraph 8 of Part II of Schedule 2 to that Act, HEREBY RESOLVES:

1. The Nominations Committee of the Court shall, at the request of any member of Court or the Secretary to the University, and only at such request, consider every instance in which, under the provisions of Ordinance No. 216, the possibility arises of the removal of a member of the Court; determine *prima facie* whether a case for consideration of removal by the Court has been established; and advise the Court.
2. The Nominations Committee shall found its consideration only on the provisions of Ordinance No. 216 and shall take all known factors into account.
3. In an instance where the Nominations Committee decides that *prima facie* a case for consideration of removal by the Court has been established, the member concerned shall within seven days receive written notification of the complaint against him or her. The matter shall then be considered by the University Court at its first scheduled meeting thereafter, provided that this will be at least fourteen days after the meeting of the Nominations Committee. The member concerned shall have the opportunity to submit a written statement to, and the right to be heard at, the Court meeting. Such written statement shall cover only the specific matter of the complaint against the member.
4. Removal of a member of the Court shall require a formal motion, duly proposed and seconded in accordance with the Standing Orders of the Court and supported by at least two-thirds of those members present. The member who is the subject of the motion is not eligible to vote on the motion. If the motion is passed, the member who is the subject of the motion may seek a review in order to have the resolution reconsidered or quashed.
5. The Court shall determine other aspects of the procedure to be adopted in considering the removal of a member.
6. This Resolution shall supersede those parts of all previous Resolutions dealing with procedures for removal of Members of the University Court and specifically revokes Resolution No.28/2000.

7. This Resolution shall come into effect on the date of the approval of Ordinance No. 216 or on the date of the approval of this Resolution by the University Court, whichever is the latter.

For and on behalf of the University Court

SARAH SMITH

University Secretary



UNIVERSITY COURT

15 June 2020

Court Standing Orders and Exception Committee Terms of Reference Updates

Description of paper

1. The paper proposes updates to Court’s Standing Orders and the Terms of Reference for Exception Committee to reflect planned changes in the composition of Court as a result of the Higher Education Governance (Scotland) Act 2016 and to make explicit their ability to meet virtually by videoconference and teleconference.

Action requested/Recommendation

2. Court is invited to approve updates to its Standing Orders and to Exception Committee’s Terms of Reference to reflect changes in the composition of Court (with effect from 1 August) and to make explicit their ability to meet virtually by videoconference and teleconference (with immediate effect).

Background and context

3. The planned changes to Court’s composition are:

Table 1: Current composition to 31 July 2020

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
Chancellor’s Assessor	1	Student Members	2
City of Edinburgh Council	1	<i>Sub-total</i>	8
<i>Sub-total</i>	14		
Total		22	

Table 2: New composition from 1 August 2020

Lay		Staff / Students	
Rector	1	Principal	1
Senior Lay Member	1	Senate Assessors	2
Co-opted members	7 ¹	Academic Staff Member ²	1
General Council Assessors ³	3	Professional Services Staff Member	1
Chancellor’s Assessor	1	Trade Union Nominated Members	2
City of Edinburgh Council	1	Student Members	2
<i>Sub-total</i>	14	<i>Sub-total</i>	9
Total		23	

¹ Not usually exceeding 7 but with the flexibility to appoint up to a further 2 Co-opted members should there be any particular skills shortages on the Court or its committees.

² Becomes an ex officio Senate member and Senate Assessor on Court also.

³ Previously elected by General Council members, now appointed following an open recruitment exercise overseen by a joint Court-General Council Selection Panel. First two members appointed by this route in August 2019, third expected in August 2021 (as existing terms of office conclude).

Discussion

Changes to the composition

4. It is proposed to update Court's Standing Orders to reflect the new composition as set out in Ordinance No. 211: Composition of the University Court (approved by Court on 18 February 2019 and by Her Majesty in Council on 22 May 2019, with effect from 1 August 2020) as follows:

2. Membership

2.1 *The membership of Court shall be in accordance with University of Edinburgh Ordinance No. 211: Composition of the University Court~~187: Composition of the University Court as amended by University of Edinburgh Ordinance No 192: Local Authority Membership of the University Court~~ and shall normally consist of ~~twenty-two~~three members and a maximum of twenty-five members.*

Membership is as follows:

Rector

Principal

Senior Lay Member

One Assessor nominated by the Chancellor

~~Four~~Two Assessors nominated by the Senate

One Member elected by the academic staff from among their own number

Three Assessors ~~nominated~~ appointed by Court who are members of ~~by~~ the General Council

One Assessor nominated by the City of Edinburgh Council

One ~~Assessor nominated by the Non-Teaching Staff~~ Member elected by the professional services staff from among their own number

One Member nominated by a Trade Union from among the academic staff

One Member nominated by a Trade Union from among the professional services staff

Two ~~fully matriculated students~~ Members nominated by the Students'

Association from among the students of the University ~~Representative Council (now EUSA)~~

Normally seven and a maximum of nine ~~Up to eight~~ Co-opted members

[Drafting note: this is as per the new agreed composition of Court]

...

2.6 *The ~~General Council~~ Court will appoint three ~~elect its~~ Assessors from among the membership of the General Council for a period of four years in accordance with the University of Edinburgh Ordinance ~~210~~1: Composition of the University Court ~~Election of Chancellor and General Council Assessors and Chairing of General Council Meetings: arrangements for the election will be determined from time to time by the Business Committee of the General Council following an open advertisement and recruitment process overseen by a joint Court-General Council Selection Panel. The Selection Panel will include three Court representatives, including the chair, to be appointed by Nominations Committee and three General Council representatives. [Drafting note: this has been agreed with the General Council and operated successfully in the first~~*

recruitment round in 2019 which led to the appointments of Jock Millican and Sarah Wolffe.]

...

2.8 The ~~Non-Teaching Professional Services Staff Assessor~~ Member will be elected for a period of up to four years by and from among University staff who are professional services staff (i.e. who are not academic or research staff) and therefore includes all members of staff who are not represented on ~~not eligible to be part of the membership of Senate: this exclusion includes members of staff such as readers, senior lectures and lecturers able to be appointed to Senate.~~ The arrangements to conduct the election of the Professional Services Staff Member Non-Teaching Staff are approved by Court. [Drafting note: the text mirrors that in the Professional Services Staff Member Election Regulations agreed by Court in December 2019.]

...

2.9 The Academic Staff Member will be elected for a period of up to four years by and from among University staff who are academic or research staff and therefore includes all members of staff who are represented on Senate. The individual elected will also become a member of Senate if they are not already a member. The arrangements to conduct the election of the Academic Staff Member are approved by Court. [Drafting note: the text mirrors that in the Academic Staff Member Election Regulations agreed by Court in December 2019.]

2.10 The Trade Unions will nominate one member from among the academic staff of the University and one member from among the professional services staff of the University, both for a period of up to four years.

2.911 The Students' Association Representative Council (now EUSA) will annually nominate two fully-matriculated students to be members of Court: this is normally two of the elected EUSA Association sabbatical officers, including the President. The Students' Association will consider equality and diversity implications, including gender balance, when nominating the two members. [Drafting note: this text has been agreed with the Students' Association.]

2.12 The Senior Lay Member will be appointed in accordance with section 8 of the Higher Education Governance (Scotland) Act 2016 for a period of three years. The appointment may be extended for a further and final period of three years by agreement of the Court on the recommendation of the Nominations Committee, without recourse to a further election. The arrangements to conduct the recruitment and election of the Senior Lay Member are approved by Court. [Drafting note: this mirrors language in the Ordinance and language in the Senior Lay Member appointment and election regulations agreed by Court in December 2019.]

2.103 The ~~eight~~ normally seven and up to nine co-opted members of Court shall be appointed by Court following an open and transparent recruitment process

managed by the Nominations Committee in accordance with arrangements approved from time to time by Court for a period of up to four years. ~~The Vice-Convener of Court shall be included as one of the eight co-opted members of Court but a separate recruitment will be undertaken to appoint to this position. The Vice-Convener of Court's recruitment process will also be managed by the Nominations Committee in accordance with arrangements approved from time to time by Court: the position of Vice-Convener of Court is similar to that of Chair of institution.~~

2.144 Members of Court only in exceptional circumstances are likely to be re-appointed beyond two consecutive periods of office subject to the regulations applying in respect of the elections held by the Senate ~~and the General Council. If an existing member of Court is appointed Vice-Convener of Court the previous appointment on Court does not apply to eligibility to be reappointed to a further term of office as Vice-Convener of Court. All bodies entitled to appoint members of Court are asked to consider the equality and diversity of the Court's membership, including gender balance, when making an appointment. [This point has featured regularly in discussions on implementing the Governance Act, particularly in light of the Gender Representation on Public Boards (Scotland) Act 2018, which applies in part to the Court.]~~

3. Rector and ~~Vice-Convener of Court~~Senior Lay Member

3.1 The Rector shall preside at meetings of Court and in the absence of the Rector the ~~Vice-Convener of Court~~Senior Lay Member shall preside and if neither the Rector nor the ~~Vice-Convener of Court~~Senior Lay Member is present then a lay member of Court will be nominated by those present to preside at that meeting.

3.2 The ~~Vice-Convener of Court~~Senior Lay Member is similar to chair of institution and in order to provide clarity, Court has agreed a Statement on the Roles of the Rector and ~~the Vice-Convener of Court~~Senior Lay Member setting out the responsibilities of each position. [Drafting note: this mirrors the language of the 'Roles of the Rector and Senior Lay Member' document approved by Court in June 2019, which follows the Higher Education Governance (Scotland) Act 2016]

...

4. Resignation and removal of members

4.4 In respect of co-opted members, ~~including those holding the position of Vice-Convener of Court~~, the University of Edinburgh Ordinance No. 200 grants Court specific powers to remove a co-opted member in accordance with the process set out in Resolution No. 28/2000. The Nominations Committee on the request of member of Court or the University Secretary will consider any such matter in the first instance prior to consideration by Court. [Drafting note: this will be further updated once a new Ordinance and Resolution are in place extending the procedure to all Court members.]

...

5. Meetings of Court

5.3 Special meetings of Court may be called following a decision of Court or by the ~~Vice-Convenor of Court~~Senior Lay Member or following a written request presented to the University Secretary signed by at least five members of Court specifying the purpose of the meeting.

...

6. Conduct of Meetings

6.1 In accordance with the Universities (Scotland) Act 1889 seven members of Court shall be a quorum. This number, in accordance with the University of Edinburgh Ordinance 201, must include at least two members who are neither employees of the Court nor members nominated by the Students'

~~Representative Council (now EUSA) Association.~~ [Drafting note: to ensure consistent terminology throughout the Standing Orders and with the Ordinance.]

Virtual meetings

5. It is not specified that Court's meetings have to take place in person to be valid and recent guidance from the Office of the Scottish Charity Regulator (which regulates the University of Edinburgh as an educational charity) has provided reassurance that it is content that virtual meetings are acceptable in the present circumstances of the Covid-19 pandemic even if not specified in governing documents, provided that this is recorded in the minutes.⁴ However, it is best practice to make explicit that videoconference and teleconference meetings are valid, particularly as Court may wish to continue to hold occasional virtual meetings beyond the period of the Covid-19 pandemic, when the special guidance from the Office of the Scottish Charity Regulator may no longer apply. It is therefore proposed to update the Standing Orders as follows:

5. Meetings of Court

5.2 Ordinary meetings of Court shall be held at least five times in each academic year. Meetings may be held in person or virtually by the means of videoconference, teleconference or other means.

5.3 Special meetings of Court may be called following a decision of Court or by the ~~Vice-Convenor of Court~~Senior Lay Member or following a written request presented to the University Secretary signed by at least five members of Court specifying the purpose of the meeting. Special meetings may be held in person or virtually by the means of videoconference, teleconference or other means.

Exception Committee Terms of Reference

6. Similarly, it is proposed to update the Terms of Reference for Exception Committee as follows:

2. Composition

2.2 The Principal, the ~~Vice-Convenor of Court~~Senior Lay Member, the University Secretary, and the Convenor of each of the other Standing Committees of Court shall be ex officio members of the Committee.

⁴ See: <https://www.oscr.org.uk/guidance-and-forms/covid-19-guidance-for-charities/3-charity-meetings-and-governance/>

2.3 Unless otherwise represented the membership of the Committee must also include a General Council Assessor, a ~~Senatus Assessor or the Non-Teaching Staff Assessor~~ staff member of Court and a representative of the Students' Association (normally the President).

...

2.6 The term of office of the ~~Senatus Assessor, Non-Teaching Staff Assessor~~ staff member of Court and General Council Assessor will be no longer than their membership of Court and will be for a maximum of three years.

...

2.8 The ~~Vice-Convenor of Court~~ Senior Lay Member shall be appointed ex officio Convenor of the Committee.

...

3. Meetings

3.1 The Committee will be convened only if required and much of its business is expected to be conducted through correspondence. Meetings may be held in person or virtually by the means of videoconference, teleconference or other means.

...

3.4 Four members of the Committee shall be a quorum. This number must include the ~~Vice-Convenor of Court~~ Senior Lay Member and the Convenor of the Audit and Risk Committee.

Resource implications

7. None anticipated.

Risk Management

8. The changes to the Standing Orders with regard to the composition of Court are to ensure full compliance with the Governance Act in advance of the December 2020 deadline. Making explicit Court's ability to hold virtual meetings reduces any (already very small) risk of challenge that a virtual meeting may not be valid.

Equality & Diversity

9. In discussions on implementing the Governance Act, Nominations Committee and Court have been keen to ensure that this is also an opportunity for Court to consider the equality and diversity of its membership as a whole. It is proposed to include in the Standing Orders the following statement for the first time: '*All bodies entitled to appoint members of Court are asked to consider the equality and diversity of the Court's membership, including gender balance, when making an appointment.*' To note that the Governance Act and Ordinance do not require this of the nominating bodies so it is phrased as an 'ask' rather than a requirement.

Next steps/implications

10. If Court is content, the virtual meeting amendments will take immediate effect and the membership amendments will take effect from 1 August.

Consultation

11. The paper seeks to ensure that decisions of the Court on its new composition and compliance with the Governance Act more broadly are reflected in the Standing Orders and in the Terms of Reference for Exception Committee. The additions on virtual meetings have been developed following guidance from the Office of the

Scottish Charity Regulator regarding virtual meetings during the Covid-19 pandemic. An earlier version of the paper was reviewed by Nominations Committee on 1 June, which agreed to recommend it to Court for approval.

Further information

12. Author

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Freedom of Information

13. Open paper.