THE UNIVERSITY of EDINBURGH

University Court
Videoconference
Monday, 26 April 2021

AGENDA

1   Minute   **A1, A2**
  To *approve* the minute of the meeting and note of the seminar held on
  22 February 2021

2   Matters Arising & Review of Action Log   **A3**
  To *raise* any matters arising and *review* the Action Log

3   Principal's Report   **B**
  To *note* a report from Peter Mathieson, Principal

SUBSTANTIVE ITEMS

4   Adaptation & Renewal Team Report   **C**
  To *note* a report from Barry Neilson, Director of Strategic Change

5   Support for Students at Risk of Self-Harm   **D**
  To *note* a briefing paper from Gavin Douglas, Deputy Secretary
  Student Experience

6   Students' Association and Sports Union Reports
  To *note* the reports presented by Ellen MacRae, EUSA President
  - **Students' Association Report**   **E1**
  - **Sports Union Report**   **E2**

7   Director of Finance's Report   **F**
  To *note* a report by Lee Hamill, Director of Finance

8   Equality Reporting
  To *approve* the reports presented by Sarah Cunningham-Burley,
  University Lead for Equality, Diversity & Inclusion:
  - **EDMARC Staff and Student Reports 2020**   **G1**
  - **Equality Outcomes 2021-25, and Equality Mainstreaming and**   **G2**
    Outcomes Progress Report 2017-21

9   Gujarat Biotechnology University – Final Agreement   **H**
  To *approve* a paper presented by David Gray, Head of School of
  Biological Sciences

ITEMS FOR NOTING OR FORMAL APPROVAL

10   Estates Small Works Programme   **I**
  To *approve*

11   Governance Apprenticeship Programme   **J**
  To *approve*

12   **General Council Prince Philip Fund**   **K**
To _approve_

13   **Committee Reports**
- Exception Committee   **L1**
- Policy & Resources Committee   **L2**
- Audit & Risk Committee   **L3**
- Knowledge Strategy Committee   **L4**
- Senate   **L5**

14   **Donations and Legacies; Alumni Events**   **M**
To _note_

15   **Draft Resolutions**   **N**
To _refer for observations_

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

17   **Date of Next Meeting**
Monday, 14 June 2021

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY COURT

22 February 2021 (Videoconference)

[DRAFT] Minute

Members Present:	Ann Henderson, Rector (in Chair)
	Janet Legrand, Senior Lay Member
	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
	Sarah Cooper, Senatus Assessor
	Fiona Mackay, Senatus Assessor & Academic Staff Member
	Claire Phillips, Senatus Assessor
	Kathryn Nash, Trade Union Academic Staff Member
	Sarah McAllister, Professional Services Staff Member
	Joyce Anderson, Trade Union Professional Services Staff Member
	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
	Hugh Mitchell, Co-opted Member
	Clare Reid, Co-opted Member
	Ellen MacRae, Students' Association President
	Rachel Irwin, Students' Association Vice-President Activities & Services
Apologies:	Frank Ross, City of Edinburgh Council Assessor
In attendance:	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
	Pauline Manchester, Interim Director of Strategic Planning
	Catherine Martin, Vice-Principal (Interim) Corporate Services
	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
	James Saville, Director of Human Resources
	Jonathan Seckl, Senior Vice-Principal
	Moira Whyte, Vice-Principal & Head of College
	Barry Neilson, Director of Strategic Change (for Item 5)

1   Minute   Paper A1

The Rector welcomed members and attendees to the meeting, held by videoconference and thanked Evelyn Dunton, Court Services Officer, for her 16 years' of service to the Court ahead of her retirement later this month. Court members, staff members and honorary fellows recognised in the New Year's Honours were congratulated on their awards:

- Caroline Gardner, Court member, CBE for services to the Scottish public sector;
- Professor Wendy Bickmore, Director, MRC Human Genetics Unit, CBE for services to Biomedical Sciences and to Women in Science;
- Dr Heather Bacon, Animal Welfare and Veterinary Outreach Manager, Jeanne Marchig International Centre for Animal Welfare Education, OBE for services to Veterinary Education, to Animal Welfare and to Charity in the UK and Abroad; and,
- Professor Bashabi Fraser, Honorary Fellow, Centre for South Asian Studies, CBE for services to Education, to Culture and to Integration in Scotland.

The Minute of the meeting held on 30 November 2020 was approved subject to minor amendment.

Secretary's note: it was subsequently established that the amendment related to the minute of the meeting held on 28 September 2020 and has been incorporated.

2   Matters Arising & Review of Action Log   Paper A2

The Principal raised a matter arising: Court approved Phase 1 of the DiRAC High Performance Computer purchase at its last meeting (30 November 2020, Item 17, Paper P), with Phase 2 potentially to follow in the subsequent financial year for the funder, the UK Science & Technology Facilities Council. It was noted that funds may now be available for Phase 2 before the end of the funder's current financial year, in late March, and it was agreed to approve the Phase 2 purchase and delegation of signing authority to the Head of College of Science & Engineering subject to confirmation of the funding and agreement by relevant staff that any conditions attached to the award can be met.

The action log was reviewed and the following actions discussed:

- The impact of the pandemic on the University's Strategy 2030 – timescales and means of delivery of some objectives may be impacted but there is confidence that the high level principles and major strategic aims remain fit-for-purpose;
- Transport Strategy: a working group including Students' Association membership is considering the King's Buildings Shuttle Bus, which is not currently operating given the impact of public health restrictions on capacity. Resources have been redeployed into other means of active travel;
- Student Residential Accommodation Strategy: the strategy is not currently undergoing the usual annual review given the pandemic. The main development of note since the last review is that the Peffermill Sports Village proposals have not received planning permission at present, with the University appealing the decision. Regarding couples/family accommodation,

125 properties are operated by the University, mainly near the Pollock Halls site.

3   Principal's Report   **Paper B**

The Principal thanked the Rector, and Evelyn Dunton, Court Services Officer, on the occasion of their last Court meeting and wished them well for the future. Court noted the contents of the report and additional information on on-going discussions between the Scottish Funding Council and the Principals of all Scottish universities regarding potential additional funding given the financial impact of the pandemic. Any additional funding will be welcomed but is unlikely to address the full financial impact of the current period and the long-term need to increase the unit of resource for higher education.

SUBSTANTIVE ITEMS

4   Research Excellence Framework 2021 Briefing   **Verbal**

The Senior Vice-Principal delivered a presentation on the upcoming Research Excellence Framework, a UK-wide assessment of research quality and impact used in the allocation of future public funding for research and to evidence the benefits of previous public funding. The University was ranked 4th in the UK and 1st in Scotland in the previous exercise held in 2014 under the measure of research power (quality of research multiplied by volume). For the 2021 exercise, the University intends to submit to 28 of the 34 Units of Assessment (broad subject areas). Five of the units are joint submissions with other institutions given research collaborations in these areas.

The following points were discussed:
- How assessments of research quality are made and if appeals are allowed – assessments are by peer review using panels mainly comprised of senior UK-based academics, with some international panel members and some from industry also. Appeals can be made on process but not on a panel's judgements;
- The importance of assessing research impact and how well the sector was prepared for this in the previous exercise – research impact was introduced in 2014 at 20% of the overall score (and is now 25% of the overall score), with some institutions better prepared for this new element than others. Significant effort is being made at the University to ensure that the impact case studies submitted in 2021 are of the highest quality given that they can be a key differentiator; and,
- The extent to which lessons learned from the previous exercise can be applied. As there are important changes in assessment criteria and other rules between each exercise learning applicable lessons can be difficult. However, continuities do exist and colleagues have learned both from personal experience of previous submissions and from sector wide learning.

5   Adaptation & Renewal Report   **Paper C**

An update on the work of the Adaptation and Renewal Team from December 2020 to mid-February 2021 was reviewed. Efforts have focused on responding to the increased public health restrictions announced in December and January, with teaching moving to a digital-only rather than hybrid model for the majority of students. Following Government advice, students who vacated accommodation over the Christmas period have been encouraged not to return to their accommodation in Edinburgh at the present time and more flexible rent breaks for University accommodation have been introduced to assist with this. Working from home remains the default for most staff, with exceptions for some research and teaching activities (e.g. in-person teaching in medicine and veterinary medicine).

The following points were discussed:
- Expectations for the period after Easter and for the first semester of the next academic year – Government guidance is awaited but if restrictions allow, access will be prioritised after Easter for specialist teaching spaces and for the supervision of dissertations. For the first semester of the next academic year a cautious approach to planning is currently being taken in the absence of Government guidance;
- The message that staff should make 'best endeavours' in the current circumstances in managing their work when most workloads have not been reduced and most recruitment of new staff is being paused – this is being discussed by the Staff Experience Committee and the next 'pulse' staff survey will focus on home and hybrid working. The phased return of nursery and school provision should help many staff with childcare responsibilities;
- Engagement with equality and diversity impact assessments of measures taken as result of the pandemic – this is presently being reviewed by Professor Sarah Cunningham-Burley, University Lead on Equality, Diversity & Inclusion within the Adaptation & Renewal Team structure;
- The extent to which enhanced cleaning measures has added to the workload of cleaning staff – as many buildings are closed and fewer students are resident in University accommodation the overall requirement for cleaning services is reduced at present; and,
- Childcare provision and whether a partnership approach could be taken with other agencies in the city – the University has continued to engage externally, including on the issue of including university staff as key workers in respect of childcare provision, as has occurred in England.

6   EUSA President's Report   **Paper D**

The Students' Association President reported on activities since the last meeting, including: the work of the Sports Union; the 'Green During Covid-19' campaign; high levels of nominations for the Teaching Awards and candidate nominations for the forthcoming student elections; and, noted concerns over the cost for international students of recently announced Government quarantining measures, including costs for those required to return to the UK for visa applications. It was noted that Government quarantining measures have yet to be finalised for higher education students and it is hoped that University-owned accommodation can be used for quarantining purposes. Members discussed which areas the Students' Association

would suggest the University prioritise to most benefit the student experience in the present circumstances – more pro-active engagement in offering additional support to those experiencing difficulties and clear communications on the likely arrangements for teaching and student services for the next academic year were suggested.

7   Finance
  - **Director of Finance's Report**   **Paper E1**

The Director of Finance reported on the quarter one forecast for the current year, scenario modelling to 2024/25, the latest financial outlook for the Accommodation, Catering and Events subsidiary and an update on financial discussions with the Students' Association. Members discussed the following points:
  - Scenario modelling – the agreed strategy of delivering a 3-5% surplus for reinvestment remains and the scenarios are intended to aid decision-making to achieve this. The methodology used has been to input best assumptions to build the scenarios rather than seeking to build wholly divergent scenarios;
  - Agreeing how expenditure should be reduced should have wide discussion and meaningful consultation;
  - The potential for a review of the estates capital plan to generate longer term savings – the senior team is currently taking a longer term examination of the capital plan and affordability will be a key element; and,
  - The impact of the voluntary severance scheme on institutional knowledge and staff workloads – the assessment of applications for voluntary severance included consideration of workloads in each area and this will be monitored by managers should there be unforeseen consequences or changing demands over time.

  - **Covid-19 Short and Medium-term Financial Funding Update**   **Paper E2**

An update on short-term and medium-term borrowing facilities to provide access to funds should financial circumstances significantly deteriorate was reviewed. It was noted that the short-term facility previously agreed will not be used. Medium term facilities were agreed, with the intention that these will also not be used unless there is a significant financial deterioration over and above the present circumstances.

8   Communications and Marketing Update Report   **Paper F**

A report on the work of the Department of Communications & Marketing including highlights and data from engagement channels was considered. The report was welcomed and the following points raised in discussion:
  - Understanding how the University of Edinburgh is perceived externally and the work of the Department in reputation building and encouraging media engagement across the University to contribute to this – a brand governance group exists to help ensure consistency and the University Executive will shortly be considering a more strategic approach to brand communications;
  - Building a future set of metrics to try and understand the return on investment of different communications activity, e.g. impact on student applications;
  - The extent of relationship management with the media – good relationships exist and the pandemic has led to greatly increased media interest in expert

commentary that many University staff can provide, with organisations such as the Science Media Centre assisting as a trusted intermediary;

- Internal communications – the extent of staff and student engagement with internal communications and how communications and awareness can be improved, e.g. communicating the adoption of the International Holocaust Remembrance Alliance definition of anti-Semitism, University values and freedom of expression more generally. It was noted that the recent focus of the Bulletin staff magazine on Covid communications has worked well, that the 'open rates' for all staff and all student emails are at an expected level but other forms of communication may be more effective and this will be explored, e.g. disseminating information locally using devolved structures provided this is done strategically and links local and central communications. Feedback from the communication sub-group of the Staff Experience Committee has echoed that there is interest in more communication of policy decisions and other initiatives;

- Media training for staff likely to be approached for media appearances – a range of training including for broadcast media has been offered to Vice-Principal and other frequently approached staff; and,

- Communications to and from Court – improving the press cuttings service to highlight key articles and improving communication of the work of the Court to stakeholders.

ITEMS FOR NOTING OR FORMAL APPROVAL

9   Strategic Partnership with Edinburgh International Book Festival   Paper G

Initial agreement of Heads of Terms for a strategic partnership with the Edinburgh International Book Festival (EIBF) and the intention to negotiate and agree a Framework Agreement were reviewed. It was agreed to consider further how the partnership can contribute to tackling the climate emergency. Court agreed to delegate to the Principal acting in consultation with the Director of Place and the Director of Legal Services the negotiation, approval and signing of the terms of the proposed Framework Agreement for the strategic partnership with EIBF and the Annex for the 2021 event.

10   Committee Reports
- **Exception Committee**   **Paper H1**

The report was noted.

- **Policy & Resources Committee**   **Paper H2**

The report was noted.

- **Nominations Committee**   **Paper H3**

Doreen Davidson abstained from discussion and decision-making on the item.

The report was noted and the appointment of Doreen Davidson as an external member of the Trustees of the Staff Benefits Scheme for a three year term of office with effect from 1 August 2021 approved.

- **Remuneration Committee**   **Verbal**

The Convener of Remuneration Committee:
- reported on the outcome of the review of Senior Management Team remuneration, with the outcome matching that of all other staff categories; and,
- noted that, as a governance improvement, the Committee intends in future to submit its annual report to Court on an academic year basis rather than a calendar year basis, aligning with the Annual Report and Accounts and the Audit & Risk Committee's annual review that are submitted to the November meeting.

- **Knowledge Strategy Committee**   **Paper H4**

The report was noted and the increased prioritisation for upgrading the data network in the University halls of residence welcomed. It was noted that a further update on the project to replace the current Space and Facilities Management programme will be given at the next meeting of Estates Committee.

11   Development Trust Update   **Paper I**

An update on progress in implementing previously agreed changes to the future management of gift income across the University was noted.

12   Donations and Legacies; Alumni Events   **Paper J**

Court noted legacies and donations received since the last meeting and an update on current alumni relations activities.

13   Staff Benefits Scheme Contingent Asset Address Amendment   **Paper K**

Doreen Davidson declared an interest as a Trustee of the Staff Benefits Scheme and abstained from discussion and decision-making on the item.

Court agreed to the proposed switch of asset under the amended address set out in the paper.

14   Resolutions   **Paper L**

The following resolution was approved: Resolution No. 1/2021: Foundation of a Personal Chair of Security Engineering

15 Any Other Business

The approach to interpreting the International Holocaust Remembrance Alliance definition of anti-Semitism and the level of consultation prior to adopting the definition, including with academic specialists on the topic, was raised. It was noted that the decision to adopt the definition was made by the University Executive, including academic staff members who serve on the University Executive. Interpretation and application is currently being discussed, with a case-by-case approach to be taken.

The Rector thanked all Court members for their contributions and closed the meeting with some reflections on her period of office on the occasion of her last meeting. The Rector paid tribute to her Assessor, Angi Lamb, and thanked the former Vice-Convener of Court, Anne Richards, for presiding at meetings when she was not able to attend.

The Rector commented on:
- Encouraging Court to consider further the governance changes brought about by the 2016 legislation to best impact positively on the Court, e.g. the interaction between the Senior Lay Member and the Rector, assisting the trade union nominated positions and new elected positions in all facets of their roles;
- Considering the interaction between the different policies and requirements relating to equality and diversity, noting the Rector's personal experience of the University's complaints process, the importance of protecting freedom of expression and providing clarity for any Court member involved in the complaints process;
- When public health restrictions allow, the importance of in-person events, both formal and informal, for connecting Court members and the wider University community and the benefits to good governance of these; and,
- Welcoming the Rector-elect, Debora Kayembe. The Rector will meet with Debora Kayembe shortly and will facilitate introductions with student and staff contacts, having discussed with the Students' Association how to engage with the Rector across the Association's wide range of activities.

On behalf of Court, the Senior Lay Member thanked the Rector for her service to the University and for her reflections on her period of office, to be considered further, and wished her well for the future.

16 Date of Next Meeting

Monday, 26 April 2021.

THE UNIVERSITY of EDINBURGH

UNIVERSITY COURT

26 April 2021

Adaptation and Renewal Team Report

Description of paper
1. This paper provides an update on the work of the Adaptation and Renewal Team. This paper covers the period from February through to April 2021.

2. This paper supports the outcomes set out in Strategy 2030 by supporting the University's continued sustainability.

Action Requested/Recommendation
3. Court is invited to comment on the report.

Paragraphs 4-39 – Closed Section

Responding to the Climate Emergency & Sustainable Development Goals
40. There are no direct impacts or considerations.

Equality & Diversity
41. We will ensure the Academic Year 2021/22 Planning Group is equipped to carry out Equality Impact Assessments.

Further Information
42. *Author & Presenter*
    Barry Neilson
    Director of Strategic Change

Freedom of Information
43. Closed paper – our approach to adaptation and renewal planning is commercially sensitive.

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY COURT

26 April 2021

Support for Students at Risk of Self-Harm

Description of paper
1. This short paper updates Court on the support provided by the University to students who are at risk of self-harm.

Action requested/Recommendation
2. Court is asked to note the information presented.

Background and context
3. It is sometimes said that universities are not therapeutic institutions; it is the responsibility of the NHS to provide treatment for students who are ill, including those who have poor mental health.

4. In practice, it can be difficult for students to access NHS services in a timely manner; students may struggle to register with a local GP on arrival in Edinburgh, and there are often long waiting times for access to more specialist services. These problems – which are true for most citizens – are arguably compounded for students: "NHS services are not usually adapted to the timescales of student life….This can mean that a student receives a first appointment when he/she is fully occupied with examinations or about to return home or go elsewhere for the summer vacation. It also means that therapies of longer duration are disrupted by vacations." (RCP, 2011[1].)

5. Meantime, while it does not act *in loco parentis,* the University does have a duty of care to students, which is generally taken to be the standard that a reasonable person of "ordinary prudence" would expect.

6. The University has therefore developed a range of services to support students who are at risk of harm due to mental illness. These services are not intended to be a substitute for NHS provision. They are intended to operate alongside NHS services where needed or while students are waiting to access NHS services. Generally, we advise that students who present in severe distress are referred as soon as possible to the most relevant NHS services (GP or local Mental Health Assessment Services). However the Student Counselling Service will always seek to prioritise urgent cases, including seeing students within 24 hours (or less) in some cases

Discussion
Support from the Student Counselling Service (SCS)
7. The SCS is at the heart of the University's support for at-risk students, providing:
- specialist support for students at risk; and,
- liaison and co-ordination between the University and local NHS service.

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[1] "Mental Health of Students in Higher Education", Royal College of Psychiatrists (2011), https://www.rcpsych.ac.uk/docs/default-source/improving-care/better-mh-policy/college-reports/college-report-cr166.pdf?sfvrsn=d5fa2c24_2

Specialist support

8. There are currently 17.32 Full-Time Equivalent mental health professionals working in the SCS who are all experienced and professionally trained. There is recruitment underway for a further 5 full-time counsellors. SCS is fully accredited by the British Association for Counselling and Psychotherapy.

9. SCS generally works on a model of short term counselling – up to 6 sessions, although more sessions may be offered in some cases. As well as one-to-one counselling, therapies offered include cognitive behavioural therapy (CBT) and eye movement desensitisation and reprocessing (EMDR). SCS also offer a range of online and group therapies and support services. All counsellors and psychotherapists employed by SCS are qualified and experienced in working with students who are suicidal. As noted above, service staff offer a broad range of psychotherapeutic interventions and modalities, this includes Interpersonal Therapy (Acute Care) which is aimed at students with suicidal intent.

10. Demand for Counselling has grown rapidly in recent years and there are now around 3,500 students (over 10% of the full-time student population) who access SCS each year. Students are required to refer themselves to the service, by filling in an online form on the service's website. However, they are often signposted to the service by staff (see paragraphs 24-25 below).

11. On referral, all students are assessed by a counsellor against a widely used, 7-point scale of distress developed by the University and Colleges Division of the British Association for Counselling and Psychotherapy. Currently, just over 10% of students who refer to SCS (so, around 350 students a year) are assessed as being in the top 2 levels of distress, which are described as follows:

> **6** *The issue is affecting all aspects of the client's life: extreme distress; highly anxious; may self-harm; acting out;   loss of hope, sense of unreality, unable to be comforted or reassured. Functioning with **extreme** difficulty.*

> **7** *Not coping; out of control; despair and hopelessness; emotionally **overwhelmed**; suicidal thoughts/ intent.*

12. SCS operates a triage system for all referrals and prioritise any that indicate risk to self or others – these students are offered an assessment appointment with one a counsellor within 0-2 weeks. This appointment provides an opportunity to discuss the risk concerns mentioned in the online referral form and some students will continue to be assessed as priority while others will not, based on this initial clinical assessment. Those who are prioritised for counselling will usually be offered their first session within a further 0-2 weeks. Students with acute, complex and enduring mental health issues are prioritised for referral to the Student Mental Health Co-ordinator, who also aims to offer an appointment within 0-2 weeks.

13. If a student appears to be in imminent danger of harming themselves or others SCS will seek support from statutory services such as the Mental Health Assessment Service at the Royal Edinburgh Hospital and, in some cases, from emergency services including the police.

14. Students in high risk categories may also need to receive more than the normal 6 sessions with a counsellor.

15. As noted above, demand for counselling generally is high and growing, leading to continued pressure on SCS. Current waiting times (referral to initial assessment) for non-urgent cases are between 1-5 weeks, (this is partly due to increased numbers of referrals from students who are at risk, as they go to the top of the list) and between 4-10 weeks from assessment to initial appointment. As well as the additional SCS staff recruitment mentioned above, we are also piloting the use of a 3rd party provider to add additional capacity at peak times. These initiatives will help reduce current waiting times, which do still compare very favourably with waiting times for NHS provision, but are nonetheless a source of some frustration to students.

Liaison and co-ordination between the University and local NHS service
16. SCS employ a Mental Health Co-ordinator, a registered Community Psychiatric Nurse, who provides support and interventions for particularly challenging or acute cases, and acts as a key liaison between SCS and (mainly local) NHS secondary care services such as the Royal Edinburgh Hospital.

Support from the Student Disability Service
17. Students may disclose on their application form that they have a disability (including a mental health disability); this acts as a trigger for the Student Disability Service to make contact and arrange an assessment meeting. Students are not always willing to disclose disability at the point of application. However they may also refer themselves or be referred to SDS after enrolment.

18. Students with persistent mental health conditions ("persistent" is defined by Scottish Government rules as "a condition lasting more than 12 months"), are eligible for a range of support through SDS, including the support of a mental health mentor. Mentors have a background in student support and a relevant professional qualification and provide emotional and academic support to students in a range of areas for example:
- Help with motivation
- Mental health self-help and self-management skills
- Time management and planning
- Stress management support
- Coping skills
- Dealing with panic attacks.

19. Mental health mentors support students who have a range of conditions including for example; psychosis, phobias, bipolar disorder, moderate/severe depression and anxiety.

20. This support is funded either through the government's Disabled Students' Allowance (for UK students) or the University's own Disabled Students' Support Fund (for other students). The number of students with a mental health mentor has grown significantly in recent years - the service launched in 2015/16 and served 181 students that year; this had risen to 459 by the end of academic year 2019/20.

Other services

21. The Chaplaincy provides pastoral support for students (and staff) of all faiths and none. They run The Listening Service, which is for students or staff who want to touch base on any concerns or anxieties, or are looking for a timely or purposeful conversation. Since the start of 20/21, the service has moved online and is now available 24/7 providing both in- and out-of-hours support for urgent matters.

22. The Residence Life team supports all students in University-owned or -managed accommodation. They are responsible for responding to crisis situations that occur in this accommodation, including mental health crises, on a 24/7 basis. Like the Counselling Service, they also employ a Mental Health Co-ordinator, a former mental health nurse who provides support for students experiencing distress in a crisis as well as those with enduring mental health conditions by undertaking preventive, responsive and post-crisis intervention.

Connections between services

23. All of the above services share information regularly with other support teams, in particular information may be shared with SCS, in order to ensure that students at risk are getting the best possible support. All of these services come together in one Directorate led by Andy Shanks, the Director of Student Wellbeing. Concerns about high risk students or situations are normally escalated to the Director of Student Wellbeing who will provide further advice or convene a case conference with relevant staff to agree a support package and any other relevant measures.
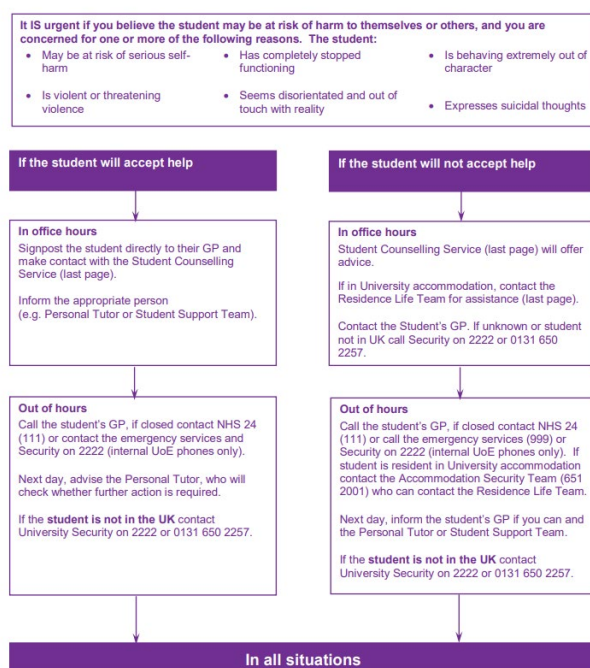
Training advice and support for staff (and students) who are concerned about a student

24. Staff anywhere in the University may become aware of students at risk during the course of their work. For example students may disclose serious issues in a request for an extension or for special circumstances, or in a request for financial hardship support; students may disclose matters to a trusted member of staff such as their Personal Tutor or a member of their Student Support Team. It is therefore vital that staff who may receive disclosures of this nature know how to respond and how to escalate the case or refer the student to the relevant support as quickly as possible. Unfortunately this did not happen in the case of Romily Ulvestad, and she did not access any of the support listed above.

- All Schools are required to offer a training session for Personal Tutors and Student Support Teams at the start of each academic session. It is good practice for this session to include information on helping students in distress.
- All staff have access to the University's "Guide to Helping Distressed Students", jointly produced by SCS and SDS with further input from colleagues at the University of Nottingham. This sets out in very clear, easy to follow terms what to do and who to contact in both urgent and non-urgent situations. A sample is included below. This is supplemented by a wide range of further advice and guidance online at https://www.ed.ac.uk/staff/supporting-students/student-mental-health
- All staff also have access to UoE-specific training provided jointly by SCS and SDS on Student Mental Health and Support for Students. In 2020/21 semester one, 275 staff completed the training (which is now delivered online) with capacity for a further 200 staff to complete the training in semester 2.

25. The University concluded a review of Student Support and Personal Tutors in February 2020; the review found that there were many examples of excellent support provided by individuals and teams in these roles across the University, but that levels of support were not consistent. The review also found that more students were presenting with mental health issues than in the past and this was placing a significant additional burden on Personal Tutors and School Support teams. The review's proposals for a radical overhaul of the Personal Tutor and Student Support system and a new model of support were broadly endorsed but have been on hold as a result of the Covid-19 pandemic.

What you should do if the situation IS urgent

It IS urgent if you believe the student may be at risk of harm to themselves or others, and you are concerned for one or more of the following reasons. The student:

- May be at risk of serious self-harm
- Is violent or threatening violence
- Has completely stopped functioning
- Seems disorientated and out of touch with reality
- Is behaving extremely out of character
- Expresses suicidal thoughts

If the student will accept help

In office hours
Signpost the student directly to their GP and make contact with the Student Counselling Service (last page).

Inform the appropriate person (e.g. Personal Tutor or Student Support Team).

Out of hours
Call the student's GP, if closed contact NHS 24 (111) or contact the emergency services and Security on 2222 (internal UoE phones only).

Next day, advise the Personal Tutor, who will check whether further action is required.

If the **student is not in the UK** contact University Security on 2222 or 0131 650 2257.

If the student will not accept help

In office hours
Student Counselling Service (last page) will offer advice.

If in University accommodation, contact the Residence Life Team for assistance (last page).

Contact the Student's GP. If unknown or student not in UK call Security on 2222 or 0131 650 2257.

Out of hours
Call the student's GP, if closed contact NHS 24 (111) or call the emergency services (999) or Security on 2222 (internal UoE phones only). If student is resident in University accommodation contact the Accommodation Security Team (651 2001) who can contact the Residence Life Team.

Next day, inform the student's GP if you can and the Personal Tutor or Student Support Team.

If the **student is not in the UK** contact University Security on 2222 or 0131 650 2257.

In all situations

Extract from University of Edinburgh "Guide to Helping Distressed Students", 2021

Contact with parents / supporters of students at risk

26. Students are legal adults and it is important to respect their rights to confidentiality, but there are times when it may be appropriate / helpful to contact their parents / nominated emergency contacts due to welfare concerns. This is not always entirely straightforward due to a) the need to respect student wishes b) data protection legislation c) the need to consider each case individually, e.g. where a student is estranged from family. In June 2020 the University Executive approved a Student Emergency Contact Procedure which sets out how staff can proceed safely, legally and quickly when faced with three different types of situation ("emergency", "urgent" and "ongoing situations".) As a result of these procedures, Student Services have contacted parents / emergency contacts over 20 times in the academic year to date.

Communications

27. The Director of Student Wellbeing routinely brings concerns about high-risk students to the attention of the University Secretary or Deputy Secretary (Student Experience), who will subsequently bring the University's Communications and

Marketing (CAM) team into the loop if there are concerns that the situation may attract press attention. Working alongside senior colleagues with detailed knowledge of the situation, CAM are responsible for managing any media inquiries and responses, whilst recognising that important issues of student confidentiality and/or ongoing legal proceedings may limit the amount of information that can be shared.

Resource implications

28. There are no resource implications arising from this paper.

Risk Management

29. The systems, structures and processes outlined in this paper are designed to ensure that students at risk of self-harm have access to appropriate support from the University.

Equality & Diversity

30. The systems, structures and processes outlined in this paper are designed to ensure that students with serious mental health issues have access to appropriate support from the University.

Next steps/implications

31. The University carried out a major review into the support provided to an individual student who later took her own life and identified 21 different points of learning. The recommended changes are now being taken forward and overseen by a small group chaired by Vice- Principal Professor Dorothy Miell and Schools generally are receiving support around a condensed set of recommendations/best practice considerations.

Consultation

32. N/A.

Further information

33. *Author & Presenter*
    Gavin Douglas
    Deputy Secretary, Student Experience

Freedom of Information

34. Open paper.

UNIVERSITY COURT

26 April 2021

Edinburgh University Students' Association President's Report

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

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

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

Background and context
4. This paper outlines current activity, and financial and strategic developments. It is a regular standing item on the Court agenda.

Discussion
Sabbatical Officers' Updates
5. Since February, the Sabbatical Officers have continued to represent, support and respond to students through new initiatives such as '[Match-Up Catch-Up](#)'. This aims to address loneliness and isolation amongst students, whereby students in Edinburgh can sign up to be matched with another student and take part in a shared outdoor activity, like going for a walk or a cycle.

6. We continue to hear lots of concerns from students around tuition fees, especially from international and post graduate students and those who have had limited or no access to laboratory and studio-based training. We also remain concerned around the delay in implementing the personal tutor and students support review since it has been frequently highlighted as a pressing issue.

7. In light of recent public events, we are hearing more concerns from our students around safety on and around our campuses. Niamh, Vice-President Welfare, has been leading on progressing work around gender-based violence and Amanda, Vice President Community, has taken the lead on representing our students as members of the community to local government.

8. Our individual updates provide insight into the full spectrum of our activities, and the various concerns we are addressing on behalf of our members.

Ellen MacRae, President

9. Over February, Amanda (VP Community) and I have been involved in the Edinburgh Earth Initiative workshops, looking at how our institution can lead in tackling the climate emergency. I was part of the student workshop that Amanda hosted (9 February), in which we had excellent discussion about how our University could facilitate student engagement with climate action work and education.
At the end of February I also co-hosted the Una Europa Student Congress with another student representative from Bologna. Over 300 students across Europe attended to discuss what the 'University of the Future' could look like.

10. I've also really enjoyed being part of the Edinburgh Futures Institute's Student Leadership workshops in which we prepared our challenge statement to the University in which students have outlined six key areas to advance global health. I then got to represent the student voice at the [Edinburgh Futures Conversations: Future of Health](#) event (hosted by EFI and Global Health Academy) on 2 March, alongside world leaders in public and global health.

11. Over the academic year, I've continued to have conversations with University Senior Leadership, NUS Scotland, Government representatives and other Students' Associations about the case for fee refunds. We have consistently informed the University that students are unhappy paying full tuition fees this year and continue to work on securing financial relief for students. This includes discussions with University Accommodation about their Rent Strategy and prioritising keeping our cheapest accommodation and family flats affordable.

12. Alongside the usual round of University meetings during this time, I re-ran in the student elections at the start of March. I'm delighted to be able to stay on as the Students' Association President for another year and to continue assisting our recovery from Covid-19. As we look toward the end of the academic year, I am looking forward to rounding off some of my first manifesto points and gearing up for a second term. The new Sabbatical team will start their handover Monday 24 May and will take up office Monday 7 June 2021.

Rachel Irwin, Vice-President Activities & Services

13. Rachel has continued to sit on the University's Study Spaces Working Group, alongside VP Education, Fizzy. This group has recently been working to increase the number of study spaces available on campus in time for demand increase with the exam/revision period. However, it is apparent from student feedback that many students are still not happy with the study spaces provisions nor the SeatEd booking app.

14. Rachel has also continued to sit on the University's Gaelic Language Plan Working Group, and has worked with An Comann Ceilteach (the Highland Society) to complete the drafting of the Association's own Gaelic Language Plan, designed to commit the Association to supporting the Gaelic language and culture. In March, Rachel led two Offer Holder live sessions alongside her fellow Sabbatical Officers, introducing prospective students to the Students' Association. She also sat on the University's Student Experience Grant Panel, as well as two Student Awards Panels for the Association.

15. In terms of societies and student groups, Rachel hosted a Society Office Bearer Forum alongside our Activities Representatives, where they discussed topics such as Covid-19 and its impacts on society activity, inclusivity and accessibility of societies, and the Association's room booking system. As well as this, Rachel has been working with student reps and students from our Disabled Students Campaign to develop further accessibility training for office bearers, particularly focusing on online accessibility and inclusivity. She also chaired her final Activities Executive last month. Furthermore, she was involved in the Student Opportunities Department's Covid-19 Consultation Project, which was aimed at understanding how the pandemic has impacted our various student groups, from societies, to volunteering, to Peer Learning & Support Groups, and consisted of an online survey and 1:1 consultations with groups/leaders.

16. Additionally, Rachel has been working in collaboration with the History Society, the School of History, Classics & Archaeology, and the Association's Peer Support Coordinators to introduce Academic Clans into the History department. This has been successful, with Clan leaders currently being recruited, hoping to see the scheme introduced in the next academic year. Finally, Rachel has continued to work on her sustainability aims in collaboration with VP Community, Amanda. Since the last Court meeting, the two launched their 'Green During COVID-19' campaign, which had a very successful launch event, and saw fantastic engagement from students and student groups. Rachel has also been co-chairing the Association's Sustainability Working Group which meets monthly, working to implement the new Sustainability Policy she and Amanda created.

Amanda Scully, Vice-President Community
17. Amanda has been working on addressing students' needs in accommodation. Particularly she has focused on getting support for students looking for private accommodation next year by creating video content on advice for those looking for a new flat, which has received positive feedback from members. Amanda has been increasingly concerned with supporting students in university accommodation. Following a Student Council Motion, Amanda has been providing support for students within the group Rent Justice Edinburgh who are currently rent striking and expressing their concerns around the quality of accommodation this year, particularly feeling as though they haven't been able to receive the services they expected when signing their contracts (cleaning, maintenance, and socialisation). Amanda and I also entered productive conversations with the Accommodation, Catering & Events (ACE) around accommodation prices for next year. They were able to ensure focusing on the affordability for students in returning accommodation, family accommodation and the lowest two price bands, where many of students staying in this accommodation have expressed increasing difficulties with paying rent due to the pandemic.

18. Amanda has also been working on establishing a Sustainability Policy and action-plan within the Students' Association, alongside Rachel which is making good progress. As part of their 'Green During COVID-19' campaign, they hosted a launch event and published content, including videos recorded by student members, across the Students' Association's social media channels. Amanda has also been working with the University around engaging students in sustainability activity and education in the lead up to COP26. Hoping students can get practical and interdisciplinary opportunities to learn about climate change and work on projects that address the

myriad of social, economic, political and environmental issues associated with the climate emergency. Amanda also helped announce the University's achievement of full divestment from fossil fuels and has been working with students and the Social Responsibility & Sustainability Department to celebrate this achievement and work towards progressing steps in the University's Responsible Investment journey, particularly looking at advancing students concerns around ethical banking.

19. Finally, Amanda has been working on encouraging students to vote in the upcoming local and national elections on 6 May, particularly though digital campaigning.

Vice-President Education, Fizzy Abou Jawad
20. Since February, Fizzy has been progressing several Student Council motions. Fizzy is leading on a motion calling for the Students' Association to support Edinburgh College of Art (ECA) students complaint letter to the University, she has met with the student who submitted the motion and the directors of teaching from ECA regarding the motion. Since the motion was passed the students have received a response from the University's complaint team which we do not feel adequately addressed their concerns. Fizzy is now supporting the students in escalating their complaint to the Scottish Public Services Ombudsman and Quality Assurance Agency. Fizzy is also leading on the in-person graduations student council motion, she has spoken with Lisa Dawson about progressing the motion and planning for in-person celebrations for the class of 2020 and 2021. Fizzy is also involved with progressing the fee reduction motion that passed at our February student council.

21. In addition to this work, Fizzy has been planning a campaign to bring awareness about academic integrity. She has discussed this campaign with relevant stakeholders across the University as well as a group of student representatives. The campaign will contain a series of short videos as well as a resource list – the hope is that it will be published later this month. Fizzy has been in discussions with the University's Study and Work Away service about how they can improve their communication with students who are supposed to be studying or working abroad next academic year and is pleased with the outcome of those discussions.

22. Finally, Fizzy has held two School Rep Forums since the last Court meeting where she has been able to gain insight into ongoing student concerns. From these discussions Fizzy has identified two shared concerns amongst all student representatives, the first of which regards their involvement with planning for 2021/22. From this year we have identified that students are most content with the changes to their teaching this year when they have actively been involved with the planning for next semester. At this stage, School Reps haven't been directly involved with the planning for next semester whereas they ideally would like to be. The second shared concern is regarding student support and specifically the delay in implementing the personal tutor and students support review. Fizzy hopes that the timeline for implementation will be sped up as student support is critical to a positive student experience.

Niamh McCrossan, Vice-President Welfare
23. Niamh is working with HR to monitor future recruitment and employment processes in the Students' Association, in order to reflect on where we may be failing

in recruiting diverse applicants. She hopes to also lobby the University HR department to do the same, to identify trends and increase diversity in our institution. She is hoping to secure budget for a PhD intern to develop a LEARN module on the Equality, Diversity & Inclusion resources she developed, making an interactive training module that can be worked into student pre-matriculation.

24. Niamh conducted a final consultation on the Report and Support platform, going live at the end of March. This has been a very long process, but the Students' Association ensured the platform asks appropriate questions in order to give a student the most tailored support, whilst also collecting data, and allowing for anonymous reporting. However, she is increasingly concerned with the volumes of students who have experienced sexual violence (before and during their time at University). Our Fearless Edinburgh Counselling post is at capacity, and our Sexual Violence Liaison Manager is reaching capacity too. Additional staffing resources are needed to take preventative work on tackling sexual violence on campus.
Niamh hosted a Disabled Students' Forum to gather feedback from students on the University's Accessible and inclusive Learning Policy, on assessments and adjustments, and on students' sense of belonging at the University. This has led to disabled students receiving extensions to their 24 hour exam window. This is welcomed, and needs to be taken into consideration when planning the exam diet of Winter 2021.

25. She is working with Amanda (VP Community), the Sexual Violence and Harassment Liaison Officer and the University Crime Prevention Officer on how we can make our city safer for all. They hope to work with the local council and Police Scotland to create appropriate actions to ensure the safety of all our staff and students. They will also work with Equally Safe Scotland committee and the Violence against Women partnership board to lobby the Council for change. She believes the University can do a lot more in ensuring safety on campus and in the surrounding area, and must not rely on the notion that Edinburgh is a safe city.

Association Finance and Strategy update: Budget 2021-22
26. The Association's financial year began on 1 April, and after substantial internal work and forecasting we are working to a budget for 2021-22 that has necessarily had to take into account great uncertainty. Our baseline budget anticipates a deficit of £1.14m, but we have also developed 'upside' and 'downside' versions taking into account the various possible scenarios in terms of the Scottish Government levels framework, as this would significantly impact permitted activities, student footfall, operating costs and trading income levels. These indicate that the position next year could vary from £849k to £1.56m.

27. The current budget assumes maintaining our current 'flat cash' level of block grant funding from the University although we realise this is not yet agreed for this year. We therefore need to plan to absorb inflationary costs as well as the pandemic impact. It also retains our stated commitment to progress toward the Real Living Wage, this year representing a 6% increase in costs to remain on that trajectory. We have planned for a 1.5% increase in general salaries following on from the current year salary freeze. Other costs are increasing by c2%. We also have the same USS pension challenges as the University.

28. The budget includes net recurring savings of £410,000 as a result of our voluntary redundancy and reduction of hours scheme implemented during the winter. We had also planned for compulsory redundancies to be consulted on in March although the UK and Scottish government plans to ease restrictions and lead the way out of lockdown have meant we paused this plan as it became clear that some activity may return earlier than anticipated, although we still anticipate the need for further redundancies within the year.

29. We will be reviewing financial performance closely and re-forecasting throughout the year, with key some elements contained within the budget contingent on positive progress. Given our April to March financial year the pandemic (direct) impact will span four years:
- 2019-20 just caught the first three weeks of the pandemic, and had a c£100k impact;
- 2020-21 (just ended) saw a £1.1m impact;
- 2021-22 (just started) budgets a similar £1.1m impact – the trading income position improves, but with less furlough scheme support. Many high margin trading activities are still very restricted, and student group activities also higher cost to deliver. (Bear in mind we are now in this financial year and still everything remains closed, other than the Pollock Shop as a loss-making service to those students there).
- 2022-23 does see recovery, but the first financial quarter of the year (now less than 12 months away) we still anticipate impact. We are forecasting an overall loss of c£115k.

30. In 2023-24 we have a c £330 surplus as direct impact is minimised. We use the phrase 'direct impact' to recognise the immediate and direct reduction in trading income, stagnant grant income and increased service delivery costs as a result of the pandemic. There is of course longer-term indirect impact as we seek to rebuild our balance sheet and repay loans drawn on to survive during these years.

Financial Year End activity
31. We are currently finalising the year end position for 2020-21. The greatest impact on the Association in 2020-21 has been the Coronavirus pandemic. The original budget (on a pre-pandemic basis) for this year indicated a small surplus of £11,000- itself reduced as a result of investment into our digital strategy (fortunately); but the impact of the pandemic has resulted in the latest forecast showing a large deficit in the region of £1.1m – we expect our final position to reflect this forecast.

32. The national lockdown from March until July 2020 and the subsequent restrictions on hospitality, along with the cancellation of the 2020 Edinburgh Fringe & other festivals has hit the Association's finances hard.

33. We have made use of the UK Government's Coronavirus Job Retention Scheme (furlough scheme) since March 2020 in order to mitigate as much as possible the financial losses resulting from the lack of trading. Included in the overall deficit above is a £1.2m net claim from the furlough scheme (claim net of any furlough payments to hourly paid staff).

34. All social trading outlets, with the exception of the retail shop at the Pollock Halls of Residence, have been closed since Christmas 2020. This extended closure period will result in further out of date stock being written off before the year end. The forecast year end deficit includes this and it is estimated that this will be in the region of £20-£30k.

35. The Association's cash position has been hit hard this year despite the income from the furlough scheme and it has been necessary to source additional funding to ensure our continued operation. We successfully applied for a £1.0m Coronavirus Business Interruption Loan Scheme (CBILS) loan and £0.5m overdraft facility. This loan and overdraft facility was made available in late February 2021 and is interest free for 12 months. Loan repayments begin in May 2021. This additional funding helps the short term liquidity of the Association – and satisfied our auditors that our 2019-20 accounts could be signed off in March after a delay whilst considering our 'going concern' status - a longer term financial recovery plan is established in order to rebuild long term cash reserves, but this will take some time.

Strategic Reshaping
36. We're now working on the implementation of our Reshaping Plan – a strategic review of our activity and plans, in light of the pandemic. Our Reshaping Plan will deliver on the Students' Association's Priorities for our members, as detailed in our Strategic Plan 2019-2025. Our Strategic Plan 2019-25 has five key Priorities, they are:
  - Financial stability
  - Support and empower all staff
  - Support and help to build student communities
  - Support students' personal and professional development
  - Transform our services

37. In undertaking the work to develop this Plan's recommendations, these original Strategic Priorities have remained our guiding goals. The projects and work streams that this Reshaping Plan proposes have been shortlisted, from many possible actions, for their ability to serve us in moving forward our Strategic Priorities, to deliver on our Strategy for the next four years.

38. The Reshaping Plan is built upon the assertions that we need: a laser focus on meeting the needs of our student members; that we must become more agile and futureproof; and that telling our story and delivering on our values will be vital in taking our staff and members on the journey of delivering on our Strategic Ambition (being a *'high-performing students' union, valued by our members, delivering outstanding support and services for a vibrant, well rounded time at university.'*)

39. We have categorised the activity into two areas, primarily to enable us to manage the phasing of the work to facilitate delivery within our resource envelope:

40. Transformation projects – these are our 'hero' pieces, which will constitute step-change outputs for the organisation
  - New level of financial robustness and sustainability
  - Digital transformation accelerated
  - Improved affinity from, and relationships with, student groups

- Changes to how we work

41. <u>Continuous improvement work streams</u> – these are areas for the development to ensure the delivery of our Strategic Priorities. We will seek both incremental improvements and instigate breakthrough improvements early in delivery (e.g. in the case of Sustainability).
- Sharpened focus on representation and advocacy
- Increase on work on sustainability
- Commercial reshape
- Festival development
- University relationships development
- Communications

42. Each of the outlined projects / work streams will have individual implementation plans. It is required that the transformation projects make substantial progress in this financial year and specifically deliver for our membership in the 2021/22 academic year. The Senior Management Team will drive and input into these projects to ensure their success. The bulk of work in these four projects will be undertaken in 2021/22. They will therefore constitute our short-term organisational focus.

43. The continuous improvement work streams, which will by their nature span a longer timeframe within 2021-25, will have initial/ kick-off actions (including any breakthrough improvement activity) included in our Departmental Business Plans (from April 2021) as the longer-term work plans are developed throughout 2021/22 to ensure our drive on these areas in the medium-term.

Students' Association activity in response to Scottish Government route out of lockdown
44. With the Scottish Government announcing the anticipated timeline and route out of lockdown, we have begun to plan for the re-opening of services where this is feasible. The much-welcomed re-opening of the hospitality industry albeit in a phased way will see us launch **the Garden at Teviot** on 26 April as a comfortable and welcoming outdoor space. Initial responses on social media indicated members are keen to return to their students' union building. Our table booking and ordering app piloted last summer has been relaunched and 3 days after launch we have taken over 750 bookings for just under 3000 people to visit the garden in the first 3 weeks of operation. Staff are returning onsite to prepare the space which is having some redevelopment and dressing, and for training to support a covid-safe experience for our members and customers.

45. We are also engaging with our **Festival** partners who are keen to be able to deliver activity during the summer, albeit at a significantly reduced level. Whilst government narrative indicates a cautious approach to large scale events, particularly indoor activity; postponed outdoor concerts and activity are starting to re-emerge and this could be an important part of our own recovery so we are keen to explore these avenues where we can.

46. We are also considering options in relation to **Welcome Week**. As the events sector guidance is still in development it is difficult to plan with certainty, but we are committed to ensuring that we can deliver in-person activity where this is permitted,

and it feels important to be able to begin to give prospective students that message. This is equally important for our returning students, particularly those returning into 2nd year, who had a very challenging transition into university life and more limited opportunities to explore and find their community. This is likely to require some creative approaches to events and access to outdoor venues in order to be able to deliver experiences at scale and with appropriate distancing.

47. As we progress through the route map, with scope for more staff to **return to the workplace** on site, we are also navigating how that will work. Many staff have not been at work at all, or have been working at home substantially for over a year, and we anticipate a phased return on site to be complete by September. This will sit alongside new approaches that may include flexibility to work from home regularly where this is compatible with roles and service delivery. There are also new staff who have joined us, who have never yet had an opportunity to be on site, or meet a wider set of colleagues, so some re-induction and orientation for our teams will be required. We are also considering the positive lessons learned from lockdown and the opportunities these present to drive change – new methods of engagement, online communities created, digital tools and activity that enable all students to participate and engage whenever, and however they want to are likely to be retained and developed, are likely to be retained and developed for longer term use, hand in hand with the return to in-person engagement.

Student Engagement: Student Elections 2021
48. Election Results were announced at an online event on Friday 12 March, following a week of predominantly online campaigning. Engagement with standing in the elections remained strong, with almost 200 students running for a position, with 33 candidates running for one of the 5 sabbatical officer positions, 26 running for the 5 liberation positions, 34 for 6 section rep positions, and 65 for 21 school rep positions.

49. Due to lockdown restrictions, and the current low-levels of on-campus activity, campaigning was pretty much limited to online means – we did still facilitate poster/banner activity around campus so there was visibility of the elections for students near key locations like the Library, but in person face to face campaigning was very limited. Candidates focussed on social media and video content, and we also had a day-by-day marketing plan with specific segmented communications via email as well as social media posts.

50. In the end, 4649 voters cast almost 60,000 votes – this is a drop of 29.5% compared to last year's 6595 voters, however, only a 13% drop in votes, with voters engaging with the process more deeply and voting for more positions. The atmosphere throughout the elections remained positive and we were able to use Microsoft Teams to create a candidate community, with daily drop-in events, with the group also arranging their own online social. The elected sabbatical officer team for 2021/22 will be:
  - President – Ellen MacRae
  - Vice President Activities & Services – Réka Siró
  - Vice President Community – Beth Simpson
  - Vice President Education - Tara Gold
  - Vice President Welfare - Aisha Janki Akinola

Awards Season 2021: Student Awards

51. Our annual Student Awards this year focussed on recognising and celebrating students who had made a difference within their student community in some way, given the challenges of this year. Over 500 nominations were submitted, and we announced the winners at an online ceremony on 14 April. You can see the shortlist and winners here. The stories behind the nominations show that students have worked and collaborated in different ways to ensure students have been able to continue to connect, support each other, contribute to local and international community activity, have fun and continue a whole range of activities and experiences, despite the pandemic. We'll also announce the 'Being Edinburgh' Award, in partnership with the University, which recognises alumni achievements.

Teaching Awards

52. Our annual Teaching Awards provide students with an opportunity to thank staff for their hard work and celebrate the very best of teaching and support at the University, something that's more important than ever this academic year. Since being the first Students' Association to introduce Teaching Awards, over the last 12 years students have submitted over 20,000 nominations. This year, we've received almost 3000 nominations (our highest number since 2012) from students for teaching, support and professional services staff across 8 categories. We've listed every nominee in our Roll of Honour, and you can also read more about some of our nominees, the challenges of this year and what it means to them to be nominated on the University's Hybrid Teaching Exchange We'll be announcing the winners on social media throughout the day on 12 May, and we are also planning a podcast featuring some of our shortlisted candidates.

Building community

53. Semester 2 has continued to see a wide variety of student led activity, predominantly online. We've been collating and publishing regular roundups of weekly society/student group activity, which has continued to provide opportunities for students to connect. We've begun collecting annual feedback from student groups as part of this year's simplified re-registration process, which this year includes a short temperature check survey for groups to conduct with their members. This temperature check is still ongoing, but the current feedback shows just how important student groups have been this year:

- 92% of respondents agreed that they enjoyed being a member of their society
- 86% agreed that they were satisfied with the events their group organised in the current circumstances
- 77% agreed that they were able to make meaningful connections through the activity.
- 77% agreed that being a member of their society helped them through this difficult year.

54. We also set up Match-up Catch-up, at the end of February, a new scheme for students to express interest in being paired up to meet 1-2-1 outdoors in line with the lockdown restrictions – the scheme aimed to reduce isolation and loneliness for students who hadn't succeeded in making in-person connections in other ways. 40 students signed up immediately for the first round of matches, and the scheme has

now been running for just over a month with 300 students participating to date. Although restrictions changed as of 15 March we are continuing the scheme on a 1-2-1 basis as given the extensive disruption to the year to date we believe there is still demand for the scheme to facilitate students to make individual connections which may lead to broader friendship circles forming. The scheme has received some really positive feedback on social media, as well as being very well received and encouraged by University colleagues. We're monitoring and evaluating the scheme as it continues. We're also currently planning for a new peer support scheme to support new 1st year students transition into university, support them to make connections and build confidence, to complement the University's Uni-Buddies scheme for prospective students.

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

Risk Management
56. Financial risks are highlighted in the report.

Responding to the Climate Emergency & Sustainable Development Goals
57. Several of the activities outlined do support a wide variety of the SDGs. In addition, work to develop the Association's Sustainability Policy and Action Plan is outlined under the sabbatical updates .

Equality & Diversity
58. 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
59. There are no next steps to be taken as a result of this paper.

Consultation
60. Consultation on this paper was not required.

Further information
61. *Author & Presenter*
    Ellen MacRae
     President
     April 2021

Freedom of Information
62. Open paper.

UNIVERSITY COURT

26 April 2021

Edinburgh University Sports Union Report

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

2. The Sports Union's activity and direction clearly contributes to the following aspects of Strategy 2030:
 i)   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.
 ii)   We will be leading Scotland's commitment to widening participation.
 iii)   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.
 iv)   We will have created opportunities for partners, friends, neighbours and supporters to co-create, engage with the world and amplify our impacts.
 v)   We will be on track to be a Carbon-Zero University by 2040.

Action requested/Recommendation
3. Court is invited to note the report, recognising the wider benefit of sport and physical activity to the University community, and consider its contents as supporting other initiatives and projects designed to improve student satisfaction and enhancing the student experience.

Background and context
4. This paper outlines current activity and EUSU strategic developments. It is a new item on the Court agenda, now alongside the report of Edinburgh University Student's Association.

Discussion
Student support
5. We have continued to offer funding support for our members, with our 'COVID Fund' providing over £9,000 of additional funding to support any club who experience financial distress as a result of the pandemic.

6. Our Coaching and Volunteering Academy, in conjunction with Edinburgh University Student's Association, has been offering mental skills for student development sessions, with the support of Scottish Funding Council funding. We also worked alongside EUSA and Resident Assistants to educate over 1,000 students through Active Bystander training with Graham Goulden, highlighting our zero-tolerance policy on any form of sexual violence or harassment.

7. Ten varying projects were successful in securing Student Experience Grant funding from the University. These range from supporting the livestream of Karate sessions, safely expanding the offering of the Triathlon club to open water

swimming, as well as ensuring all club wellbeing officers receive Mental Health First Aid Training ahead of September.

In-person activity and sporting success
8. With the <u>clear route map outlined for sport</u>, several clubs including Athletics, <u>Boxing</u>, <u>Gymnastics</u>, Women's Football, <u>Karate</u>, Swimming and Ultimate Frisbee, to name a few, are back to physically distanced, in-person training.

9. We eagerly await the reopening of Pleasance Sports Complex on 26 April and the 17 May date for the return of outdoor contact sport.

Edinburgh University Women's Association Football Club at their first session back.

10. Our Performance Sport athletes have signalled the return of sport with a bang! Alumna and Olympic silver medallist Dr Polly Swann picked up a Gold Medal in the women's pairs at the 2021 European Rowing Championships. Additionally, current Psychology student Lucy Glover impressed on her senior debut in the Women's Quad, helping the crew take Silver.

11. Edinburgh's swimming programme also had great success at the British Para-swimming international meet in Sheffield 8-11 April. Stephen Clegg produced a S12 World Record breaking performance in the MC 100m butterfly final, and Scott Quin SB14 took gold in the MC 100m Breaststroke final, both in Tokyo Olympics qualifying times.

12. <u>Ten Edinburgh swimmers</u> will compete at the British Olympic Trials in London between 14-18 April. All events can be viewed <u>here</u>. Another two students have been invited to trials for the Irish National Olympic Swim Team and one student invited for trials to Luxembourg's Olympic Swim Team in the coming weeks.

Executive Committee
13. All club committees have successfully been elected for 2021-22, building the core of our sports volunteers to almost 700 students in total. This is testament to the fantastic work of this year's volunteers to ensure individuals were keen to put themselves forward for roles.

14. At our Sports Union Annual General Meeting on 12 March, we were delighted to welcome a new Sports Union club in Handball. This brings our total to 65 sports clubs for next year. We also elected in our new Executive Committee:

Executive Committee 2021-2022

Fraser Tait- VP Inclusion
Angus MacLeod– Honorary Secretary
Gregor Malcolm- President
Hannah Adams– Intramural Sport Coordinator
Oscar Ukwizagira – Inclusion Officer
Abd Al-Rahman Al-Remal- VP Intramural Sport
Ben Dickens– Honorary Treasurer
Sophie Dawson – Wellbeing Officer
Anna Roethig – Media Officer
Heather Gault– Partnerships and Alumni

15. The Sports Union Executive Committee were very fortunate to be joined by University Rector Debora Kayembe at their meeting on 12 April, where it was a pleasure to provide Debora with an overview of EUSU activity and understand how we can best align our work moving forward.

Planning 2021-22
16. As outlined in the EUSU Vision for Sport 2020-2024 and through our Planning Submission document and subsequent forum discussion, we are aiming to focus on four key areas for 2021-22: boosting of club grants; creation of a club development fund; utilising a British Universities and Colleges Sport (BUCS) experience fund; and supporting direct student activity as much as is feasible. The overarching aim will be to ensure as much activity is up and running as possible, and engaging as many students as possible, particularly those in first and second year of their undergraduate degree. This year we were proud to have 25% of our membership be first year students, therefore we hope to build on this strong foundation in 2021-22.

17. We have seen this year how key a student's sense of community and belonging is to their overall experience, therefore providing this will remain a top priority. This goes alongside the focus on student wellbeing, achieved through a combination of staff led training and club wellbeing officers' support, for the benefit of the whole Sports Union community.

18. Wednesday afternoons are absolutely key for student recreation, competitive sporting fixtures, as well as wider student wellbeing. With a full British Universities and College Sport (BUCS) inter-university fixture set planned from September 2021 onwards, it is crucial this time is prioritised in the academic timetable for Edinburgh students to enable them the opportunity to benefit from sport and all the fantastic benefits this brings, alongside other extracurricular pursuits.

Media team

19. Our People of the Sports Union campaign has continued to great reception, with a particular focus recently on <u>Women in Leadership</u>.

20. The <u>sportED podcast</u> now has three episodes live, with several in the post-production stages. This platform has been a fantastic way to engage with a new audience and focus on exciting topics such as the Tokyo Olympics, LGBT+ Inclusion and more. The podcast is being solely run by the student volunteers within our Media team, providing them with transferable experience in the recording and editing of the podcast.

21. Many of our key achievements for 2020-21 can be summarised in the infographic below.

Resource implications
22. This is the first of a regular update report from the Sports Union, therefore no resource implications are outlined.

Risk Management
23. As we continue to offer a world class sporting experience for a substantial proportion of Edinburgh students, we must work to combat facility capacity issues moving forward. We are working to mitigate this risk by our involvement in the University master plan for sport with the proposal of Peffermill Sports Village. This project is awaiting Council approval, but will make a significant difference to our sporting timetable and capacity at Edinburgh.

24. As demonstrated across 2020-21 and this report, student sport and physical activity plays a key role in the wellbeing and student sense of belonging for many. Therefore, the risk of losing Wednesday afternoons to scheduled classes moving forward poses a huge threat to the livelihood of our sports clubs, recreational sporting offer and the wider student body. We are working with the Vice-Principal Students, the Planning Group for 2021-22, as well as the Students' Association to drive this message to the relevant individuals.

Responding to the Climate Emergency & Sustainable Development Goals
SDG 3: Ensure healthy lives and promote well-being for all at all ages
By the very nature of the Sports Union, we work to promote healthy living and ensure our members are well. Through our collaborative work with Sport and Exercise, we work to ensure as many students and staff as possible have the opportunity to get active, for example through our Active Lives Health Walks for staff and students.

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
Our Coaching and Volunteering Academy (CVA) offers two version of the Edinburgh Award, with the opportunity to complete a Leadership version following the completion of the first year. This programme is central to our wider CVA, which works to achieve people development through learning and volunteering.

SDG 5:Achieve gender equality and empower all women and girls
Our two elected Women in Sport Officers on our Inclusion Committee have worked this year to ensure females are empowered across our Sports Union, through various initiatives and fundraisers. Similarly, our Volunteer Zambia programme sees us work with female coaches in Lusaka to upskill these individuals and empower them to become better leaders.

SDG 8: Promote inclusive and sustainable economic growth, employment and decent work for all
EUSU strives to provide a good working environment for all staff, promoting a flexible schedule for each individual. Through our CVA, we support internal staff development to ensure all Continuing Professional Development opportunities are utilised. EUSU runs on a sustainable financial model, enabling students to take part in as much activity as possible while keeping costs low wherever we can.

SDG 10: Reduce inequality within and among countries
Our Inclusion Committee contains representatives from a variety of previous underrepresented groups, including LGBT+ Officer; Trans and Non-Binary Officer; International Students Officer; Disabled Students Officer; Postgraduate Students Officer; Ethnic Minorities Officer; Women in Sport Officer and Widening Access Officer. From their work this year in consulting with these groups more widely, we are now pulling together the first ever EUSU Inclusion Survey which we hope to promote widely in Semester 1 next year.

SDG 12: Ensure sustainable consumption and production patterns
We have a huge drive for all our club's playing kit to be environmentally friendly in collaboration with our partner PlayerLayer. We have worked with the Department for Social Responsibility and Sustainability to reduce and adapt all travel carried out by EUSU students to minimise the carbon footprint. Furthermore, we are working on projects to off-set emissions from travel.

Equality & Diversity
25. Equality and Diversity considerations are implicitly included in this paper. EUSU are committed to offering opportunities to students regardless of their background, working alongside our Inclusion Committee to break down barriers to sport and physical activity for underrepresented groups. EUSU represents the interests of a

diversity of student groups and must ensure we maintain the equal representation of students and student groups.

Next steps/implications

26. An implication of this paper which Court are asked to consider is the protection of Wednesday afternoon time for student experience and recreation. This loss would be absolutely detrimental to the wider student experience and wellbeing, therefore we implore you to protect this time, enabling students to develop a great sense of belonging to both the city and the University during this time.

27. In addition to the Equality and Diversity work currently being done by the Sports Union, it is imperative we establish a matriculation data link up for our membership, achieving the same link up which the Student's Association website offers when students register. We have been in communication with the Director of Student Systems and Administration for approximately six years on this topic and require some staff time from their team to complete this project. This link up would ensure we are promoting Equality and Diversity at every opportunity by more clearly understanding our membership demographic and beginning to identifying areas where we need to improve. Any support Court members could give in moving this work forward would be greatly appreciated.

28. A huge thank you to the Court members who attended an informal call with myself and some of our key student volunteers on 26 February 2021. It was great to speak with Janet Legrand, Kathryn Nash, Sarah Wolffe, and Sophia Lycouris on this call. If you would be interested in hearing more about the work of the Sports Union and meeting some of our incredible volunteers, please do not hesitate to get in touch with me on sports.president@ed.ac.uk.

Consultation

29. Consultation on this paper was not required.

Further information

30. *Author*   *Presenter*
     Katie Macdonald   Not applicable
      Sports Union President
      April 2021

Freedom of Information

31. Open paper.

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY COURT

26 April 2021

Director of Finance's Report

Description of paper
1. This paper provides an update regarding the University Group's forecast financial position between 2020-21 and 2024-25, a briefing on the latest developments in the work to manage the Universities Superannuation Scheme (USS) deficit and the results of the 2019-20 Russell Group financial benchmarking exercise.

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

Action requested/Recommendation
3. Court are asked to review and comment on the latest update.

Background and context
4. The paper provides a regular update on finance related issues for Court.

Paragraphs 5-32: Closed Section

Responding to the Climate Emergency & Sustainable Development Goals
33. This Director of Finance and the Finance Team fully supports the outcomes of Strategy 2030 and the UN Sustainable Development Goals by working to secure the ongoing financial sustainability of the University.

Equality & Diversity
34. 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
35. We would welcome feedback as outlined in the discussion above.

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

Further information
37. *Authors*   *Presenter*
     Rachael Robertson   Lee Hamill
     Deputy Director of Finance   Director of Finance

     Stuart Graham
     Head of FIRST (Financial Information,
     Reporting & Strategy Team)

     19 April 2021

Freedom of Information
38. Closed paper – commercially confidential.

THE UNIVERSITY of EDINBURGH

UNIVERSITY COURT

26 April 2021

EDMARC Student and Staff Reports 2020

Description of paper
1. This paper presents the 12th Equality, Diversity and Research Committee (EDMARC) reports on student and staff data for the University of Edinburgh.

2. Equality, diversity and inclusion are fundamental to our values and vision in Strategy 2030.

Action requested/Recommendation
3. Court is invited to consider and approve the reports.

Background and context
4. This report focusses on student and staff Equality, Diversity & Inclusion (EDI) data for 2019/20 and looks at the demographics by protected equality characteristics for undergraduate, taught postgraduate and research postgraduate students and for academic and professional services staff; we recognise that the limitations of the terms and measures used.

5. The EDMARC reports enable us to meet our reporting obligations and support the development of our EDI strategy by identifying key areas that require intervention in order to ensure we are diverse, inclusive and accessible.

Discussion
6. The Executive Summary identifies the main points from the staff and student reports. This is included in Appendix 1 with the full student and staff reports available via the hyperlinks or they can be downloaded as Appendices 2 and 3 under the 'Additional Information' column of the Court site.

7. We have seen an increase in diversity within our staff and student community with respect to ethnicity; however inequalities persist and we need bold actions to ensure equity. UK-domiciled Black and Minority Ethnic (BME) students achieving a 1st or 2.1 honours degree has been lower than white students for the past five years. For academic staff, non-UK BME staff are more likely to be employed on fixed term contracts than white staff, a persistent pattern.

8. Students declaring a disability are less likely to exit with a 1st or 2.1 degree than students with no declared disability. At postgraduate taught (PGT) level, students with no declared disability are more likely to have a successful outcome. We continue to have a low proportion of staff declaring a disability.

9. Female PGT students are now in the majority at PGT level, as they are at undergraduate level. At postgraduate research (PGR) level, 51.6% are female, with marked gender differences by subject. Females are more likely to achieve a 1st or 2.1 honours degree than males and are more likely to have a successful outcome at PGT level.

10. Women make up 27% of academic staff at Grade 10 and 37% at Grade 9 yet comprise 44.4% of all academic staff.

11. All data from both the student and staff report will be made available to Heads of School and Professional Services Groups. Heads of School and Professional Services Groups will be invited to respond to the University EDI lead, identifying the equality and diversity priorities for their area, key actions they will take, and what support they require at College or University-level to assist in addressing their priorities. Any actions identified will be monitored by EDMARC, EDIC and the University Executive as appropriate.

Resource implications
12. EDI actions in response to the reports will have resource implications for the relevant budget holders.

Risk Management
13. Failure to comply with our reporting duties has legal implications.

Responding to the Climate Emergency & Sustainable Development Goals
14. In seeking to support the advancement of equality, actions arising from this work contribute to Sustainable Development Goals 5 (Gender Equality) and 10 (Reducing Inequalities).

Equality & Diversity
15. In seeking to support the advancement of equality, this paper has positive implications for equality, diversity and inclusion matters: it identifies areas where we need to concentrate actions in order to ensure equity, increase diversity and ensure all staff and students can flourish.

Next steps/implications
16. Following approval, the reports will be published on the University's EDI website. The reports will inform EDI related actions at School, College and University level, including through the Curriculum Transformation Board, the Reshaping Board and the Equality, Diversity and Inclusion Committee.

Consultation
17. Drafts of the EDMARC reports were discussed at Equality, Diversity and Inclusion Committee, University Executive and Policy & Resources Committee.

Further information
18. *Authors*

Denise Boyle
HR, Equality, Diversity and Inclusion

Jim Galbraith,
Strategic Planning

Professor Sarah Cunningham-Burley
University Lead, Equality, Diversity and Inclusion

Presenter

Professor Sarah Cunningham-Burley
University Lead, Equality, Diversity and Inclusion

Freedom of Information
19. Open paper

THE UNIVERSITY *of* EDINBURGH

EQUALITY AND DIVERSITY MONITORING AND RESEARCH COMMITTEE (EDMARC)

2020
TWELFTH REPORT
EXECUTIVE SUMMARY

1. Introduction

The twelfth 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 Jim Galbraith in Strategic Planning, telephone: 0131 650 2088 or email: Jim.Galbraith@ed.ac.uk.

2. Students

2.1 Ethnicity
The overall proportion of black and ethnic minority (BME) UK UG entrants is at the second highest level recorded by EDMARC. The most recent five years has seen the proportion of UK-domiciled BME entrants rise from 9.6% to 12.7% in 2018/19, followed by 11.4% in 2019/20. Similarly, the overall proportion of non-UK domiciled, UG BME entrants is the second highest recorded, at 50.9% (59.8% if visiting and non-graduating students are excluded).

The proportion of UK-domiciled PGT entrants from a black and ethnic minority background has varied between 11.6% and 14.6% over the last five years and is 12.8% for 2019/20. The proportion of UK-domiciled PGT BME entrants is higher in MVM than the other two Colleges. The proportion of non-UK PGT BME entrants has increased from 59.2% to 72.7% over the same period, mainly due to recruitment from China.

The proportion of UK-domiciled PGR entrants from an ethnic minority background has risen over the last five years from 10.5% to 13.0%. For non-UK domiciled entrants the BME proportion has risen from 42.7% to 52.6%.

Analysis of ethnicity data from peer groups shows that in 2018/19 we have a higher proportion of BME amongst UK entrants at UG and PGT levels of study in comparison to other

institutions in Scotland although is some way off the proportion of UK BME entrants to Russell Group institutions at UG, PGT, and PGR level.

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 UG 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 2.6%-points to 10.1%-points) and for non-UK BME UG students (range 4.0%-points to 11.4%-points). Over a five year average, a lower proportion of BME students achieved a 1st or 2.1 honours degree in almost all Schools and Centres (range -0.9%-points to -18.1%-points).

The latest sector data (AdvanceHE report) for UK domiciled students shows that a greater proportion white students obtain a First or 2.1 Honours for their first degree than BME students in all subject areas, and that the disparity is greater in non-SET subjects (17.5%-points) than SET subjects (7.2%-points).

Over the cohorts examined for PGT a higher proportion of white UK-domiciled entrants exited with a qualification than did BME entrants until the entry session 2016/17 cohort which sees a convergence. For non UK-domiciled entrants the proportion of BME students exiting with a qualification remains very similar to that of white students.

The proportion of UK-domiciled PGR BME students with an exit qualification is lower than that of white students in the 2014/15 cohort, after a convergence of the proportions for two years, however the relatively small numbers of UK BME PGR entrants will lead to statistical fluctuations. For non UK-domiciled PGR entrants the proportion of BME entrants achieving an exit qualification is generally very close to that for white students.

2.2 Gender
Since 2010/11 the proportion of female UG entrants has consistently exceeded 60% (range 60.3% - 65.1%), and places us second highest in the Russell Group universities for this measure in the latest available HESA data. While overall 63.5% of undergraduate (UG) entrants were female in 2019/20, a decrease, the proportion amongst UK entrants rose (to 63.2%) whilst the proportion amongst non-UK entrants fell (to 63.8%). Whilst overall these percentages are consistently over 60%, there remain marked differences between SCE and the other two Colleges (linked to subject differences seen across the sector).

The overall proportion of female postgraduate taught (PGT) entrants in 2019/20 was 67.7%, an increase due to non-UK students (from 68.1% to 71.7% female) rather than UK students (64.9% female, unchanged). Noticeable subject differences remain at postgraduate taught level, with CAHSS attracting the highest proportion of female entrants, but female PGT entrants being the majority in all Colleges for the first time in 2019/20. For 2018/19 HESA data we have the second highest proportion of female PGT entrants in the Russell Group.

For Postgraduate Research (PGR) entrants the proportion of female entrants in 2019/20 is lower than for UG or PGT, at 51.6% and there remain marked subject gender differences between the Colleges with CAHSS and CMVM having a majority intake of female students and SCE consistently less than 40%. Our proportion of female entrants in the 2018/19 HESA data for PGR entrants is the 7th highest in the Russell Group.

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, almost all Schools and Centres have a higher proportion of female students graduating with a first class or upper second degree (difference ranging between 0.5% and 16.3%).

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 of our UG entrants continue to be 21 or under on entry, with a general pattern of decrease seen over the period from 85% in 2010/11 to 81% in 2019/20. For PGT entrants, the long term trend is towards younger entrants, with 65% of 2019/20 entrants aged 25 and under, compared to 59% in 2010/11.

As reflected in the sector as a whole, students aged 21 or under are markedly 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 for the older age groups.

2.4 Disability
The proportion of UG students disclosing a disability continues to rise year on year and is 12.7% in 2019/20, with variations by College. The proportion of PGT entrants declaring a disability has increased less steadily, from 4.9% in 2010/11 to 6.9% in 2019/20 and that of PGR entrants has increased from 5.8% in 2010/11 to 9.4% in 2019/20. The University of Edinburgh has one of the lowest proportion of students declaring a disability in the Russell Group at PGR level, but is close to the median within the Group at UG and PGT level.

There tends to be little difference between the proportions of UG students declaring a disability exiting with a qualification compared to UG students with no declared 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 more likely to have a successful outcome from their programme of study than students declaring a disability (range 1.7% to 6.5%). 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 2020. The proportion of UK-nationality academic BME staff is 6.7% and for those staff from outside the UK it is 33.7%, with the proportion non-UK BME staff showing an upward trend over the last six years (increasing year on year from 25.4% to 33.7%) than UK staff (increase from 6.3% in 2014/15 to 6.7% in 2019/20). The proportion of UK BME professional services staff is 3.6% and for non-UK staff is 24.9% with the trend showing small increases over the six year period for UK BME staff, and 0.5% 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 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 has not changed significantly over the last six years. However, the proportion of UK BME academic staff on fixed-term contracts has fallen from 52% in 2014/15 to 34% in 2019/20, and is now a lower proportion than white non-UK academic staff (41% in 2019/20) and is reducing the gap with white UK staff (7% points higher in 2019/20 compared to 21.0% points in 2014/15). 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 white staff for both UK and non-UK staff.

3.2 Gender
For 2019/20, 44.4% of academic staff and 61.4% of professional services staff are women. There remains an under-representation of women in senior academic posts as women make up 37% of academic staff at grade UE09 and 27% of academic staff at UE10. For professional services staff women make up 50% of grade UE09 staff and 48% 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 by split by staff type and college and support group. The overall headcount of staff declaring a disability has risen from 397 in 2014/15 to 495 in 2019/20. The proportion of staff disclosing a disability (3.1%) is slightly lower than the benchmarking data for higher education in Scotland (3.8%, AdvanceHE statistical report 2020).

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 2019/20, 8223 staff (48% 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%) is 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 (31.9%). Those 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 2019/20 51.9% of our staff declared their sexual orientation. Of those declared, 83% were heterosexual.

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 and inform EDI strategy across the University.

Professor Sarah Cunningham Burley, University Lead, Equality, Diversity and Inclusion
Jim Galbraith, Strategic Planning
Denise Boyle, Equality, Diversity & Inclusion
15 March 2021

UNIVERSITY COURT

26 April 2021

Equality Outcomes 2021-25, and Equality Mainstreaming and Outcomes Progress Report 2017-21

Description of paper
1. This paper sets out drafts of the Equality Outcomes 2021-2025 (Appendix 1), and the Equality Mainstreaming and Outcomes Progress Report 2017-2021 (Appendix 2).

2. These reports form part of our legislative reporting obligations under the Scottish Specific Duties of the Equality Act 2010 Public Sector Equality Duty, and must be published by 30 April 2021.

Action requested/Recommendation
3. Court is invited to comment on and approve the reports for publication.

Background and context
4. Under the Equality Act 2010, the University is bound by the Public Sector Equality Duty and must – in all its activities – have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity and foster good relations.

5. The Public Sector Equality Duty is underpinned by additional, devolved, specific duties. This paper focuses on the duties that the University must, by 30 April 2021:
   * report on progress on mainstreaming the equality duty;
   * publish a set of equality outcomes for 2021-2025 and report on progress in achieving the 2017-2021 outcomes;
   * gather and publish employee equality information;
   * publish the gender composition of Court.

6. In line with Equalities & Human Rights Commission and legislative guidance, the duties to publish employee equality information and publish the gender composition of court are incorporated within the Equality Mainstreaming and Outcomes Progress Report 2017-2021.

7. In our previous Equality Outcomes 2017-2021 we set an outcome that focussed on mainstreaming and so our reporting duties in this respect are incorporated within our overall reporting on progress of our Outcomes. We remain strongly committed to mainstreaming Equality, Diversity and Inclusion in all that we do and this underpins our approach and new Equality Outcomes.

Discussion
8. The draft Equality Outcomes 2021-2025 have been identified and shaped by:
   * Review of the previous set of Equality Outcomes 2017-2021 and progress;
   * A desk-based research and evidence review, including consideration of: statistical equality data; recommendations from thematic and other internal reviews; and external research and reports on inequalities and discrimination.

- Alignment with University strategic priorities, the Scottish Funding Council Outcome Agreement, and existing initiatives/activities across the University;
- Cognisance of national priorities such as tackling gender-based violence and racial harassment;
- Guidance from the Equality & Human Rights Commission, and Advance HE on developing equality outcomes.
- Discussion at the Equality, Diversity and Inclusion Committee (EDIC)

9. The Equality Outcomes 2021-2025 are not intended to be the sum of all that we do, but instead will be key priorities that will shape in a strategic action plan for the EDIC in addition to the detailed action plans of its sub-committees. A progress report will be published in 2023.

10. The four overarching Equality Outcomes include key concerns relating to students and staff experience and include a specific focus on pandemic recovery (see Appendix 1 for full paper):

- Our staff and students feel confident and are supported to report harassment, hate crime and gender-based violence.

- Improve access to education, and reduce retention, progression, and attainment gaps for different groups of learners

- Increase the diversity of staff, including at senior grades, in leadership roles and on key decision-making bodies.

- Ensure equality, diversity and inclusion is actively promoted throughout pandemic recovery and negative impacts are mitigated.

11. Progress across our 2017-2021 Equality Outcomes demonstrates our commitment to Equality, Diversity and Inclusion through (see Appendix 2 for full paper):

- An environment that is accessible, inclusive and safe, through promoting a culture of dignity and respect, including our 'Don't Cross the Line' campaign in 2019 and a plan of access improvements across the University Estate.

- Embedding Equality, diversity and inclusion in all that we do, including in our governance, strategy and planning, evidenced in the new structures for EDI through the EDI committee, reporting to the University Executive and through high visibility of EDI in the process of Adaptation and Renewal.

- Ensuring equity of pay for all staff: the overall gender pay gap has reduced, including at Grade 10.

- Attracting and supporting a diverse community of students and staff, including through our Widening Participation Strategy, Corporate Parenting Strategy and British Sign Language Plan.

- Improved gender representation amongst non-executive members of the University Court.

Resource implications

12. The implementation of the Equality Outcomes 2021-2025 will have implications for staff resources and in some cases will have financial costs. However, where possible actions will be aligned with existing initiatives/activities across the University.

Risk Management

13. Failure to comply with our reporting duties has legal implications.

Responding to the Climate Emergency & Sustainable Development Goals

14. In seeking to support the advancement of equality, this work contributes to Sustainable Development Goals 5 (Gender Equality) and 10 (Reducing Inequalities).

Equality & Diversity

15. In seeking to support the advancement of equality, this paper has positive implications for equality, diversity and inclusion matters.

Next steps/implications

16. If approved, the reports will be published on the University's EDI website by the publication deadline of 30 April 2021.

Consultation

17. Key action-owners and stakeholders have been consulted in the drafting of these reports. An earlier draft was reviewed by Policy & Resources Committee on 12 April and recommended for approval by Court.

Further information

18. *Authors*

Dr Caroline Wallace
Human Resources, Equality, Diversity & Inclusion

Professor Sarah Cunningham-Burley,
University Lead, Equality, Diversity and Inclusion

Presenter
Professor Sarah Cunningham-Burley
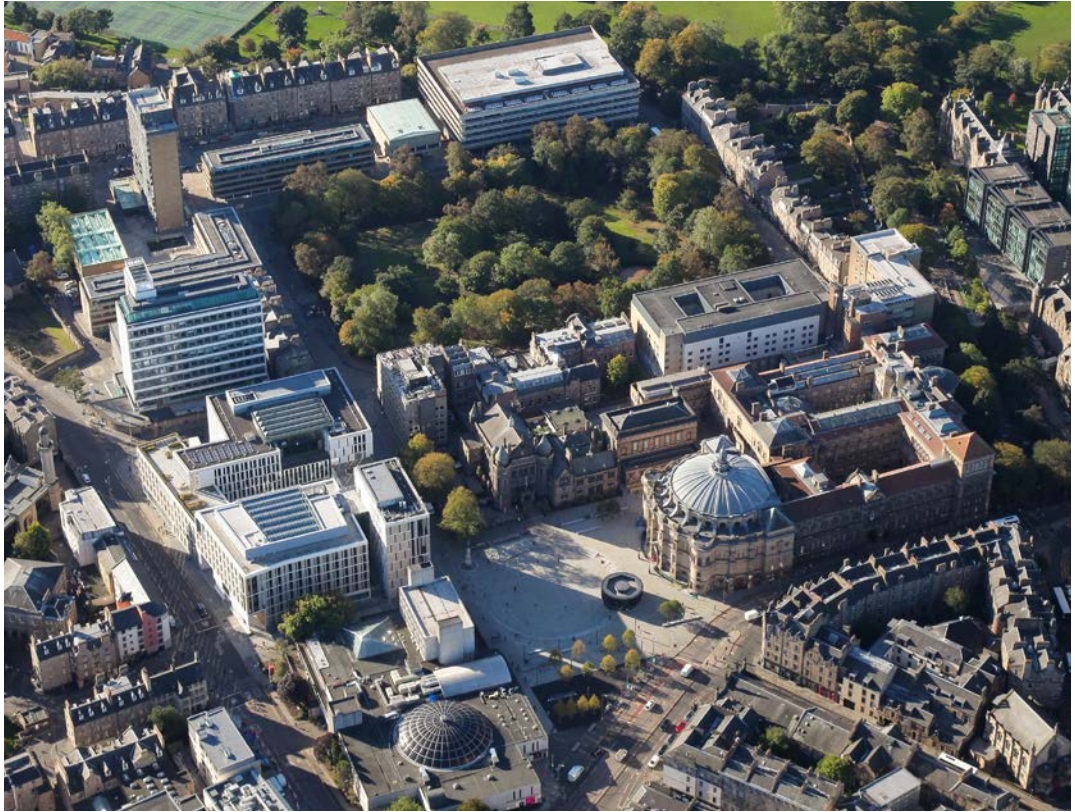*University Lead, Equality, Diversity and Inclusion*

Freedom of Information

19. Open paper.

THE UNIVERSITY *of* EDINBURGH

Equality Outcomes 2021-2025

Our Commitment to Equality, Diversity & Inclusion

The University of Edinburgh has a strong and long-standing commitment to equality, diversity and inclusion (EDI) and to promoting a positive environment, which ensures fairness, challenges prejudice, and celebrates difference. Our staff and students are our greatest strength and inspiration and all members of the University community should expect to be able to excel, to be respected and valued for their unique perspectives and contributions. We promote equity and social justice, seeking to remove structural barriers, eliminate discrimination and create an inclusive culture. We do this through visibly mainstreaming Equality, Diversity and Inclusion in all that we do and encourage all staff and students to engage in these efforts.

The University is a proud holder of an AdvanceHE Athena SWAN Institutional Silver award, the first and only University in Scotland to hold this level of award, which recognises our work to address gender equality in higher education. We are committed members of the AdvanceHE Race Equality Charter, and we have an ambitious action plan to progress race equality and anti-racism throughout our institution. We are also recognised as a Stonewall Diversity Champion and a Carer Positive Employer, and have many active equality-related staff/student networks and committees.

This document sets out the University's Equality Outcomes for the period 30 April 2021– 29 April 2025. These Outcomes align with the University's Strategy 2030 and reflect the University's priorities with regard to equality, diversity and inclusion. The Outcomes will form part of, and be supported by, a full and bold action plan with the University Equality, Diversity and Inclusion Committee taking responsibility for its development, monitoring and review on behalf of the University Executive.

Context

Under the Equality Act 2010, the University is bound by the Public Sector Equality Duty (PSED) and must – in all its activities – have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;

- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;

- Foster good relations between people who share a protected characteristic and people who do not share it.

The 'protected characteristics' defined by the Equality Act 2010 are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

The PSED is underpinned by additional, devolved, specific duties. The Scottish specific duties came into force in May 2012 and require the University to publish equality reports every two years from April 2013, and a set of equality outcomes every four years. Equality Outcomes are broad results that will be achieved as a consequence of targeted actions to improve equality. The University published its previous set of Equality Outcomes in April 2017 covering the period 2017-2021 and reported progress in achieving these in April 2019.

Development of the Equality Outcomes 2021-2025

Our Equality Outcomes 2021-2025 have been identified and shaped by:

- Review of the previous set of Equality Outcomes 2017-2021 and progress;

- A desk-based research and evidence review, including consideration of: responses to staff and student surveys; statistical equality data; recommendations from Thematic and other internal reviews; and external research and reports on persistent inequalities and discrimination in the Higher Education sector;

- Priority-setting consultation with the Equality, Diversity and Inclusion Committee;

- Cognisance of national priorities such as tackling gender-based violence and racial harassment;

- Alignment with University strategic priorities, the Scottish Funding Council Outcome Agreement, and existing initiatives/activities across the University;

- Guidance from Equality & Human Rights Commission, and Advance HE on developing equality outcomes.

The Equality Outcomes 2021-2025 were developed in consultation with the University EDI Committee, and approved by University Executive on 23rd March 2021 and University Court on …. . The set of outcomes cover all of the protected characteristics and all three needs of the PSED, and are underpinned by targeted actions and measures to achieve the outcomes and evaluate their impact.

Outcome 1: Our staff and students feel confident and are supported to report harassment, hate crime and gender-based violence.

Protected characteristics: All

Evidence includes: UUK report *'Changing the Culture'*, EHRC report *'Tackling Racial Harassment in UK Universities'*, Thematic Review of Support for BME Students, staff and students' complaints data, and the Taskforce on Tackling Sexual Violence.

Actions

We will:

- Embed the Report & Support platform for the reporting of gender-based violence, expand this to encompass reporting of racial harassment and work to include to all protected characteristics.

- Better understand the experiences of everyday discrimination and harassment of our BAME staff and students including through a dedicated survey.

- Review the adequacy of relevant policies, procedures and provision of support to those who have been subject to harassment, hate crime and gender-based violence.

- Improve awareness and understanding of the University's zero-tolerance approach to all forms of harassment and hate crime.

- Develop initiatives to prevent harassment and hate crime, including gender-based violence.

Success measures include:

Increase in staff and students who feel supported to report harassment, hate crime and gender-based violence (measured through Report & Support)

Increase in direct interventions in response to such reporting (measured through Report & Support)

Increase in engagement of men in preventing gender-based violence (impact of White Ribbon Campaign)

Reduction in percentage of staff who report harassment and bullying in our staff experience survey

Increase in uptake of related EDI training and use of resources

Outcome 2: Improve access to education, and reduce retention, progression, and attainment gaps for different groups of learners

Protected characteristics: All

Evidence includes: EHRC *'Is Scotland Fairer?'* report, EDMARC *'Undergraduate ethnicity'* Spotlight report, Sense of Belonging Task Group report *'Fostering a Sense of Belonging at our University'*, Disability Services Review.

Actions

We will:

- Undertake and improve our systematic monitoring of relevant data for different equality groups, with an initial focus on disability and race/ethnicity.

- Embed EDI within the programme of Curriculum Transformation, alongside work to improve inclusivity and accessibility of the learning environment, approaches to assessment, and the student learning experience.

- Develop a strong sense of belonging among our students, embedding the guidance from the Sense of Belonging Task Group.

- Advance equality of experience for disabled students through continuous improvements to the physical and digital estate, infrastructure, and the implementation of learning adjustments.

- Attract students from a wider range of backgrounds including through scholarships and financial assistance.

Success measures include:

Reduction in identified access, retention, progression and attainment gaps (EDMARC reports and spotlights)

Strategy and action plan to mainstream EDI in process of Curriculum Transformation

Increase in inclusivity and sense of belonging (student surveys)

Improvement in experience of disabled students (student survey)

Increased diversity in student body from current baseline (EDMARC reports)

Increase in scholarships for different equality groups

Outcome 3: Increase the diversity of staff, including at senior grades, in leadership roles and on key decision-making bodies.

Protected characteristics: All

Evidence includes: EDMARC Staff reports, Equal Pay Audits.

Actions

We will:

- Increase staff disclosure of protected characteristics through awareness raising, improved communications and the introduction of self-service for employee personal data.

- Undertake and improve our systematic monitoring of staff data for different equality groups,

- Publish biennial Equal Pay Audits reporting pay gap by gender, ethnicity and disability.

- Improve information and guidance to managers on achieving diversity in recruitment process.

- Advance the use of positive actions to promote diversity in our staff.

- Review the adequacy of executive search frameworks for promoting diversity.

- Seek opportunities to promote the University as an employer of choice to underrepresented groups, including our local communities.

- Improve diversity on key decision making bodies through positive actions and leadership development.

Success measures include:

Increase in staff disclosure through self-service employee personal data (EDMARC reports; People and Money audit)

Reduction in gender, ethnicity, disability pay gaps (biennial reporting)

Increase in diversity amongst newly recruited staff (HR data review)

Increase in diversity of members of key decision making bodies at different levels

Outcome 4: Ensure equality, diversity and inclusion is actively promoted throughout pandemic recovery and negative impacts are mitigated.

Protected characteristics: All

Evidence includes: COVID-19 strategic Equality Impact Assessment (EqIA), Staff Surveys June & Dec 2020, EqIAs in the ART groups and other evidence gathering (e.g. focus groups with ECRs conducted by ART Research); student surveys; educational outcomes.

Actions

We will:

- Support Early Career Researchers negatively impacted by COVID-19 to maintain career momentum.

- Support PhD students negatively impacted by COVID-19

- Ensure the academic promotions process takes cognisance of COVID-19 impacts on productivity, workload and personal circumstances.

- Develop a hybrid working model which meets the needs of all staff across all protected characteristics.

- Ensure future hybrid learning and teaching is accessible to all.

- Enhance support for student and staff mental health and wellbeing.

Success measures include:

No disadvantage to ECRs or PhD students with protected characteristics in retention or progression (HR data)

No disadvantage to staff with protected characteristics through promotions process (HR data)

Future working and education practices support inclusion and accessibility (staff and student surveys)

Increase in availability and uptake of mental health and well-being support

Increase in positive staff and student experience (staff and student surveys)

How we will deliver on our Equality Outcomes

The Outcomes will be supported by a full action plan, measures to achieve these outcomes and an evaluation of their impact. The University's EDI Committee will oversee development, monitoring and review, reporting progress to the University Executive. Specific actions will be held by relevant budget holders across the institution.

To deliver on our Outcomes we will ensure that equality, diversity and inclusion are embedded in all that we do.

We will:

- Publish annual statistical reports, and provide access to data to support the progression of equality, diversity and inclusion across the institution.

- Ensure that equality, diversity and inclusion principles are embedded in our governance, strategic planning, and day-to-day activity.

- Promote understanding of equality, diversity and inclusion throughout the University community by expanding provision and improving take-up of training, learning opportunities and range of resources.

- Promote the effective use of Equality Impact Assessment in governance, decision-making, policy and practice across the University.

- Publish a progress report by 30 April 2023, and review our outcomes no later than 30 April 2025.

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Equality Outcomes And Mainstreaming Progress Report 2017-2021

Introduction

"We are diverse, inclusive and accessible to all."

Strategy 2030

This report provides an update on progress made in mainstreaming equality, diversity and inclusion across the institution, and progress in delivering on our Equality Outcomes 2017-2021.

The University publishes a set of Equality Outcomes every four years, to further its equality duties under the Equality Act 2010. As an education provider and an employer, the University has a general equality duty to: eliminate discrimination; advance equality of opportunity; and to foster good relations, in the exercise of all its functions. The University published its Equality Outcomes 2017-2021 in April 2017 and reported progress in achieving these in April 2019.

In this report we are proud to highlight the progress we have made in achieving our Equality Outcomes 2017-2021, and embedding equality, diversity and inclusion throughout our institution through mainstreaming, while recognising that we must do more to ensure equality, diversity and inclusion across the university. In line with the legislation this report also provides information on the diversity profile of University Court, and provides links to employee equality data.

The University's new set of Equality Outcomes, covering the period 2021-2025, has been published separately at **www.ed.ac.uk/equality-diversity/about/outcomes**

Outcome 1: We provide an environment that is accessible, inclusive and safe.

Key objectives:

- Promote a culture of dignity and respect;
- Provide an inclusive and enabling environment for work and study;
- Promote equality, diversity and inclusion in the curriculum.

Culture of Respect

1. The University launched the 'Don't Cross the Line' campaign in 2019, to raise awareness of the University's zero tolerance stance on bullying and harassment. The campaign was supported by the creation of a dedicated Respect at Edinburgh web hub, bringing together information and guidance on the Dignity & Respect policy, the processes for raising and addressing concerns, and the support and training available. In the year following the campaign launch the number of formal staff complaints about bullying and harassment doubled compared to the previous year, suggesting increased awareness of zero-tolerance. The campaign was also supported by the roll-out of the 'Where do you draw the line' active bystander training, and over 1400 staff have participated in this training to date.

2. The University has made significant investment in approaches to tackle gender-based violence, sexual harassment and sexual violence on campus and provide support to survivors. We are the first University in Scotland to appoint a dedicated Sexual Violence and Harassment Liaison Manager to support survivors, provide staff and student training, and inform the development of university policy and practice. The University has also provided funding for an Edinburgh Rape Crisis Outreach Worker as a shared

university resource across Edinburgh institutions. Working closely in collaboration with the Student Counselling Service, the service will offer specialist longer-term counselling to students affected by both recent and/or historical abuse, and support access to further services.

3. The University has developed the infrastructure to introduce the 'Report and Support' platform (used in over 50 HEIs) to enable survivors to report incidents of sexual violence, GBV, domestic abuse and stalking to the University, and to access specialist support. This will also allow the University to collate anonymised aggregate data for use in statistical research and to further improve our services and culture.

4. Approaches to prevention of sexual misconduct have included the implementation of the Disclosure of Intimate Relationships Policy in 2019, the student-led #NoExcuse campaign, and a programme of work on consent and wellbeing in relationships. All students and staff can access learning videos and guidance via the Consent Collective at The University of Edinburgh portal. The University has signed up to the White Ribbon Scotland Campaign aimed at engaging men in tackling violence against women. There are e-learning modules for staff and students on how to respond to disclosures of sexual violence.

5. To support staff and students to stay safe online, the #DigitalCitizen campaign provides information and resources on digital wellbeing, the responsible use of technology, and guidance on dealing with online harassment. This is all the more important in the context of online learning, and resources have been developed specifically to address staying safe while learning and teaching online.

Mental Health & Wellbeing

6. Following a thematic review of Support for Student Mental Health, a Student Mental Health Strategy was published in 2017. The Strategy will be reviewed and refreshed in 2021. A new Health & Wellbeing Centre opened to students in September 2020 to increase capacity of service delivery from key wellbeing services. Additional counsellors have been appointed to expand and enhance provision, including psychoeducational groups and workshops for students. We have used the Genuine Occupational Requirement exemption to enable us to recruit additional BAME counsellors, in response to student need, as highlighted in the thematic review of Support for Black and Minority Ethnic (BME) Students in 2018/19.

7. There is a dedicated student-facing website providing information and guidance on the support that is available for mental health and wellbeing, and how it can be accessed. The University funds direct access to a number of external mental health resources including Togetherall, an online community of support and self-help resources, and the Feeling Good app to support people experiencing anxiety and depression. Almost 3000 people have already used SilverCloud online cognitive behavioural therapy since it was introduced to our suite of interventions in August 2019.

8. Personal Tutors, Student Support staff and student peer-support leaders are provided with training and guidance to support students experiencing mental health difficulties. The Helping Distressed Students Guide, updated in November 2020, supports staff to recognise when a student may be in difficulty and to understand how to respond/refer appropriately and effectively. The Student Disability Service also employs specialist Mental Health Mentors to provide one-to-one support to students experiencing long-term mental ill-health.

9. An online Wellbeing Hub for staff was launched in November 2019, and continues to be developed. The Hub provides guidance and resources on managing your own mental health, providing support to colleagues, and access to a new Mental Health Awareness training module. Guidance has been provided

to managers and staff on looking after mental health while working from home during the COVID-19 pandemic. The Chaplaincy offers a Listening Service and recently expanded its popular #Let'sTalk podcast to include a Life In Lockdown series.

Accessibility

10. Following the Review of Support for Disabled Students in 2017, the University has made significant enhancements to the IT and people infrastructure for the implementation of learning adjustments. These have improved the speed of access to the Student Disability Service, and the processes for implementation, monitoring and review of learning adjustments. Additionally, the University published the Accessible and Inclusive Learning Policy in 2017, setting out the commitment to mainstream common learning adjustments. This was further supported by a Lecture Recording Policy published in 2018. In the most recent annual survey, 95 per cent of student respondents said their adjustments had been implemented as expected.

11. Accessibility guides are available for over 180 of our core buildings and over 600 teaching spaces, improving the information that is available to staff, students, and the public about accessibility at the University. In 2017 the University Court approved the sum of £15,000,000 to be spent over a 5-year period (2018 – 2023) to make access improvements across the University's estate, through planned projects, reactive maintenance, and reasonable adjustments to meet individual needs.

12. Continuous improvements have been made to our Digital Estate, including digital skills and accessibility. Staff and students are provided with learning and training opportunities in digital and data skills to close skills gaps across the University, and uptake is high. Digital accessibility became increasingly important with the shift to online learning in response to the COVID-19 pandemic. Significant investment was made in internet connectivity, and captioning and subtitling for online media. Schools and individuals were supported to ensure the accessibility of online content. The Accessible and Inclusive Learning Policy has also been revised to reflect changes in digital technologies.

13. A review of student Personal Emergency Evacuation Plans (PEEPs) (2017) resulted in the implementation of a new system to generate and execute PEEPs. A University PEEPs Co-ordinator was recruited in 2018. The system has had a positive impact on the management and timeliness of putting PEEPs in place and assists the Student Disability Service to identify and review PEEPs.

14. All staff have access to training and guidance on supporting disabled students and staff, and implementing adjustments to meet the needs of those with specific disabilities. Feedback from staff has been very positive, and we continue to expand and improve our services and supports.

EDI in the Curriculum

15. The Learning & Teaching Strategy includes a commitment to promote EDI in the curriculum. Senate Learning and Teaching Committee established a task group to make recommendations for institutional action. The task group developed a set of key principles and presented its final recommendations in 2019.

16. The Institute for Academic Development provides resources to promote accessibility and inclusiveness in the curriculum, the Hybrid Teaching Exchange includes shared practice on EDI in learning and teaching, and there is a Teaching Matters mini-series on the curriculum as a site for social justice and anti-discrimination work. Specific resources have been developed for staff to increase knowledge and awareness of microaggressions and their impact on student learning and experience.

17. GenderED and RACE.ED are vibrant cross-university hubs for teaching, research and knowledge exchange in gender, race and decolonial studies. GenderED has developed the course 'Understanding Gender in the Contemporary World' open to all first and second year undergraduate students and RACE. ED is developing a cross-university course on Race and Decolonial Studies.

18. Work has begun across the University to decolonise the curriculum. Several Schools have established working groups, and the Institute for Advanced Studies in the Humanities has established a three-year project examining a variety of topics centred on decoloniality, including work on decolonising the curriculum.

Outcome 2: Equality, diversity and inclusion are embedded in all that we do.

Key objectives:

- Provide data to support progression of equality, diversity, and inclusion

- EDI principles are embedded in our governance, strategy, and planning.

- Promote understanding of equality, diversity, and inclusion throughout the University community.

Governance and strategy

19. Our commitment to equality, diversity and inclusion is embedded in the University's strategic priorities and planning through the overarching University Strategy 2030 and its Key Performance Indicators, the Equality Outcomes, and successive Outcome Agreements with the Scottish Funding Council (SFC). University Court and the University Executive oversee the University's performance against key indicators which include equality-related measures.

20. In 2019 the University appointed a University lead for EDI to promote EDI in all our functions and activities. The EDI lead is a member of the University Executive. A University level Equality Diversity & Inclusion Committee (EDIC) was established in 2020 and reports to the University Executive. This assures Executive awareness of and support for EDI strategy and actions. The EDIC provides strategic oversight of the University's progress and performance on promoting EDI for staff and students, on behalf of the University Executive. The work of EDIC is supported by Thematic Equality Subcommittees and short-life working groups.

21. The University established an Adaptation and Renewal Team (ART) to develop the University's strategic approach to response and recovery from the Covid-19 pandemic. ART is convened by the Principal and has four work streams: Research & Innovation, Students, Estates & Digital Infrastructure, and Reshaping. The University's commitment to equality, diversity and inclusion is fully embedded in this work. The membership of ART includes the Executive EDI lead, and the membership of all ART workstreams includes an EDI Champion. From March 2021, this work will be taken forward through the Curriculum Transformation Board and the Reshaping Board, with the University EDI lead a member of both.

22. The University Court considers the university's effectiveness in progressing equality, diversity and inclusion in all its work. Court receives and discusses all published annual and cyclical EDI reports, supplemented by updates on specific EDI topics and themes. Additionally, University Court has implemented a plan to improve the diversity of its membership. This includes: Court vacancies are widely advertised, including through the Women on Boards and Changing the Chemistry platforms; unconscious bias training is being provided to Court members involved in the current recruitment exercise; Court members submit equality monitoring information and a skills and experience self-assessment and this is used to

inform the recruitment of new members; all advertisements for new members include an equality and diversity statement, encouraging a diversity of applications; and, a search agency is being used for the current recruitment exercise with a particular mandate to encourage applications from minority ethnic backgrounds. The gender diversity of Court stands at 35 per cent male, 65 per cent female in April 2021 compared with 59 per cent male, 41 per cent female in April 2017. Further details can be found in Section 2.

Mainstreaming across functions

23. Assessment of the equality impacts of a new or revised policy, practice or procedure is an integral and embedded part of any proposal for change and considered in the approval process. All University committee papers require information on the equality implications of proposals and recommendations, including, where appropriate, a full equality impact assessment (EqIA).

24. Policy/process owners have access to University guidance, template forms and online training to embed equality impact assessment in decision-making, policy and practice throughout the University. There is a consistent return of EqIAs for publication, for example 400+ University buildings were assessed to ensure the consideration of EDI in safe working practices during the pandemic. A new online EqIA e-learning module was launched in November 2019, and over 300 staff with a responsibility for EqIAs have undertaken the new training to date. Additional training workshops are provided as required, most recently to CAHSS Directors of EDI in December 2020.

25. The University has a long-standing practice of reporting on equality information for staff and students, predominantly through the annual Equality & Diversity Monitoring and Research Committee (EDMARC) report. Schools and Professional Services Groups (PSG) are provided with data for their area, to enable the identification of local equality issues and targeted action-planning.

26. To support the mainstreaming of EDI across all our functions, our three Colleges and their Schools, and our Professional Services Groups have established EDI Committees and each have, or are developing, an ambitious action plan. There are EDI directors/champions in each of our Schools and across our professional services departments to progress EDI in their area. The convenors of the College and PSG EDI committees sit on EDIC. This enables a joined up approach to EDI and two-way dialogue. This work is recognised in workload allocation models and in the academic promotion process.

Embedding EDI literacy

27. The University offers a wealth of training and learning resources to promote understanding of EDI matters throughout the University community. All staff are provided with training modules covering topics such as the fundamentals of EDI, Unconscious Bias, Equality Impact Assessment, making reasonable adjustments for disability, and EDI in recruitment and selection. EDI training is reviewed during staff annual reviews. Some training is mandatory for specific groups of staff such as new starts, and those involved in recruitment and promotion processes. EDI learning is also embedded in leadership and management development programmes, including research leadership.

28. All students are provided with a training module on Unconscious Bias, and student leaders are offered workshops on specific topics, most recently on Trans inclusion, being an active bystander, and consent. The EDI learning resources available to students was expanded in 2020. The ART Student Skills and Personal Development workstream, in collaboration with student representatives, launched EDI student

learning and support resources to promote understanding of the role students can play in creating and sustaining a respectful, diverse and inclusive community.

29. A range of resources and initiatives to promote racial literacy have been developed across the University. For example, the EDI webpages contain a toolkit for allies seeking to become anti-racist advocates, supported with learning resources, and the School of Literatures, Languages and Cultures has developed an Anti-Racism Resource Hub. RACE.ED hosts The Edinburgh Race Lectures, a series of seminars available to the public.

30. The Chaplaincy continues to promote religious literacy and understanding through a sustained programme of activity across the University and the wider community. A team of chaplains and contacts represent over 15 different religion and belief traditions, and host regular Multi-faith and belief events and festivals. This work was expanded in 2020, with the production of online learning resources. Additionally, the University offers two MOOCs to promote understanding of Islam & Christian-Muslim Relations.

Outcome 3: We have equity of pay for all staff.

Key objectives :

• Through Equal Pay Audits, use data to inform reward management, policy and practice

• Reduce the gender pay gap at Grade 10.

31. The University has published Biennial Equal Pay Audits since 2008. We have, like many other HEIs, an overall gender pay gap in favour of male employees largely due to a greater proportion of men in higher grades and women in lower grades (vertical segregation). However, we also have a gender pay gap within our highest pay band, Grade UE10.

32. The University has participated in the national Athena SWAN scheme since 2006, and is the proud holder of a Silver award recognising our significant commitment and progress towards gender equality in higher education. As a result of institution-wide actions in recruitment, retention and progression, there has been a steady increase in the proportion of women at senior grades over the period, most marked in Professional Services. Although the overall gender pay gap for staff across all grades has decreased from 16.6 per cent and 13.7 per cent (mean and median) to 16.2 per cent and 11.1 per cent over the reporting period, further actions are required to ensure equality.

33. Following recommendations from a dedicated review of the gender pay gap in 2015, improvements have been made to decision-making for the remuneration of Grade UE10 employees. Together with our actions to support the progression of women to senior grades, these actions have resulted in a significant decrease in the gender pay gap at UE10, from 2015 figures of 12.2 per cent and 10.2 per cent (mean and median) to 2021 figures of 7.8 per cent and 6.5 per cent.

34. The overall disability pay gap stands at 1.0 per cent mean and 0.0 per cent median, and the ethnicity pay gap at 7.1 per cent mean and 5.7 per cent median at March 2021, and we continue to monitor closely.

Outcome 4: We have a diverse community of staff and students, who are able to reach their full potential.

Key objectives:

• to attract a diverse workforce and student body

• to provide a supportive culture where all can progress and succeed

• to celebrate the diversity of the University community

Ensuring diversity and inclusivity

35. The Widening Participation Strategy is supported by an implementation plan to ensure that students from a wide range of backgrounds have the opportunity to study at Edinburgh, thrive here, and feel a sense of belonging. The strategy has since re-focussed its aims and objectives in response to the global pandemic. By the 2019/20 intake, the University had exceeded the Commission for Widening Access 2020 target of 10 per cent of our UG student intake to come from the 20 per cent most deprived areas in Scotland, at a figure of 11.4 per cent.

36. The University offers a range of scholarships to address persistent inequalities. Examples include: the MasterCard Foundation Scholars Program providing full postgraduate and undergraduate scholarships to African students, with 181 scholarships awarded in 2017-2020; two MSc scholarships in 2019/20 awarded to individuals committed to making a difference to LGBT+ equality in business; five postgraduate scholarships for Women in Health and STEM from South Asia, for 2021 entry; and most recently, the Cowrie Foundation Scholarship for Black African and Caribbean heritage applicants from disadvantaged backgrounds.

37. The University has had a Corporate Parenting Strategy in place since 2015 to deliver a positive impact for care-experienced individuals in our communities. We have also been a founding partner in the Hub for SUCCESS, a service supporting care-experienced students to access education. Care-experienced students have a named contact for support and financial assistance.

38. The University developed its British Sign Language (BSL) Plan 2018-2024 and published the plan in both English and BSL. In 2019 the University appointed a BSL Development Officer, the first and only BSL officer in any UK HEI, and a BSL Associate Tutor. Resources and guidance for working with BSL users have been published and staff training is available. BSL signed video content of key information on recruitment and widening participation is in production.

39. We continue to be a destination of choice for international talent, with 36 per cent our community of staff and students from international backgrounds. Edinburgh Global provides a range of services for staff, current students and prospective students, including visa advice and providing opportunities for international work and study. In 2017, we established a Staff Immigration Service to provide specialist advice and support on UK immigration matters for prospective and current staff, and for visitors and their families.

40. The proportion of Black and Minority Ethnic staff has increased from 14.8 per cent in 2014/5 to 18.5 per cent in 2019/20 and we have improved representation at higher academic grades but not amongst our professional services staff at the highest grades.

41. The University of Edinburgh has an extended history of providing a place of sanctuary and education for those seeking protection. The University is the first HEI in Scotland to be designated as a 'University of Sanctuary' in recognition of our culture and practice of welcome to those forced to flee conflict and persecution. The Refugee Advisory Service provides coordinated advice and assistance to prospective students and staff with protected humanitarian or refugee status.

42. The University has an ongoing strategic partnership with the Council for At Risk Academics (CARA), hosting the CARA Scotland Manager, and providing funding to support at-risk academics to come to the University and continue their work on two-year fellowships. Over 70 Syrian colleagues are currently involved in one or more of the programme strands. Additionally our Asylum Seeker Scholarships provide tuition fees and living cost support, with scholarships provided to one undergraduate and two postgraduates in 2020-21.

43. The Youth and Student Employment Strategy 2017-2021 aims to increase the number of employment opportunities for young people and students. In 2020, we supported 12 Career Ready Students complete a virtual work experience and mentoring programme and welcomed eight new Modern Apprentices. We continue to offer a range of Apprenticeships & Student Employment initiatives for the employment of students on campus and in the community. In 2019 the University was awarded Best Apprenticeship/ Graduate Programme at the S1jobs Recruitment Awards. In 2020, we received two further awards from PeoplePlus: Scotland Employer of the Year, and for the second year running one of our apprentices was awarded Modern Apprentice of the Year.

Supporting success

44. The University participates in the national AdvanceHE Athena Swan charter for the advancement of gender equality in Higher Education. We have held an Institutional Silver Award since 2015, and successfully renewed our Silver Award in 2018. We remain the only HEI in Scotland to hold this level of award recognising our significant commitment and progress in promoting gender equality in our institution. All of our Schools hold departmental Athena Swan Awards, including one at Gold level. Mainstreaming gender equality is embedded in both institutional and departmental Athena Swan action plans.

45. The University is a member of the AdvanceHE Race Equality Charter, signatory to the Advance HE Declaration Against Racism, and several of our staff and students are represented on the Steering Group of the SFC-funded Tackling Racism on Campus project and its workstreams. The Race Equality and Anti-Racist subcommittee of EDIC has developed an ambitious action plan to take forward actions including: improving confidence to report, and provision of support for those subjected to racial harassment; taking steps to improve the diversity of our staff and students; reducing the student attainment gap where observed; and developing an inclusive, decolonised curriculum.

46. We have a number of active EDI-related Staff Networks and Student Societies which provide valuable fora for peer support, grass-roots initiatives, and engagement with senior management on the development of policy and practice. Our Staff Pride Network was awarded 'Stonewall Scotland Network of the Year 2018' and was a finalist in the Proud Scotland Awards 2020.

47. In 2020, the University's ranking in the Stonewall Workplace Equality Index moved up 80 places from our 2019 ranking, and >300 places since 2017. That we now rank 121st in the UK is testament to the hard work of individuals, departments, and our Staff Pride Network to improve our policies, practice and culture.

48. Within the University's Mentoring Connections programme, mentors and mentees are able to 'flag' their protected characteristics and areas of interest to support matching of experience, knowledge and skills. This enables connecting staff with senior colleagues who have followed diverse career paths or have faced similar challenges in their work life. We also support leadership development for underrepresented groups, providing funded-places on the AdvanceHE Aurora programme for women, and the Diversifying Leadership programme for Black and Minority Ethnic staff. We also have in-house Leadership & Management programmes, with >160 delegates in 2020/21.

49. We recognise a sense of belonging as a significant factor in student success and retention. In June 2020, a dedicated Task Group published the 'Fostering a Sense of Belonging at our University' guide for Schools. This provided analysis and practical suggestions across four domains: the University; the Classroom; in Social Networks and in Places.

50. In 2020/21, the University invested over £1M of funding to mitigate the effects of the COVID-19 pandemic on researchers and their research, and to support the response to the pandemic. Funding has been used to nurture research talent through the creation of further Chancellor's Fellowships; to pump prime and support existing and planned research projects; to ensure research spaces are COVID-safe, so that vital research can continue throughout the pandemic; and to support our PhD students. The Chancellor's Fellowship Scheme in 2020 offered 30 tenure-track posts to internal candidates with fixed-term contracts, to support job security for our talented researchers. Recognising the unequal impacts of COVID, the University set ambitious gender and ethnicity targets for recruitment (50 per cent women and 20 per cent Black and Minority Ethnic fellows). Recruitment panels were supported by comprehensive equality guidance, and our targets were met. Unsuccessful candidates are being supported by our Institute for Academic Development through a newly developed programme tailored to support research staff on fixed-term contracts.

51. Reflecting our open and honest culture, in 2018 we shared our experiences, challenges and progress towards gender equality through the publication of a book 'EqualBITE: Gender equality in higher education'. The book collates academic research alongside gender equality 'recipes' gathered from our staff and students, and has been very well received by the academic sector in the UK and beyond.

Celebrating diversity

52. Events to celebrate the diversity of our community are an integral part of the university calendar, and processes and communications are in place to raise awareness of EDI events via Staff and Students News, and social media channels. For example, each year the University celebrates LGBT+ and Black History months, International Women's Day, cultural festivals such as Chinese New Year, hosts student-led celebrations, and raises celebratory flags to mark awareness days/events. The Principal's Office approves the raising of the relevant celebratory flags at Old College and Senior Leaders participate in major events to raise awareness and make clear the University's commitment to EDI.

53. To mark the 10th Anniversary of Black History Month, the University raised, for the first time, the Pan African or Black Liberation flag, to represent Black pride around the world. Throughout 2018/19 the University funded the collaborative, decolonial UncoverED project to diversify the University's 'Notable Alumni' biographies and celebrate alumni of colour. This work was showcased in a physical exhibition in 2019 and in a permanent online exhibition, In 2020 the project was expanded to uncover the global history of the University over the past 200 years, with an exhibition planned in 2021.

54. In January 2021, the University announced an programme of research and engagement, including an historical review, to inform how it addresses its historical links with race, including reparatory recommendations.

55. The University has a partnership with Wikimedia UK which aims to increase open knowledge of underrepresented cultural heritage and tackle the gender gap on Wikipedia. This initiative has been successful in diversifying content and recruiting new editors from underrepresented communities. 1,400 University of Edinburgh students and 550 staff have been trained to gain the digital literacy skills needed to tackle structural knowledge bias in this way. This work won a Herald Higher Education Award for Innovative use of Technology in 2019.

Section 2: Report on The Gender Representation on Public Boards (Scotland) Act 2018

Introduction

56. This section of the report is for the purposes of compliance with the reporting requirements of The Gender Representation on Public Boards (Scotland) Act 2018, as set out in The Gender Representation on Public Boards (Scotland) Act 2018 (Commencement No. 2) Regulations 2020. It covers the period since the Act commenced on 1 December 2018 to 30 April 2021.

57. The Act applies to those non-executive members of the University Court, who are appointed by the University Court itself but who have not been 'appointed only by virtue of being the winning candidate in an election for membership or by virtue of being nominated for membership by another person'.[1] The following categories of University Court members are therefore in scope:

- Co-opted Members;

- Senior Lay Member (as the appointment involved a two-stage process of interview followed by election for those who passed the interview stage rather than a single stage process of an election only); and,

- General Council Assessors appointed under the new model where appointments are made following nomination by a joint Court-General Council Selection Panel.

Gender Representation Objective

58. The Act sets a 'gender representation objective' that 50 per cent of the membership of Scottish higher education institutions governing bodies within certain membership categories (explained below) are women by 31 December 2022 and that an initial report on meeting this objective is published on or before 30 April 2021. At the present date and throughout the reporting period, the gender representation objective has been achieved for the relevant membership categories for the University Court, the governing body of the University of Edinburgh. This is shown in the table overleaf:

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1   The Gender Representation on Public Boards (Scotland) Act 2018, Schedule 1,
     www.legislation.gov.uk/asp/2018/4/schedule/1

University Court Membership

Year	1 December 2018		30 April 2021	
Category:	No.	%	No.	%
Female categories in scope	4	50	5	50
Male categories in scope	4	50	5	50
Sub-total	**8**	**100**	**10**	**100**
Female other categories	7	50	10	77
Male other categories	6	43	3	23
Non-binary	1	7		
Sub-total	**14**	**100**	**13**	**100**
All Female	11	50	15	65
All Male	10	45	8	35
All Non-binary	1	5		
Total	22	100	23	100

Information from Recruitment Competitions

59. Six vacancies for University Court positions within the scope of the Act arose during the period covered by this report. Three recruitment competitions were held to fill the vacancies:

1. Two Co-opted Member and two General Council Assessor vacancies filled from 1 August 2019.

2. One Senior Lay Member vacancy filled from 1 August 2020.

3. One Co-opted Member vacancy filled from 1 August 2020.

As required by the Act, the following information is provided for each recruitment competition:

Recruitment competition	Applications received	% Applications from women*	Appointments made	Female appointments
1	16	47	4	2
2	23	22	1	1
3	13	38	1	0
Total	52	38	6	3

* Calculated from those who opted to declare their gender when applying, which was: 15 of 16 applicants for competition 1, 9 of 23 applicants for competition 2, and 8 of 13 applicants for competition 3.

Encouragement of applications from women

60. Action was being taken to encourage applications from women prior to the Act, as shown by the agreement by the Committee of Scottish Chairs in 2015 of the '40:40:20' policy statement and the gender balance of members appointed by the University Court reached a 50:50 female:male ratio for the first time in 2017. Action has continued since the implementation of the Act, with advertisements posted on board recruitment platforms such as Changing the Chemistry and Women on Boards with

membership from women and other under-represented groups at board level and a statement within the text of all advertisements of the University's commitment to equality and diversity and the encouragement of applicants from diverse backgrounds.

Section 3: Monitoring and Data Reports

This section provides links to employee and student equality data.

61. The **Equality and Diversity Equality and Diversity Monitoring and Research Committee** (EDMARC) Reports provide analyses of student and staff on available equality protected characteristics data. The report supports the monitoring of equality and diversity within the University of Edinburgh.

    www.ed.ac.uk/equality-diversity/about/reports/edmarc

    The annual EDMARC report is supplemented by in-depth analysis of key concerns. In 2019/20 this focussed on undergraduate ethnicity.

    www.ed.ac.uk/files/atoms/files/edmarc_ethnicity_spotlight_report.pdf

62. **Equal Pay Audit 2019**: The Equal Pay Audits for Grades UE01 to UE09 and details of the Grade UE10 and equivalent staff, salary review.

    www.ed.ac.uk/equality-diversity/about/reports/equal-pay

THE UNIVERSITY of EDINBURGH

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26 April 2021

Gujarat Biotechnology University – Final Agreement

Description of paper
1. At its meeting on 27 April 2020, Court approved the signing of a Memorandum of Agreement for the initial stage of the proposed strategic partnership between the University of Edinburgh (UoE) and the Government of Gujarat (GoG). The partnership will result in UoE playing a key role in the development of the Gujarat Biotechnology University (GBU). This paper provides an update for Court in relation to finalisation of the plans and seeks final agreement for a strategic partnership.

2. As a result of the UoE-GBU partnership and in line with the outcomes of Strategy 2030, UoE will:
   i. see our research having a greater impact as a result of partnership, international reach and investment in emergent disciplines;
   ii. see us enabling global participation in education;
   iii. have created opportunities for partners and supporters to co-create, engage with the world and amplify our impacts.

Paragraphs 3-38: Closed Section

Responding to the Climate Emergency & Sustainable Development Goals
39. The GBU partnership responds to several of the Sustainable Development Goals. Through the academic disciplines covered and the nature of the education and research to be undertaken, the partnership will contribute to SDG 2: ..*promote sustainable agriculture* and 12. *Ensure sustainable consumption and production patterns*. In working with the Government of Gujarat to support their aims for economic development in the state, driven by higher education capacity, we are supporting SDG 8: *Promote inclusive and sustainable economic growth, employment and decent work for all* and 9: …*sustainable industrialisation and innovation*. Our ambitions for the academic and educational culture at GBU will support SDGs 4: *Ensure inclusive and equitable quality education* and, we hope, 5: *Achieve gender equality and empower all women and girls.*

40. As a trans-national partnership, the project will involve international air travel which exacerbates the climate emergency. We will mitigate this in two ways: (i) by undertaking more engagement and training activity than originally planned using online tools rather than in person; and (ii) by carbon-offsetting all flights. In the long-term, the project should support addressing the climate emergency since it will develop knowledge, tools, and solutions related to use of resources – for instance biofuels and farming emissions - through the environmental, industrial and plant biotechnology strands of our planned research and teaching programme.

Equality & Diversity
41. Indian equality legislation is similar to the UK. UoE's own expectations and standards will be the default that we will recommend in advising GBU on policies

governing students and staff and in supporting development of their academic culture and approach to inclusion and accessibility.

Next steps/implications
Paragraphs 42-43: Closed Section

Consultation
44. In developing and refining the project we have consulted with and received support from International Ventures Group and from colleagues in Legal Services, HR, Finance, Tax, Insurance, Edinburgh Global, Institute of Academic Development, Edinburgh Innovations, Risk Management Office, Information Services Group, both College and University Academic Services, and Communications & Marketing.

45. External specialist advice on Indian context and frameworks for legal, tax, and higher education governance is being received.

46. The project has been discussed amongst several Schools who are engaged in curriculum development, and is strongly supported by the College of Science & Engineering's leadership. The paper has been reviewed and recommended for approval by the University Executive and by Policy & Resources Committee.

Further information
47. *Author*   *Presenter*
   Dr Anne Payne   Professor David Gray
   Director of Professional Services   Head of School of Biological Sciences
   School of Biological Sciences

Freedom of Information
48. Closed: commercially confidential - exemption until exchange of contracts.

UNIVERSITY COURT

26 April 2021

Estates Small Works Programme 2021-22

Description of paper

1. This paper sets out the proposed programme of Small Works for 2021-22 and asks Court to approve funding. The programme has been significantly reduced from the normal expenditure levels and addresses priority critical and compliance category projects.

2. The proposals in the paper will contribute to the following outcomes set out in Strategy 2030: Our estate will be fit for purpose, sustainable and accessible.

Action requested/Recommendation

3. Court is invited to approve the Small Works Programme Budget allocation for 2021-22 in the amount of £8m, break down in table 1, section 2.

Paragraphs 4-22: Closed section

Responding to the Climate Emergency & Sustainable Development Goals

23. This paper does not specifically contribute to the Strategy 2030 outcomes or SDG goals as the works proposed relate to fabric or infrastructure maintenance or are fulfilling external regulatory requirements. However the accessible and egress elements of the programme will contribute towards goal 4 by making it easier for those of varying physical ability to use buildings and access education more widely.

Equality & Diversity

24. Equality & Diversity are considered on a project by project basis.

Next steps/implications

25. Following approval the works identified will be designed and procured with a view to implementing as soon as possible, bearing in mind the critical nature of the works.

Consultation

26. The paper has been reviewed by the Vice-Principal Corporate Services, Director of Place, Interim Director of Estates, Director of Estate Development; and was supported by Estates Committee on 17 March 2021 and recommended for approval by Policy & Resources Committee on 12 April 2021.

Further information

27. *Authors*   *Presenter*
   Steven Goodall   Catherine Martin
   Interim Head of Small Projects   Vice-Principal (Interim) Corporate
   and Minor Works   Services

   Jane Johnston
   Director of Estate Development

   Tommy Angus

Interim Director of Estates Operations

13 April 2021

Freedom of Information

28. Closed paper – commercially confidential

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY COURT

26 April 2021

Governance Apprenticeship Programme

Description of paper

1. This paper updates on the development of a Governance Apprenticeship Programme for university governing bodies and seeks Court's approval that the University of Edinburgh join the scheme as a launch partner.

Action requested/Recommendation

2. Court is invited to approve the University's participation as launch partner in the Perrett Laver Governance Apprenticeship Programme.

Background and context

3. Improving the diversity of university governing bodies (along with the diversity of boards in other sectors, whether businesses or not-for-profits) has been the focus of growing attention in recent years. A difficulty that many boards have faced in seeking to improve membership diversity has been in widening the pool of 'board ready' candidates from underrepresented groups with suitable skills and experience. To assist university governing bodies in this, search agency Perrett Laver propose to establish a Governance Apprenticeship Programme. The Programme would place a candidate from an underrepresented group who demonstrates great potential in their executive career but who has little or no board experience to date as a board apprentice for a 12 month period on a university governing body. Over time, this should create a more diverse pool of 'board ready' candidates who would be more likely to be appointed as governing body members.

Paragraphs 4-9: Closed section

Responding to the Climate Emergency & Sustainable Development Goals

10. Improving the diversity of the university governing body memberships could contribute to the following UN Sustainable Development Goals:

- *SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*
- *SDG 5: Achieve gender equality and empower all women and girls*
- *SDG 10: Reduce inequality within and among countries*

Equality & Diversity

11. The intention of the programme is to improve the diversity of university governing bodies through widening the pool of 'board ready' candidates from underrepresented groups. Having reviewed the equality monitoring data provided by Court members, Nominations Committee anticipate expressing an interest in a candidate from an ethnic minority background to join as a board apprentice.

Next steps/implications

13. If approved, the University will be announced as a launch partner.

Consultation

14. Perrett Laver held early conversations with the Senior Lay Member in developing the scheme and discussed further with the Vice-Principal Strategic Change and Governance; and University Secretary. An earlier draft of this paper was reviewed by Nominations Committee by correspondence from 12-16 April, which agreed to recommend it to Court for approval.

Further information

15. *Author*   *Presenter*
      Lewis Allan   Sarah Smith
      Head of Court Services   Vice-Principal Strategic Change and
      20 April 2021   Governance; and University Secretary

Freedom of Information

16. Closed paper until the proposal has been agreed and participation details confirmed.

THE UNIVERSITY of EDINBURGH

UNIVERSITY COURT

26 April 2021

General Council Prince Philip Fund

Description of paper
1. At this time of unprecedented student hardship the General Council is seeking to improve both the efficiency of administration and the impact of its endowed funds. This paper details a proposal to refocus these funds in support of the University's Widening Participation ambitions via the Access Edinburgh Scholarship programme.

Action requested/Recommendation
2. Court is asked to approve the merger of two existing Funds into a single entity, The General Council Prince Philip Fund, which can then be aligned with arrangements in the Access Edinburgh programme.

Paragraphs 3-14: Closed Section

Equality & Diversity
15. The General Council and the University share a commitment to the highest standards of policy and practice with regards to Equality, Diversity and Inclusion. The Access Edinburgh Scholarship programme is designed to encourage and support access to higher education for all, irrespective of financial, economic or cultural background and circumstance.

Next steps/implications
16. If approval of these proposals is confirmed by the Court and by the full meeting of the General Council's Business Committee on 29 April, the Development & Alumni Office will liaise with the Finance Department to effect the merger of the two funds. The Development & Alumni Office will subsequently ensure the new fund is utilised in service of the Access Edinburgh programme, in line with an updated governance framework. The General Council will promote the refocussed fund through its events, website and publications.

Consultation
17. The US Development Trust were consulted as a courtesy and have no objections to these proposals. The Vice-Principal for Philanthropy & Advancement is fully supportive of the proposal. An open meeting was held to give members of General Council's Business Committee the opportunity to discuss the proposals in detail with Neil Burns, Senior Philanthropy Officer, Development & Alumni. The formal paper recommending approval for these proposals is being presented to the full Business Committee on 29 April.

Further information
18. *Author*   *Presenter*
    Professor Ann Smyth   Alan Johnston
    Secretary of the General Council   University Court member
    13 April 2021

Freedom of Information

19. Closed paper.

THE UNIVERSITY of EDINBURGH

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26 April 2021

Exception Committee Report

Committee Name

1. Exception Committee

Date of Meeting

2. The Committee considered business by correspondence from 24 to 29 March 2021.

Action Required

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

Key points

Paragraphs 4-6: Closed section

Further information

7. *Author*

   Lewis Allan

   Head of Court Services

   Presenter

   Janet Legrand

   Convener, Exception Committee

Freedom of Information

8. Closed paper.

UNIVERSITY COURT

26 April 2021

Policy & Resources Committee Report

Committee Name
1. Policy & Resources Committee

Date of Meeting
2. 12 April 2021 (by videoconference).

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

Key points

Paragraphs 4-15: Closed section

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

Freedom of Information
17. Closed paper.

UNIVERSITY COURT

26 April 2021

Audit & Risk Committee Report

Committee Name
1. Audit & Risk Committee.

Date of Meeting
2. 11 March 2021.

Action Required
3. Court is invited to note the key points from the meeting and to approve the Annual Strategic Risk Report (Appendix 1), Risk Policy and Risk Appetite (Appendix 2) and to note the paper on Concentration Risk (Appendix 3).

Key points
Paragraphs 4-11: Closed section

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

Further information
13. *Author*   *Presenter*
    Kirstie Graham   Caroline Gardner
    Deputy Head of Court Services   Convener of the Audit & Risk Committee
    March 2021

Freedom of Information
14. This paper is closed.

UNIVERSITY COURT

26 April 2021

Knowledge Strategy Committee Report

Committee Name
1. Knowledge Strategy Committee

Date of Meeting
2. 22 March 2021 (by videoconference).

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

Key points
Paragraphs 4-18: Closed section

Further information
19. *Author*   *Presenter*
    Lewis Allan   Doreen Davidson
    Head of Court Services   Convener of Knowledge Strategy
    15 February 2021   Committee

Freedom of Information
20. Closed paper.

UNIVERSITY COURT

26 April 2021

Senatus Academicus Report

Committee Name
1. Senatus Academicus ("Senate").

Date of Meeting
2. Meeting of e-Senate by correspondence from 19-27 January 2021 and Senate by videoconference on 10 February 2021.

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

Key points
e-Senate meeting, 19-27 January
Draft Resolutions: Chairs
4. e-Senate considered the Draft Resolution below and offered no observations:
   - Draft Resolution No. 1/2021: Foundation of a Personal Chair of Security Engineering.

Senate meeting – 10 February
Convener's Communications
5. Professor Peter Mathieson (Convener) opened by thanking staff for the extraordinary efforts, resilience and innovation that they have shown over the last year.

6. Regarding University planning assumptions for 2021/21 the Convener noted:
   - Some form of social distancing requirement will likely be in place.
   - As a result, all in-person graduations in 2021 have been cancelled, although the final decision on November graduations is being reviewed.
   - The delivery model will continue to be hybrid.
   - It is likely that Covid-19 restrictions will be sufficiently eased and facilities will be sufficiently open for there to be valuable reasons for students to want to be in Edinburgh in person.
   - The focus will be on delivering in person what is absolutely essential.
   - It will be critical that staff and students are given clear expectations.

7. In response to questions, the Convener and other senior staff noted:
   - The 'best endeavours' approach was formulated in order to recognise and address the impacts of the pandemic on staff and particularly on staff with caring responsibilities. It is recognised that many staff are balancing competing demands. Managers have been asked to work with colleagues to try to adapt workloads to circumstances. There are no simple answers to the possible longer-term impact on the career progression of individuals.
   - Information Services Group can provide support such as laptop loans and wifi dongles for students struggling with working from home.

- The Convener had been quoted (inaccurately initially) in an article in The Guardian on aspects of teaching. The article had been rapidly corrected by The Guardian to clarify that the statement was specifically in relation to levels of in-person teaching. The Convener felt that the corrected statement, that there had not been much in-person teaching for undergraduates, was in line with communications that have been sent to students. The Convener rejected the idea that anything in his comments implied that he did not value online teaching or the work and expertise of colleagues delivering online teaching.
- In relation to university finances: the impact of the pandemic on international recruitment was less severe than predicted, but the impact on income from conferences, accommodation, catering and events has been longer and more severe than expected. This has included both the cancellation of the Fringe and the University's (correct, and sector-leading) decision to release students from accommodation contracts without penalty if they are not living in their accommodation.
- The University's current financial position is reasonable. However, costs have been rising more quickly than income over the last five to six years. This disparity is unsustainable and must be addressed. This situation predates the pandemic but the impact of the pandemic on income has not helped.
- In response to a concern that suspending promotions affects mostly younger staff and colleagues at the end of pay scales, while others will receive incremental increases, it was noted that suspending promotions was a short-term response to immediate pressures on cash-flow, and it was hoped that this would not be a lever used in future years, but also that planning for the next financial year is still in progress.
- It was noted that although there was an operating surplus last year, the majority of this surplus is ring-fenced and cannot be spent on staffing costs, and the surplus represents only around two weeks' worth of running costs.
- The University is considering offering staff respite days around Easter [these have since been confirmed]. Staff were encouraged to take annual leave to give themselves breaks.
- The University has not currently made plans to allow students to self-isolate in university accommodation instead of private hotels, but there is awareness of this issue.
- A query will be raised with the Study and Work Away Team on whether any support can be offered to year abroad students who are required to self-isolate.
- In relation to a query on whether line management responsibilities are appropriately accounted for in work allocation models, to allow staff appropriate time to be effective line managers, it was agreed that this question, and specifically the issue of some staff having a very large number of direct reports, might be usefully raised at the Staff Experience Committee chaired by the Vice-Principal Strategic Change and Governance.
- The Vice-Principal Students hopes to provide an update in the near future on the status of the Personal Tutor and Student Support Review, but noted that it has not been practical to attempt to implement the recommendations of the review in the current circumstances.
- The UK Research & Innovation announcement that from 2024 all recipients of funding will be asked to demonstrate that they are sustainable was noted.

- In response to a question on how input on University planning is elicited from staff, the Convener noted that staff can contact senior leadership or the leaders of the Adaptation and Renewal Team workstreams by email, that there are regular staff surveys, and that meetings such as this, and Town Hall meetings, provide opportunities for colleagues to share their views. The Convener noted that some staff surveys have indicated that colleagues don't feel adequately consulted or informed about change, that this is a cause for concern, and he encouraged colleagues to make use of the communication channels available to contribute constructive thoughts or new ideas.

Senate Presentation and Discussion: Adaptation and Renewal Team (ART): Research and Innovation

8. Senate heard presentations on the following topics:
- Research in the time of corona by Senior Vice-Principal Professor Jonathan Seckl
- Enriching our research culture by Dr Sara Shinton

9. Professor Seckl spoke on the impact of the pandemic on the work of researchers in the University, steps taken by the University to support researchers, and the contributions of University researchers to research on Covid-19.

10. Key points included:
- During the first period of lockdown research productivity was at around 40%, but there were significantly different levels of impact in different areas.
- Research restarted quickly when the lockdown was eased in July, though this was an extremely complex and difficult process requiring huge effort from colleagues, particularly in Health and Safety, and Estates.
- Research outputs in 2020 were only 10% down on 2019.
- Grant applications increased in 2020 compared to 2019.
- The ART: Research and Innovation team has brought together Heads of College, College Deans of Research, College Postgraduate Deans, representatives from Human Resources, Research Offices, Estates, Data Driven Innovation, Information Services, the Institute for Academic Development, and Edinburgh Innovations. These groups are continuing to plan, revise and reprioritize in order to support continuing research activity as we move forward in the changing situation of the pandemic.
- Emergency funding to support research activity was received from the Scottish Government, UK Research and Innovation, and the University.
- Emergency funding was used to extend the funding of final year PhD students and to extend the contracts of around 150 post-doctoral researchers.
- This funding was also used to award 40 Chancellors' Fellowships. Targets were set for 50% of awards to be to women and 20% of awards to be to Black, Asian and Minority Ethnic (BAME) appointees, and these targets were broadly achieved, with 19% BAME appointees and over 50% female appointees.
- University researchers have won significant funding for Covid-19-related research, with all three Colleges being around 5th in the UK for the amount of funding won.

- Around 5% of the research outputs on Covid-19 in the UK have come from this University, and University colleagues have been involved in advising members of the UK Scientific Advisory Group for Emergencies (SAGE) and the Scottish Government, and communicating with the public via the media.
- The University has drawn down funding from the City Deal and outcomes from the project so far include securing over 1000 new jobs in international companies and start-ups, providing digital and data skills development to over 50,000 people, and starting up 15 high-growth ventures. Very considerable research funding has been secured and a large number of companies have engaged in the project, bringing in external investment. This work is vital for this region of Scotland and particularly now looking towards post-pandemic recovery.
- Engagement with industry by the University has increased significantly, and Edinburgh Innovations has played an important role in this.

11. Dr Sara Shinton spoke on the decisions made on the allocation of emergency research funding, and on other priorities that have been put forward in the last year to foster a more inclusive research culture.

12. Key points included:
- Work this year has been in the context of a previous grant award from the Engineering and Physical Sciences Research Council to look at the lack of diversity in large strategic grants and research projects, and also work undertaken to implement the UK Concordat to Support the Career Development of Researchers, which was signed by the University a year ago.
- An action plan has been developed and will be published shortly. Equality, Diversity and Inclusion (EDI) is a key driver in this work.
- Key challenges identified through this process were: improving communication of information about available support for researchers; support, resources and training for managers of researchers; researcher security; gathering better information on the research population to enable better decision-making.
- A research culture survey was run in July 2020 by Professor Malcolm MacLeod and has been benchmarked against a UK-wide Wellcome Trust survey. This highlighted three areas for attention: institutional commitment to diversity and inclusion; reported levels of experiencing or witnessing bullying; different experiences of research culture for different groups of staff.
- This research informed decisions on distributing Scottish Funding Council funds, including funding 40 Chancellors' Fellowships. The Institute for Academic Development (IAD) are also working with people who narrowly missed out on this funding, to support future applications.
- Online and flexible training materials have been developed, including a tailored programme for women of colour, and programmes for early career researchers. Programme information will be released soon, and staff are encouraged to contact the IAD for further information.
- Work will continue of the action plan, and outcomes from this work will be reported to the Research Integrity Reporting Group, and then to the Research Policy Group.

13. In response to questions, the presenters and senior staff noted:
   - One aim of the development of resources and support for managers of researchers is to foster a research environment that is free from bullying. A race action plan is also forthcoming. The 'Respect at Edinburgh' web-hub was also highlighted as a source of guidance and training opportunities (https://www.ed.ac.uk/equality-diversity/respect). The introduction of a 'behaviours charter' is also being considered.
   - Some data has been gathered on the impact of covid-related caring responsibilities on researchers, and guidance has been developed for individuals whose research has been disrupted by these challenges. This is intended as a tool for discussions with line managers to produce a statement of the extent to which research has been disrupted, which can then be used in reviews and decision-making. Data will also be tracked by a newly-formed Research EDI Committee which will be chaired by Professor Jane Hillston.
   - There is not currently a programme of training for professional services staff who support research activity, but staff were encouraged to contact IAD if they would be interested in this.
   - There are no plans to create nursery facilities at the BioQuarter. There was some discussion on the accessibility of the nurseries at King's Buildings and Easter Bush, and the past success of the University in running nurseries.
   - The College of Arts, Humanities & Social Sciences Research Hub was noted as a resource for researchers in that College (https://www.ed.ac.uk/arts-humanities-soc-sci/research-ke/serch-research-hub)
   - Discussions are taking place on the use of narrative CVs by researchers that may allow for a broader and more inclusive representation of research contributions.
   - The new Research Staff Hub will be developed over the next six months.

14. The Convener thanked the presenters and all participants for their contributions to the presentation and discussion.

Formal Business
Titles for Teaching-dominated roles at Grade 8 and 9
15. Professor Alan Murray presented the paper. The paper proposes that:
   - Grade 8 roles that include an element of teaching be re-titled 'Lecturer' (replacing the title 'Teaching Fellow');
   - Senior Teaching Fellows that are promoted to Grade 9 obtain the title 'Senior Lecturer'

16. The following comments and questions were raised by Senate members:
   - Many members of Senate supported the proposal, noting in particular support for the intention behind the proposal, which is to support institutional recognition of the importance of teaching. Several members indicated that the proposals in the paper are already standard practise in their Schools.
   - Queries were raised about the use of the title 'Reader': this is not affected by the current proposal, but there was some discussion about the use of this title and whether this should also be under review.
   - The change proposed will potentially effect a significant number of staff in the College of Arts, Humanities & Social Sciences. It was also noted that in the

College of Science & Engineering 'Teaching Fellow' posts are often offered as temporary contacts, for example to cover parental leave: would these posts need to be re-badged as 'Lecturer' appointments?

- Some Senate members spoke in favour of retaining the titles 'Teaching Fellow' and 'Senior Teaching Fellow', arguing that these titles are preferable to 'Lecturer' from a pedagogical point of view.
- Some Senate members expressed concern that the title of an individual currently employed as a Grade 8 'Senior Teaching Fellow' will change to 'Lecturer', which may be seen as being downgraded.
- Some Senate members spoke in favour of using the titles 'Associate Professor, Assistant Professor and Professor', on the basis that these titles are widely understood in international contexts.
- It was noted that a small number of staff are in hybrid roles involving teaching, research and professional services roles. It is possible to be promoted within hybrid roles, but this can be very challenging within current University structures.
- Job titles require clear and shared definitions, with clear promotion requirements and clear expectations for the person in the role. Greater consistency across Schools and Colleges was encouraged.
- The implications of the title change must be clearly understood and managed, including managing expectations of staff affected by the change. How will the change in title be communicated to staff involved? It must be made clear whether the change in title indicates any change in role, or any change in employment status.
- Questions were raised about whether or not staff in teaching-centred roles are eligible for any equivalent to research leave, and whether any time for research (including supporting research-led teaching) will be built into the Workload Allocations Models of these staff.
- It was noted that while the proposal may result in the same titles being applied to teaching-focused roles and roles that involve both teaching and research, these roles will still have different role descriptions. Therefore there will continue to be different 'types' of Lecturers, for example: this will not be recognised in the job title, but in the role description. The proposal before Senate does not consider role descriptions.
- It was noted that the University has clear grade descriptors to be used in aligning roles and grades, and that the annual review process should be used by staff and line managers to discuss and agree promotion requirements, training needs, requests for development opportunities or changes to current roles.
- Some Senate members suggested that making changes to titles in isolation is not sufficient, and that a more comprehensive review of titles, role descriptions, promotion requirements, and Human Resources policy and guidance is required. Such a larger-scale review has been identified as a requirement by a University working group, but this review has not yet started. It was suggested that the change in titles is not an urgent requirement and could wait for a more comprehensive review. Alternatively, it was suggested that this change could be an interim measure, pending a more comprehensive review.

17. The Convener summarised the discussion, noting that there appeared to be broad support for the proposal, with some qualified support and many suggestions for further thinking. There was clear support for equity in recognition of people's contributions to the University. The Convener will review the collated comments of the discussion with the Vice-Principal Students, and the proposal will be taken forward for discussion at the University Executive.

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

Equality & Diversity
19. 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
20. *Author*
    Kathryn Nicol, Academic Policy Officer
    Academic Services

Freedom of Information
21. Open paper.

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY COURT

26 April 2021

Donations and Legacies; 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 from 18 January 2021 to 31 March 2021. The paper also includes an update on current alumni relations activities.

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

Action requested/Recommendation
3. Court is invited to note the legacies and donations received and the update on current alumni relations activities.

Background and context
Paragraphs 4-7: Closed section

Edinburgh Futures Conversations
8. The first event in the Edinburgh Futures Conversations series took place on 2 March. A global audience of over 2,500 registered for the event which saw some of the world's most respected public health experts share their perspectives of the pandemic and explore how to change and reshape public health systems to transform outcomes. The opening conversation featured a dialogue between Dr Anthony Fauci, leading infectious disease expert and chief medical advisor to the Biden Administration, and alumnus and winner of the 2020 Being Edinburgh award Dr Zhong Nanshan, China's top respiratory diseases expert, the first time the pair had shared a platform. Another highlight was a session featuring Global Health Advocate Chelsea Clinton, Professor Felicia Knaul of the University of Miami and our own Professor Devi Sridhar.

Being Edinburgh 2021
9. 2019 Chemistry graduate, Elisabeth Feldstein, was announced as the winner of the 2021 Being Edinburgh award at the EUSA Student Awards Ceremony on 14 April. Launched last year, Being Edinburgh focuses on shared values rather than an absolute measure of success and recognises a graduate of the University who makes us all proud.

10. Elisabeth is the founder of Augment Bionics, a start-up that produces affordable prosthetic limbs and PPE, and helped raise over £100,000 to aid the fight against Covid-19. She also founded the Edinburgh University Women in STEM society and is a supports an array of alumni and student engagement activities. Elisabeth was elected to the University's General Council Business Committee this year.

11. 87 nominations were received for the 2021 Being Edinburgh award and four finalists, including Elisabeth, were selected – alumni demonstrating strength, talent

and resilience evident in even the most challenging times. Our three other finalists were:

- Dr Luis Campos (Medicine 1969) - cardiologist and humanitarian
- Akhil Ennamsetty (Law 2020) - community volunteer and human rights activist
- Eilidh Gibson (Biomedical Sciences 2018) - champion athlete and non-profit founder

Scottish Universities Africa alumni event
12. Over 100 alumni from across Africa, or living there, joined a collaborative Scottish Universities virtual networking event at the end of March. The event was the first of its kind and featured two Edinburgh alumni as speakers alongside graduate representatives from the other institutions taking part.

Sharing things, the podcast
13. Production of the fourth season of our podcast, Sharing things, wrapped earlier this month. Season four launches in May and will introduce our University community to a new generation of Edinburgh people with one of our 2020/21 intake of students in featuring in each episode. Alumni guests include Laura Maciver, senior BBC broadcaster, and Gavin Francis, GP and author.

Scotland Week in North America
14. Over 200 guests including alumni, students, prospective students, parents and staff, joined us for an online event celebrating Scotland Week in the United States and Canada on 7 April. Professor Rob Dunbar, Chair of Celtic at the University, explored the history of Scottish Gaelic in North America as well as the contributions of Americans and Canadians to Gaelic culture and scholarship. Professor Frank Cogliano, Dean International North America, then chaired a Q&A with lots of questions from a very engaged audience. Celebrations close with a virtual New York Tartan Day Parade taking place on social media on Saturday 10 April.

Alumni sharing insights and experience
15. A wide range of activity to engage alumni with current and prospective students has taken place throughout February, March and into April. Alumni ambassadors took part in a very successful panel discussion for prospective students as part of the postgraduate online open days, and in a tailored virtual event to promote our fully funded scholarships (supported by the British Council) for prospective female students from South Asia interested in studying eligible STEM related subjects.

16. The Alumni Relations team are also hosting a series of live sessions for offer holders through March, April and May, giving our future students an insight into the University community and some of the ways they can connect with and be supported by alumni during their studies.

17. As part of the Creative and Cultural Careers Festival, we hosted an online event featuring Max Sanderson, alumnus and Lead Audio Producer at the Guardian. The virtual session, titled 'Talking Podcasts', gave current students and recent graduates the opportunity to ask questions and find out more about working in creative industries and media.

18. A number of alumni supported student activities with a specific School focus have taken place across the School of Philosophy, Psychology and Language Sciences, Sport and Recreation Management, Biomedical Sciences and Biological Sciences. At each event alumni shared experiences of life after graduation and career development insights with students.

Insights Programme
19. Following the success of the Insights Online Week in June 2020, a second Online Week took place in mid-February. The February week was open to all undergraduate widening participation students; this was an extension to the standard offer to first, second and third year students. Nearly 50 alumni volunteers from across the globe took part, connecting with over 120 students through the combination of a panel event and a newly developed networking model, comprising a series of scheduled coffee conversations, in which alumni hosted their own video calls with small groups of students. Feedback continues to be strong with 97% of students recommending the week to other students.

20. The in-person version of the programme remains suspended due to the ongoing impact of the pandemic but a further Insights Online Week is in development for June 2021. This will once again bring together alumni volunteers from across the UK, Europe, North America and Asia in support of our students who may have faced barriers accessing university, helping them to develop the confidence, skills and connections to consider a range of careers.

Multi Story Edinburgh, the podcast
21. Launched in October 2020 as a central part of our engagement with our newest alumni, the Multi Story Edinburgh podcast features a different 2020 graduate in each episode. We ask each participant to tell us their story, sharing their plans and experiences since graduation and during this unpredictable and challenging time.

> *"I've just listened to the episode now and I absolutely love it! Thank you for letting me speak! I hope it makes some people feel less alone. I felt it was important to be as open as possible. Thanks again -loved the experience."*
> *Multi Story podcast participant and 2020 graduate*

22. 27 episodes have been released so far including a special Divinity themed series of episodes and a series with a focus on the healthcare sector, the latter a real insight into the challenges our recent graduates faced as frontline workers during a pandemic.

23. The podcast accompanies the monthly Multi Story Edinburgh newsletter created especially for new graduates with their particular situation and requirements in mind. A collaboration with the Careers Service, the newsletter includes alumni community based features along with employability and wellbeing resources.

Resource implications
24. 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

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

Responding to the Climate Emergency & Sustainable Development Goals

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

Equality & Diversity

27. 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

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

Consultation

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

Further information

30. _Authors_
     Gregor Hall, Finance Manager
     Natalie Fergusson, Global Alumni Clubs and Groups Manager
     Development & Alumni Office

Freedom of Information

31. Closed paper

THE UNIVERSITY of EDINBURGH

UNIVERSITY COURT

26 April 2021

Draft Resolutions

Description of paper
1. This paper invites Court to consider two draft Resolutions containing annual updates for the degree programme regulations and to refer them to the General Council, Senate and any other interested party for comment before they return to Court for approval.

2. Regular review and updating of degree programme regulations contributes to Strategy 2030 aspirations to ensure the curriculum will support breadth and choice, preparing students, graduates and alumni to make a difference in whatever they do, wherever they do it.

Action requested/Recommendation
3. Court is invited to refer the following draft Resolutions to Senate and the General Council for observations:
    Draft Resolution No. 2/2021: Undergraduate Degree Programme Regulations
    Draft Resolution No. 3/2021: Postgraduate Degree Programme Regulations

Background and context
4. The Universities (Scotland) Act 1966 enables the Court to exercise by Resolution approval for 'any additions or amendment to regulations for existing degrees'[1] on the recommendation of the Senate.

5. Senate's Academic Policy & Regulations Committee is responsible for the academic regulatory framework. It has undertaken its annual review of the undergraduate and postgraduate regulations and recommended changes. Draft Resolutions have been formulated to deal with the recommended changes and attached to these Resolutions are a list of degrees to which these regulations apply.

Discussion
6. The key changes to the Undergraduate Degree Programme Regulations 2021/22 are as follows:

Regulation Updated	What has changed
9 Timing of admittance onto degree programmes and courses	Clarifies that two week rule also applies to courses which are not "core" or "compulsory".
47 Conflicting studies	Removes prohibition on concurrent degree programmes – remains at Colleges' discretion.

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[1] Universities (Scotland) Act 1966, Schedule 2, Part II, paragraph 2,

64 BA (Arts, Humanities and Social Sciences)	Further clarification from the College of Arts, Humanities & Social Sciences about this degree.

7. Links within the regulations to other information has also been updated as necessary.

8. The key changes to the Postgraduate Degree Programme Regulations 2021/22 are as follows:

Regulation Updated	What has changed
12 Conflicting Studies	Removed prohibition on concurrent degree programmes. Leaving this at Colleges' discretion. This proposed change is based on discussions with Colleges and admissions colleagues during the current session, in which it was established that it was not uncommon for students to undertake, for example, a part-time Master's programme at the University, while also completing a part-time PhD programme elsewhere. The proposal presents minimal risk, since it reverts to the regulation in place before 2020/21. Colleges will still be entitled to refuse to allow concurrent study, where this may have a detrimental impact upon a student's ability to complete their programme.
16 Recognition of Prior Learning (RPL)	Added "(or 80 credits where a masters programme is comprised of 240 credits)" for consistency with granting RPL for one-third of total credits for taught programmes.

9. Links within the regulations to other information has also been updated as necessary.

10. The full draft Resolutions are available under the Additional Information heading on the Court site, with a direct link here.

Resource implications

11. Where the proposed amendments have potential resource implications, these have been given due consideration by the Academic Policy & Regulations Committee.

Risk Management

12. The Academic Policy & Regulations Committee has considered any risks presented by the proposed amendments, and regards these as minimal.

Responding to the Climate Emergency & Sustainable Development Goals

13. This paper does not directly contribute to the climate emergency but is relevant to Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Equality & Diversity

14. There are no specific equality and diversity issues associated with the proposed amendments.

Next steps/implications

15. Senate and the General Council will be invited to comment on the draft Resolutions and they will also be published on the University website. Final draft versions will then be submitted to Court on 14 June 2021 for consideration and approval, with the new regulations to take effect from 1 August 2021.

Consultation

16. Senate and the General Council are asked for observations on draft Resolutions and a notice is published online to enable observation from any other body or person having an interest to express observations. The Academic Services Office have consulted widely on the revisions to the degree regulations.

Further information

17. *Authors*

Adam Bunni, Susan Hunter and Ailsa Taylor, Academic Services
Kirstie Graham, Court Services
19 April 2021

Freedom of Information

18. Open paper.