THE UNIVERSITY of EDINBURGH

University Court
John McIntyre Conference Centre, Pollock Halls
Monday, 13 June 2022

AGENDA

OPENING ITEMS

1   ***[Item withdrawn from the agenda prior to the meeting]***

2   **Minute**   **B1, B2**
To _approve_ the minute of the meeting and note of the seminar held on
6 October 2022

3   **Matters Arising & Review of Action Log**   **B3**
To _raise_ any other matters arising and _review_ the Action Log

4   **Principal's Report**   **C**
To _note_ a report from Peter Mathieson, Principal

5   **Vice-Principal and University Secretary Appointment**   **D**
To _approve_ a paper from Peter Mathieson, Principal

6   **Vice-Principals and Senior Staff**   **E**
To _approve_ a paper from Peter Mathieson, Principal

7   **Committee Business**
- Senior Lay Member's Overview   **Verbal**
- Policy & Resources Committee   **F1**
- Nominations Committee   **F2**
- Audit & Risk Committee   **F3**
- Knowledge Strategy Committee   **F4**
- Senate   **F5**

KEY ITEMS FOR DISCUSSION/DECISION

8   **Student Experience: Enhancement Led Institutional Review (ELIR)**   **G**
Action Plan Update
To _comment_ on a paper presented by Tina Harrison, Assistant Principal,
Academic Standards and Quality Assurance and Colm Harmon, Vice-
Principal Students

9   **Students' Association and Sports Union Reports**
To _comment_ on the reports presented by Niamh Roberts, EUSA President
- **Students' Association Report**   **H1**
- **Sports Union Report**   **H2**

10   **Finance**
To _consider_ the papers presented by Lee Hamill, Director of Finance:
- **Director of Finance's Report**   **I1**
- **Long-Term Debt Review**   **I2**

- **Staff Benefits Scheme Triennial Valuation** **I3**

11 **Planning and Budgeting: 2022-23 Proposals** **J**
To *approve* a paper presented by Rona Smith, Director of Strategic
Planning & Insight

12 **Edinburgh Futures Institute** **K**
To *approve* a paper presented by Jonathan Seckl, Senior Vice-Principal

13 **REF2021: the results** **L**
To *note* a paper presented by Jonathan Seckl, Senior Vice-Principal

ITEMS FOR NOTING OR FORMAL APPROVAL

14 **Digital Estate**
To *approve:*
- **Procurement and Implementation of New Timetabling Systems** **M1**
- **Data Resilience: Recoverability of University Data** **M2**

15 **Elsevier Journals Licence Renewal** **N**
To *approve*

16 **University Digital Strategy Update** **O**
To *note*

17 **Delegated Authority Schedule – Review and Update** **P**
To *approve*

18 **Blackie Memorial Prize Endowment** **Q**
To *approve*

19 **Prevent Duty** **R**
To *note*

20 **Education Act 1994 requirements in relation to the Students'** **S**
Association
To *note*

21 **Donations and Legacies; Alumni Activities** **T**
To *note*

22 **Annual Recognition of Alumni Clubs** **U**
To *approve*

23 **Resolutions**
To *refer* or *approve* as appropriate:
- **Draft Resolution: Code of Student Conduct** **V1**
- **Resolutions: Degree Programme Regulations** **V2**
- **Resolutions: Chairs** **V3**

24 **Any Other Business**
To *consider* any other matters

25   Date of Next Meeting
Tuesday, 4 October 2022

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY COURT

25 April 2022, John McIntyre Conference Centre, Pollock Halls

Web Version

[DRAFT] Minute

Members Present:	Janet Legrand, Senior Lay Member (in Chair)
	Douglas Alexander, General Council Assessor
	Joyce Anderson, Trade Union Professional Services Staff Member
	Frank Armstrong, Co-opted Member
	Sarah Cooper, Senatus Assessor
	Alastair Dunlop, Chancellor's Assessor
	Perdita Fraser, Co-opted Member
	Ruth Girardet, Co-opted Member
	Ellen MacRae, Students' Association President
	Peter Mathieson, Principal & Vice-Chancellor
	Sarah McAllister, Professional Services Staff Member
	Jock Millican, General Council Assessor
	Hugh Mitchell, Co-opted Member
	Kathryn Nash, Trade Union Academic Staff Member
	Claire Phillips, Senatus Assessor
	Frank Ross, City of Edinburgh Council Assessor
	Réka Siró, Students' Association Vice-President Activities & Services
	Sarah Wolffe, General Council Assessor
Member Apologies:	Debora Kayembe, Rector
	David Law, Co-opted Member
	Alistair Smith, Co-opted Member
In Attendance:	Sophia Lycouris, Rector's Assessor
	Sarah Smith, Vice-Principal Strategic Change and Governance; and University Secretary
Presenters & Observers:	Lewis Allan, Head of Court Services
	Leigh Chalmers, Deputy Secretary Governace & Legal
	Lisa Dawson, Interim Deputy Secretary Students
	Lee Hamill, Director of Finance
	Colm Harmon, Vice-Principal Students
	Gary Jebb, Director of Place
	Catherine Martin, Vice-Principal 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
	Niamh Roberts, Students' Association President-elect
	Dave Robertson, Vice-Principal & Head of College
	James Saville, Director of Human Resources
	Jonathan Seckl, Senior Vice-Principal
	Rona Smith, Director of Strategic Planning & Insight
	Alan Mackay, Deputy Vice-Principal International (for Item 10)

OPENING ITEMS

1   Minute   **Paper A1**

Janet Legrand, Senior Lay Member, welcomed members and attendees and noted apologies. Ellen MacRae, Students' Association President, Réka Siró, Students' Association Vice-President Activities & Services, and Frank Ross, Lord Provost and City of Edinburgh Council Assessor were thanked for their services to the Court and the wider University community on the occasion of their last meeting and wished well for the future.

The minute of the previous meeting was approved.

2   Matters Arising & Review of Action Log   **Paper A2**

The action log was noted.

Attendees/observers aside from the: Rector's Assessor; Vice-Principal Strategic Change & Governance and University Secretary; Deputy Secretary Governance & Legal; and, Head of Court Services were absent for discussion of the following matter arising.

Court agreed to consider an urgent matter of business that had arisen since the agenda had issued. Court noted that the Rector had recently published two messages on a social media platform containing allegations regarding responsibility for the genocide against the Tutsi.

It was agreed that:
- Court endorsed an updated version of the University's public statement;
- The Rector's Assessor would seek to engage in informal dialogue and that Court's Intermediary Member (position similar to Senior Independent Director), would seek to hold a formal meeting with the Rector, with Court members to provide any further comments in advance; and,
- The issue would be referred to Nominations Committee by Court.

3   Principal's Report   **Paper B**

A summary of the Principal's main activities since the last Court meeting was noted, with following points discussed:
- The latest position on potential industrial action with regard to planned changes to the Universities Superannuation Scheme (USS) and on pay and conditions – the sector is awaiting an announcement from the University & College Union on potential further action. In the meantime, sector-wide pay negotiations are ongoing against a backdrop of rising inflation and its impact on costs for both employees and employers. With regard to USS, the 2020 valuation has now closed, with the next valuation due in March 2023;
- The rapid response of the University and the sector in support of Ukraine following the Russian Government's invasion was welcomed;
- The impact of the large number of strategic change projects on staff, as raised in a recent 'Town Hall' meeting, and ensuring sufficient resourcing at School

level to manage implementation was highlighted – the impact on staff and the risk of 'change fatigue' was acknowledged, as well as the benefits the projects should bring to staff once fully implemented. As discussed at Knowledge Strategy Committee, improving the visibility and understanding of current projects and their expected impacts across the University to enable better coordination and planning is under active consideration and business cases for future change projects will include estimates of staff resourcing impacts across the University, including on 'business as usual' activities in local areas. In addition, building capacity for change and better integrating change projects within the overall five year planning cycle to aid prioritisation and resourcing decisions is also under active consideration;

- How the £500 exceptional payment to staff will apply to those on guaranteed hours contracts – the preceding 12 month period will be used to generate an average for a pro-rata payment, with further information on this now added to the University website; and,
- Space pressures on campus as the return to more in-person activities accelerates – the need for more student study space in particular is recognised and opportunities to repurpose existing spaces that may be less well used post-pandemic will be explored.

4   Committee Business
• Senior Lay Member's Overview

Janet Legrand, Senior Lay Member, provided an update on activity since the last meeting, noting that interviews to fill a current vacancy for a lay member of Court are scheduled for the next day.

• Exception Committee   Paper C1

The following matters approved by Exception Committee on behalf of Court were noted:
- Approval for the disinvestment of any indirectly held Russian stocks and financial instruments as soon as practicable; and,
- The membership of a short-life Court External Debt Review Sub-Group, as discussed at the previous meeting.

• Policy & Resources Committee   Paper C2

The report was noted.

• Audit & Risk Committee   Paper C3

The report was noted.

• Knowledge Strategy Committee   Paper C4

The report was noted.

- **Senate**   **Paper C5**

The report was noted.

KEY ITEMS FOR DISCUSSION/DECISION

5   Student Experience Update   **Paper D**

An update on the development of a framework to help structure, prioritise and support the implementation of work to enhance the student experience was reviewed. It was noted that interviews for new student support and wellbeing advisers are underway and further investment is being made to enhance student mental health and wellbeing support services. An external consultancy firm has completed a project to assist in developing the framework and to identify areas where positive impacts can be realised in short timeframes. The following points were raised in discussion:
- Examples of quick impact actions that have been identified – drawing on existing good practice in the approach to creating a sense of belonging and in peer support activities and applying these more widely across the institution;
- Accountabilities and leadership at a strategic level – this flows from the Vice-Principal Students to the Heads of College to the Heads of School;
- Progress towards milestones set out earlier this year – these relate to the Enhancement-Led Institutional Review follow-up action plan and are on track;
- Differences between current approaches and previous approaches to enhance the student experience – the scale and sense of collective ownership and coherence is greater, as shown by the new student support model and the curriculum transformation programme;
- Building in more opportunities for student input to help shape the work;
- Making more data available to Court – the most recent Pulse survey data can be circulated along with a message to students on actions taken in response;
- Providing benchmarking information in relation to peer institutions was encouraged, along with considering the packaging and communication of changes planned or made to increase impact;
- Considering whether existing structures may need changes and other options that might benefit the student experience, e.g. if improved pay for marking would encourage the provision of more detailed feedback; and,
- Areas outside of the University's control that impact on student experience, such as the provision of private sector accommodation in the city and NHS funding for mental health.

6   Students' Association and Sports Union Reports   **Papers E1-E2**

The regular reports from the Students' Association and Sports Union were noted. The City Council's consideration of potential rent control zones within Edinburgh was raised, with the Association keen to be engaged on the topic and a key concern of the Association being the reduction in suitable student rental properties in the city.

7   Director of Finance's Report   Paper F

An update on additional in-year investment, the Quarter Two 2021-22 forecast, the outcome of the 2020 Universities Superannuation Scheme valuation, and University treasury funds was noted.

8   Investment Opportunity: Project Dolly Proceeds   Paper G

Members involved in existing commercialisation activity declared these as set out in the Register of Interests for Court members published on the University website.

A proposal for reinvestment in early stage commercialisation projects utilising a portion of the proceeds from a Roslin Institute spinout company in which the University was a shareholder, was reviewed. It was noted that the transaction provides a unique opportunity to improve the University's activities in this area, with the ambition to match the UK's leading institutions in generating impact from the expertise of staff and students for the benefit of all. Four initiatives were proposed: innovation engines (translating research expertise into intellectual property assets); pre-seed funding through an enterprise fund; increased seed funding through an expansion of the University's in-house venture investment fund, Old College Capital; and, later stage/flexible funding that would, for example, allow the University to take up follow-on (pre-emption) rights in certain circumstances, further support existing programmes or consider wholly new opportunities. The fundamental goal is enhanced impact – the proposal is intended to support efforts to get the University's ideas, technology and expertise into the world to make a difference.

Members welcomed the proposals and commented on the importance of access to initial funding and support for projects at an early stage, as well as continuing to invest in spin-outs as they mature, which can give confidence to potential external investors and avoid poorly timed dilution of the University's position. Support was also expressed for the innovation engines initiative. It was noted that around 15% of the University's principal investigators are currently involved in translational research, with great potential for this to increase with further support and funding. The proposals were endorsed.

9   Communications & Marketing Update Report   Paper H

A second annual update on the work on the Department of Communications & Marketing, its strategic direction and next steps for future development was considered. The following points were raised in discussion:
- Resource allocation for communication and marketing activity across the University and the extent to which this is a centrally provided or locally provided resource – there is a mixed economy at present with a central Department and locally provided resource. The Department is seeking to better align existing resource distributed across different areas of the University, including through training and developing professional standards;
- Student and staff engagement levels with internal communications – it was agreed that there is scope for improvement in this area, such as improving the personalisation/tailoring of messaging; and,

- Developing benchmarked metrics was encouraged, with some benchmarking work on brand awareness having been completed.

10 International Partnerships
- **Security and Risks in International Partnerships Annual Update**   **Paper I1**
- **Partnerships with Russia**   **Paper I2**

A first annual update report on the management and mitigation of security and risk aspects across international activity, partnerships and collaboration was reviewed, alongside an overview of partnerships and collaborative activities in Russia. It was noted that the University supports the Universities UK statement on [Ukraine](#), with its condemnation of the Russian Government's decision to invade Ukraine, expression of support for Ukrainian universities, staff and students and opposition to a blanket suspension of academic links, noting that many Russian students and academics have criticised the invasion at great personal risk. The University does not have any institutional-level partnerships with Russian universities or government, with some undergraduate student exchange agreements in place, currently suspended, and a small number of research collaboration projects supported by external funders rather than by the Russian universities involved.

Members discussed the following points:
- The establishment of a UK Government Research Collaboration Advice Team was welcomed in creating a single connection point with the UK Government on security matters in research;
- The extent to which the response of the University and the sector to the invasion of the Ukraine might be drawn upon should a similar event occur elsewhere in the world – while unlikely to be replicable given the unique nature of such events, it has illustrated the need to be prepared to respond to unexpected geopolitical events and to continue to scenario plan for these; and,
- Ensuring a consistency of response to conflicts in other countries – the intention is to take a humanitarian approach, including working closely with the Council for At Risk Academics (CARA) and communicating the University's principles of global engagement to support a free exchange of ideas regardless of nationality or location.

ITEMS FOR NOTING OR FORMAL APPROVAL

11 Usher Institute – Reallocation of City Deal Funding   **Paper J**

Proposals to reallocate City Deal funding from the Edinburgh BioQuarter Enabling Infrastructure project to the Usher Institute project budget in order to enable the fit out of the five shelled neighbourhoods within the Usher Institute were approved.

12 Staff Benefits Scheme Trustee Structure   **Paper K**

A proposal to amend the Trust Deed of the Staff Benefits Scheme to enable the substitution of the current individual trustee structure with the incorporation of an entity to create a single corporate trustee structure was approved. A delegation of authority was granted to the Vice-Principal Strategic Change and Governance and

University Secretary, in consultation with the Director of Legal Services, to finalise and sign the associated legal documentation for the new entity and any associated amendments required to the Scheme Trust Deed to support the creation of the revised Trustee structure, in line with the proposals set out in the paper.

13   Awards of University Benefactor   **Paper L**

Court approved the bestowal of the distinction of University Benefactor as per the recommendations set out in the paper.

14   Cross & Salmon Trust – Re-appointment of Continuing Trustee   **Paper M**

The re-appointment of a continuing Trustee of the Cross & Salmon Trust for a further period of five years with effect from 1 December 2021 was approved.

15   Donations, Legacies, Alumni Events   **Paper N**

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

16   Resolutions   **Paper O**

The following Resolutions were approved:
- No. 5/2022: Foundation of a Personal Chair of Translational Cognitive Neuroscience; and,
- No. 6/2022: Alteration of the title of the Chair of Accounting,

The following draft Resolutions were referred to Senate and the General Council for observations:
- No. 13/2022: Undergraduate Degree Programme Regulations; and,
- No. 14/2022: Postgraduate Degree Programme Regulations.

17   Meeting Date Change – November/December 2022   **Paper P**

A meeting date change from 21 November 2022 to 5 December 2022 was approved.

18   Any Other Business

There was no other business.

19   Date of Next Meeting

Monday, 13 June 2022

THE UNIVERSITY of EDINBURGH

UNIVERSITY COURT

13 June 2022

Principal's Report

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

2.   The activity noted supports our commitment to deliver on our vision and ambitions including all four key areas of focus highlighted in Strategy 2030: People, Research, Learning and Teaching and Social and Civic Responsibility.

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

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

Discussion
5.   I would like to start my report today by highlighting the superb performance by the University in the Research Excellence Framework (REF) 2021. We have consolidated our fourth place in the UK, and top in Scotland for Research Power with nearly 90 per cent of Edinburgh's research assessed at the highest quality – in the four and three star categories, classified respectively as 'world leading' and 'internationally excellent'.

6.   Almost half of Edinburgh's research is now classified in the highest category as four star, a striking rise since the 2014 results, where around a third of the research was classified in this highest category. REF results contribute to world ranking league tables: even before these latest results are taken into account, Edinburgh has been confirmed as 15th in the QS World Rankings (under embargo until 8 June), its highest ever position. Both of these achievements further cement Edinburgh's global reputation and enable us to recruit the very best students and bring world leading staff to support our world-class research-led teaching environment thereby boosting delivery on our mission.

7.   I would like to record my thanks to Senior Vice-Principal Seckl and the rest of the submission team plus all of the thousands of people who have contributed to this success: researchers, technicians, administrators, students and many others.

8.   Our success in REF will also make a material difference to the University through the Scottish Funding Council's allocation of the Research Excellence Grant (REG). Our REG allocation in 2022-23 rises by £5.6M (6.9%) to £87.2M. A one-year transitional approach for 2022-23 (to mitigate any university's reduction to -10%) has been adopted. Once this has passed, we expect to see a further increase of £1.9M, to

£89.1M, subject to the overall envelope for REG being at least maintained. Our Research Postgraduate Grant, which is formula-driven using student numbers, increased by £600k (7.7%) to £8.4M.

9.   Having confirmation of the REF results is a significant step in the University's cycle and we see another this month as Professor Kim Graham, the University's first Provost, has started working with us. Kim will take up her full duties on the first of August, when most of the changes to the rest of the Senior Leadership Team come into effect, and we are very pleased to welcome her to Edinburgh. Transition is also happening with our student representatives as a new sabbatical team comes into office, I am very much looking forward to working with them and my new Senior Team to continue to drive improvements to the student experience which remains an absolute priority for me and all of us.

10. There is much change going on at the University over the next few months particularly in the Senior Team and also with the Heads of School. I have summarised this for Court with the attached Appendix which will also be useful for internal colleagues.

11. With the change of personnel the various Committees and Groups that drive forward University business will inevitably change as new Chairs and Members begin to make their mark. I have been thinking about this recently and will be discussing with the Senior Team shortly. One decision I wish to share now with Court concerns Estates Committee. As Senior Vice-Principal Seckl, the current Chair demits, it feels timely to make changes including formally expanding the remit to include the Digital Estate and moving to the Chair being an independent, rather than a member of University staff. As Estates Committee reports to Policy & Resources Committee, PRC will be consulted over the summer on this matter. Court will be fully appraised and the aim will be that the changes will be agreed and in place for next Semester.

12. Senior staff are very conscious that morale among staff at Edinburgh could be improved. It has been a very difficult few years with challenging issues and high workloads as staff strive to deliver the breadth and depth of the University activity. The recently approved £500 exceptional payment (which will go through in the June payroll) to all staff was just one way of acknowledging the outstanding efforts made in this difficult period.

13. Work continues on improving Edinburgh's position with regard to the staff experience and the underlying issues and in continuing to hold constructive dialogue with our trade union representatives. We remain in a period of Action Short of a Strike (ASOS) with the University & College Union (UCU) but, at the last minute, this was not escalated to include the proposed marking and assessment boycott at Edinburgh.

14. We will continue to work closely with our local UCU colleagues on those elements of the dispute that are within our control relating to the 'four fights' and to see where we can jointly influence the debate on the national elements relating to the proposed changes to the Universities Superannuation Scheme (USS) pension scheme and the 2021-22 pay award.

15. UCEA's final pay offer for 2022-23 is for an overall paybill uplift of 3.18% with higher uplifts for staff on spine points 3 to 19. This includes an uplift of 9% for staff on point 3. All staff on points 20 (part way into University of Edinburgh Grade 5) and above would receive a pay spine increase of 3%. UCU and Unite are consulting members. EIS (Educational Institute of Scotland) and Unison have rejected the offer and invoked the new JNCHES (Joint Negotiating Committee for Higher Education Staff) dispute resolution process with meetings being planned for late June.

16. The Cabinet Secretary for Finance and the Economy, Kate Forbes MSP, announced the results of the Scottish Government's Resource Spending Review on 31st May, where real term cuts were announced in a number of sectors including Higher Education. The few sectors seeing an uplift include health & adult social care, social security and concessionary bus travel. Within the education budget, there is some uplift to provide for additional teachers and increased costs of free school meals. This is a disappointing, although not necessarily unexpected, position for Higher Education as attention turns to increased efficiencies in public services. With reference to the increased Research Excellence Grant noted in the opening paragraphs of my report, it is our current understanding that the Scottish Funding Council budget is frozen.

17. It is pleasing to note the positive light that the University of Edinburgh is seen in as international travel opens up again. We can also reflect on some recent positives: I was able to participate in a virtual ceremony to mark our growing strategic partnership with Taras Shevchenko National University of Kyiv (colloquially known as KNU) while I was visiting our partner university "Wits" in Johannesburg, something that we might not have thought possible pre-pandemic. The agreement with KNU is part of a new UK-Ukraine education and research twinning programme created by Universities UK, Cormack Consultancy and Ukraine's higher education sector to bolster educational cooperation between higher education in the UK and Ukraine, an initiative that we very much welcome.

Selected meetings and events from end April to mid-June
18. *University*
- Welcomed attendees of the A3Scotland22 (Animal Health, Aquaculture and Agritech) Conference at which Ivan McKee, MSP, Minister for Business, Trade, Tourism and Enterprise and Jo Churchill, MP, Parliamentary Under Secretary of State at the Department for Environment, Food & Rural Affairs were speakers.
- Met with the incoming Provost Kim Graham several times in the run-up to her starting in June, and hosted a dinner for new and current members of my Senior Leadership Team.
- Academic Strategy Group (core membership: the Heads of School) continues to meet regularly and is a useful forum for consultation and discussion on a wide range of matters including delivering hybrid teaching in semester two and to hear regularly about the University's financial situation and contribute to other aspects of our local, regional and international strategies and policies.
- Senior Leadership Team weekly meetings continue, now in hybrid format. We also held an all-day meeting to enable more in depth discussion on the planning round and our investment priorities.
- Participated in a meeting of the Leaders' Forum (membership: 150 senior leaders from across the Colleges, Schools and Professional Services Groups)

which discussed Equality, Diversity and Inclusion in the University amongst other strategic issues.

- Held regular meetings with the Students' Association sabbatical officers.
- Welcomed guests to the Development and Alumni Scholarship reception: this annual event provides donors the opportunity to meet the student(s) they support and vice versa.
- Participated in a meeting of the Partnership Forum with attendees from the University and College Union, UNISON and Unite.
- Joined the Medical Pilgrims, a group of senior academic physicians mostly from around the U.K. and a few from further afield, for some of the three day series of talks and events organised by colleagues in the College of Medicine and Veterinary Medicine. I was pleased to welcome Deputy First Minister and Cabinet Secretary for Covid Recovery, John Swinney MSP, as the guest of honour at the formal black tie dinner held at the National Museum of Scotland.
- Welcomed guests to the Nursing Tartan 1 reception, held in St. Cecilia's Music Museum and Concert Hall, to celebrate the one year anniversary of the launch of the Nursing Tartan through the support of key stakeholders both internal and external to the University.
- Welcomed attendees to the Gifford lecture given by Professor Susan Neiman, Director of the Einstein Institute in Germany, on 'George Eliot: Heroes without Faith' from her series entitled 'Heroes in a Time of Victims'. I also hosted a dinner in her honour.
- Co-hosted a visit by the Chief Executive and members of the UK Research and Innovation Board to the National Robotarium, based at Heriot Watt University. They received an update on progress with the National Robotarium and learned about pioneering research and industry collaborations that have the power to change lives. They also viewed the planned facilities and collaboration spaces for companies and start-ups due to open in the summer.
- Welcomed attendees to the inaugural Economics of Financial Technology Conference, an Edinburgh Futures Institute collaboration with the Business School.
- I was pleased to present, on the 20th anniversary of the first Fennell Lecture, the University Benefactor Award to alumnus and supporter Mr Simon Fennell. This year's lecture was delivered by Professor Marlene Daut on 'The Kingdom of Haiti and the Age of Revolution'.
- Met with Professor Jenny Dixon, Provost and Dr Connie Wan, Senior Manager, Network Development and Researcher Engagement, Universitas 21.
- Welcomed guests to the Binks Hub launch event.
- Welcomed attendees to the meeting of the Scottish Universities Physics Alliance.
- Welcomed the President, Katherine Rowe, and her delegation from the College of William and Mary to the University as part of their visit to Scotland.
- Participated in a dinner, co-hosted by the University and the Euan MacDonald Centre, as part of their conference on European Network to Cure Amyotrophic Lateral Sclerosis.
- Welcomed the Chinese Consul General Mr Ma Qiang and Consul Xiao Wenbin on their visit to the University.
- Participated, along with some alumni and Court Members, in the 'Platinum Party at the Palace' at Buckingham Palace for the Queen's Jubilee.

- Welcomed Dr Simon Arunga, Clinical Lecturer in Ophthalmology and Dr John Onyango, Senior Lecturer and Paediatric Ophthalmologist, at Mbarara University of Science And Technology (MUST), as part of a visit the University to discuss collaborations.

19. *Edinburgh and Scotland*
- The Principals of Edinburgh's four universities and Edinburgh College continue to meet monthly to share progress on various activities.
- Chaired the Higher Education/Further Education Strategy Group, one of the key strategic groups of our City Region Deal.
- Participated in the Scottish Council on Global Affairs launch reception held at Edinburgh Castle, at the invitation of Cabinet Secretary for the Constitution, External Affairs and Culture, Angus Robertson MSP. The First Minister gave the welcome and the event was also attended by Jamie Hepburn MSP, Minister for Higher Education and Furth Education, Youth Employment and Training; Màiri McAllan MSP, Minister for Environment, Biodiversity and Land Reform, and Patrick Harvie, Co-Leader of the Green Party and Minister for Zero Carbon Buildings, Active Travel and Tenants' Rights. My guest at the event was Her Majesty's Ambassador to Beijing Dame Caroline Wilson.
- Participated in the Hong Kong Reception held at the Edinburgh City Chambers to mark the 25th Anniversary of the establishment of the Hong Kong Special Administrative Region of the People's Republic of China, at the invitation of the Hong Kong Economic and Trade Office.
- Spoke at the Digital Economy Briefing, organised by Future Scot at Dynamic Earth, on "The role of higher education in supporting a high-tech knowledge-led economy".
- Participated in a TheirWorld anniversary dinner hosted by Sarah and Gordon Brown to celebrate the 20th year of the Jennifer Brown Research Laboratory.

20. *Sector and Public Affairs*
- Participated in various Russell Group meetings including: a virtual roundtable discussion with Indro Mukerjee, Chief Executive Officer of Innovate UK; Board meeting and dinner.
- Participated in various Universities UK meetings including: the 2021/22 Main Committee and members' meeting.
- Participated in various meetings on Security as part of my role as Lead for security issues in higher education for the Russell Group and Universities UK.
- Participated in Scottish Health and Industry Partnership Oversight Group meetings.
- Continue to co-chair with Dame Julia Goodfellow a working group for the Academy of Medical Sciences which will produce a report on the Sustainability of the UK Health Research ecosystem.
- Participated in a meeting of the Higher Education Edtech Advisory Board.
- Participated in a meeting of the Scottish Taskforce for Green and Sustainable Financial Services Group.
- Participated in the Higher Education Policy Institute Annual Conference.

21. *International*
   - Hosted a visit from Caroline Wilson DCMG, British Ambassador to the People's Republic of China, who was in Edinburgh for meetings with various organisations.
   - Participated in various Universitas21 meetings hosted by the University of Birmingham.
   - Participated in a four-day visit to the University of the Witwatersrand (Wits) in South Africa with Vice-Principal James Smith and colleagues from Edinburgh Global. The visit coincided with Wits' centenary year and was an opportunity for senior leadership to discuss our bilateral partnership, Mastercard Foundation activities, and collaborative opportunities for the future. Meetings included with Prof. Zeblon Vilakazi, Vice Chancellor and Principal, Prof. Ruksana Osman, Senior Deputy Vice-Chancellor: Academic, and Prof. Ian Jandrell, Deputy Vice-Chancellor: Systems and Operations amongst the senior team. Also participated in meetings which focussed on Sustainability, Climate, and Livelihoods, Innovation, and Health informatics and to Wits' rural campus near Nelspruit plus a rural health clinic in which colleagues are working to improve the monitoring and delivery of healthcare in a resource-poor setting with high levels of HIV and other disease.
   - Chaired the latest meeting of the Association of Commonwealth Universities European Regional Committee meeting.
   - Spoke (online) at the Vice-Chancellors' Conclave in Blantyre, Malawi on the theme of 'New Trends, Innovation, Implementation Strategies and Challenges in Higher Education'.

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

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

Responding to the Climate Emergency & Sustainable Development Goals
24. As the paper represents a summary of recent news and general activity, it does not directly relate to the United Nations Sustainable Development Goals.

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

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

Consultation
27. As the content is a summary of recent news no consultation is required.

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

29. *Author & Presenter*
    Professor Peter Mathieson
    Principal and Vice-Chancellor
    June 2022

Freedom of Information
30. Open paper

Senior staff changes summer 2022

Role	Name of Incoming	Incoming start date
Provost Full responsibilities of the Provost will begin on 1 August as Senior Vice-Principal Seckl demits office 31 July.	Prof. Kim Graham	1 June 2022
Vice-Principal Research and Enterprise	Prof. Christina Boswell	1 August 2022
Vice-Principal and University Secretary	TBC	1 September 2022
Vice-Principal and Head of College: Arts, Humanities and Social Sciences	Prof. Sarah Prescott	1 August 2022
Vice-Principal and Head of College: Science and Engineering	Prof. Iain Gordon	1 August 2022
Vice-Principal and Head of College: Medicine and Veterinary Medicine	Prof. David Argyle (Acting Head)	April 2022
Vice-Principal Leadership Development	Sarah Smith	1 September 2022
Head of School, Economics	Prof. Miguel Costa Gomez	22 September 2022
Head of School, Moray House School of Education and Sport	Prof. David Smith	1 October 2022
Head of School, History, Classics and Archaeology	Prof. Emma Hunter	1 August 2022
Head of School, Literatures, Languages and Cultures	Prof. Alex Thomson	1 August 2022
Head of School, Social and Political Science	Prof. John Devaney	1 August 2022
Head of School, Biology	Prof. Thorunn Helgason	1 August 2022
Head of School, Chemistry	Prof. Jason Love	1 August 2022
Head of School, Mathematics	Prof. Bernd Schroers	1 August 2022
Head of Student Experience Services	Lucy Evans	13 June 2022

Human Resources moving to Corporate Services Group		1 August 2022
Strategic Change moving to Corporate Services Group		1 August 2022

UNIVERSITY COURT

13 June 2022

Vice-Principal and University Secretary Appointment

Description of paper
1. To seek formal approval from Court for the appointment of Ms Leigh Chalmers as Vice-Principal and University Secretary of the University of Edinburgh.

2. Strong senior leadership of the University is essential for delivering on all of the four key areas of Strategy 2030.

Action requested/Recommendation
3. Following recommendation by Nominations Committee, Court is asked to consider the paper and recommend the appointment of Leigh Chalmers as Vice-Principal and University Secretary of the University of Edinburgh. The University Secretary appointment is open-ended and the Vice-Principal title would be for a five year term in the first instance, in common with others holding the title of Vice-Principal.

Background and context
4. I informed Nominations Committee and Court in November 2021 of the intention of Ms Sarah Smith to step down from her role as Vice-Principal Strategic Change and Governance and University Secretary on 31st July 2022, moving to the new role of Vice-Principal Leadership Development. After some consideration, and with the agreement of Nominations Committee and Court, we moved ahead with a full recruitment exercise supported by Perrett Laver. On appointment the changes to the new Senior Leadership Team will be fully complete.

Discussion
5. It is pleasing to report that, as with the other senior team appointments, the field for the Vice-Principal and University Secretary post, was very strong. Six candidates were shortlisted and interviewed, also undergoing a Focus Group session with a mixed group and individual meetings with myself and the Director of Finance.

6. Interview Panel Members
   * Professor Peter Mathieson, Principal and Vice-Chancellor (Chair)
   * Professor Kim Graham, Provost
   * Ms Ellen MacRae, President of Edinburgh University Students' Association
   * Janet Legrand QC (Hon), Senior Lay Member University Court
   * Dr Catherine Martin, Vice-Principal Corporate Services
   * Professor Colm Harmon, Vice-Principal Students (by correspondence)
   * Mr John Hogan, Former University Secretary Newcastle University (external)

7. Following interview the panel were unanimous in offering the post to Leigh Chalmers.

8. This appointment is the third member of the revised Senior Team that has been filled by an internal candidate. I am pleased that the calibre of colleagues at

Edinburgh makes this possible and feel that the continuity of institutional knowledge that this provides will also be of general benefit and provide a good balance with the external appointments.

Resource implications
9. Salary requirements will be met from agreed budgets

Risk Management
10. The actions noted are designed to minimise risk to the University across all areas including by ensuring the highest quality leadership for the University appointed via a full recruitment exercise. The institutional knowledge of the internal candidate is also a contributing factor to minimising risk in this case.

Equality & Diversity
11. Equality and Diversity aspects were a key part of the recruitment exercise including the credentials of the external recruitment company, panel makeup and salary recommendations.

Next steps/implications
12. A start date of 1 September 2022 has been agreed.

Consultation
13. Remuneration Committee have been consulted and the salary agreed. Nominations Committee have been consulted and make this recommendation to Court.

Further information
14. _Author_ & Presenter
     Peter Mathieson
     Principal and Vice-Chancellor
     7 June 2022

Freedom of Information
15. Open version.

THE UNIVERSITY of EDINBURGH

UNIVERSITY COURT

13 June 2022

Vice-Principals and Senior Staff

Description of paper
1. To update Court on the latest position with regard to University Vice-Principals and to seek approval to terms of office extensions for Vice-Principal, Chief Information Officer and Librarian to the University Mr Gavin McLachlan; Vice-Principal International Professor James Smith; Vice-Principal Philanthropy and Advancement Mr Chris Cox, Vice-Principal Data Science Professor Andrew Morris and Deputy Vice-Principal International Mr Alan Mackay.

2. I also wish to nominate the Provost, Professor Kim Graham, to be a Trustee of the University of Edinburgh Development Trust as Senior Vice-Principal Professor Jonathan Seckl, currently a Trustee, demits office on 31 July 2022.

Action requested/Recommendation
3. To approve the Vice-Principal term of office extensions for a period of 5 years and the nomination to the Development Trust as noted below:
   * Vice-Principal, Chief Information Officer and Librarian to the University Mr Gavin McLachlan until 31 July 2027
   * Vice-Principal International Professor James Smith until 31 July 2027
   * Vice-Principal Philanthropy and Advancement Mr Chris Cox until 31 July 2027
   * Vice-Principal Data Science Professor Andrew Morris until 31 July 2027
   * Deputy Vice-Principal International Mr Alan Mackay until 31 July 2027
   * Provost, Professor Kim Graham, to be a Trustee of the University of Edinburgh Development Trust

Background and context
4. This paper is concerned with the ongoing Senior Leadership of the University and seeks to clarify the terms of office of the Vice-Principals in order to ensure continuity and coverage for the University. In February 2019 I defined for Court who formed the Senior Leadership of the University and in doing so confirmed Vice-Principal terms of office, including for the Professional Service leads on my Senior Leadership Team, for an agreed period until 31 July 2022.

Discussion
5. The renewals noted in this paper seek to extend those terms of office for a further five years until 31 July 2027.

6. With regard to the extensions, all of the existing officers are performing well in their respective roles and I wish to extend as indicated under the existing terms.

Resource implications
7. There are no specific resource implications as costs will be met from within existing budgets.

Risk Management
8. There are reputational and regulatory risks if the University is seen to be not fully committed to the areas of responsibility covered by the portfolios noted.

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

Consultation
10. The individuals in question, and where appropriate the line managers, have been consulted.

Further information
11. *Author & Presenter*
    Principal and Vice-Chancellor
    Professor Peter Mathieson
    6 June 2022

Freedom of Information
12. Open version.

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY COURT

13 June 2022

Policy & Resources Committee Report

Committee Name
1. Policy & Resources Committee

Date of Meeting
2. 30 May 2022

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

Key points

Director of Finance's Report
4. The Director of Finance's Report was reviewed, including an update on additional in-year investment, a revised Quarter Two Forecast 2021-22, a draft (unaudited) Statement of Comprehensive Income and Expenditure 2021-22, half-year results at subsidiary companies and proposed parameters for an agreement between the University and the Trustee of the Staff Benefits Scheme (SBS) to conclude the latest triennial valuation. It was noted that the draft Statement of Comprehensive Income and Expenditure includes a significant balance sheet provision for the University's share of the deficit recovery plan for the Universities Superannuation Scheme (USS). This is broadly in line with expectations, is a non-cash accounting entry and will be replicated proportionally in other UK universities that are USS members. The proposed parameters for an agreement on the SBS triennial valuation were discussed and agreed, with a finalised proposal to be submitted to the next Court meeting for approval.

Long-Term Debt Review
5. An update on work completed to review the University's long-term debt arrangements and to develop a formal repayment strategy was considered. The option recommended in the paper of early repayment of two European Investment Bank (EIB) loans using existing University cash was recommended for approval by Court.

Planning and Budgeting: 2022-23 Proposals
6. Proposed budgets for 2022-23, developed within a 5-year context to enable delivery of plans and priorities aligned with Strategy 2030, were reviewed. The following points were raised in discussion:
- The approach taken to budget setting was discussed, noting the move towards a more strategic, University-wide approach, informed by Strategy 2030 and its key performance indicators;
- The limited references to commercialisation in the executive summaries produced by budget areas;
- Forecasting staffing requirements to deliver the plans, connections between staffing levels and staff morale and current difficulties in recruiting to some professional services areas in particular;

- Inflation assumptions, which have been revised upwards in the final version of the plans from earlier drafts. Inflation levels will be considered on an ongoing basis as part of the quarterly financial reviews of each budget area and assumptions can be adjusted following these if required;

7. It was agreed to endorse the proposed Group level budget as set out in the paper for approval by Court.

Edinburgh Futures Institute
8. An update on the construction of the Edinburgh Futures Institute building at the Quartermile site was considered. The additional funding request was endorsed and recommended to Court for approval.

REF2021: the results
9. The outcome of the UK-wide Research Excellence Framework (REF) 2021 exercise was reported. The exercise peer reviewed research quality, environment and impact at UK universities from 2014-2020 to inform the future annual allocation of c£2bn in public funding. The University emerged in a stronger fourth position in the UK for research power (quantity multiplied by quality – the measure most closely related to funding outcomes), closer to third (Cambridge) and further ahead of fifth (Manchester) than in the previous exercise. As a result, the University will receive a increase in its Research Excellence Grant allocation from the Scottish Funding Council. 21 of the University's 28 submissions by research area were ranked in the top 5 in the UK, including 5 in first place: Computer Science and Informatics; Sociology; Anthropology and Development Studies; Chemistry; and, Agriculture, Food and Veterinary Sciences. The following points were discussed:
- The results were warmly welcomed and all those involved in the University's submission thanked for their contributions;
- The importance of size as an increasingly important factor in positive performance was highlighted. The University submitted five joint submissions (three with Heriot-Watt, one with St Andrews and one with SRUC), more than any other university, and all joint submissions were ranked in the top 5 in the UK to the benefit of the University and the partner institutions involved;
- The benefits to Scottish society and the economy that the University of Edinburgh delivers as a global centre of research excellence and the importance of continued communication of this to policymakers and more widely was agreed upon.

Update on Current and Pipeline Partnerships in China
10. An annual status update on existing and pipeline strategic partnerships with Chinese institutions was received.

People Report
11. The report was reviewed and an update given on the decision of the local branch of the University & College Union (UCU) to suspend a planned marking and assessment boycott at the University. It was noted that there is ongoing constructive engagement with the local UCU branch on topics such as fixed term contracts and guaranteed hours contracts. Nationally, pay negotiations are continuing, with the current employer position offering a greater uplift for staff in lower grades. For the Universities Superannuation Scheme, attention is shifting to focus on the next

valuation, which begins in March 2023. It was noted that expectations are rising that the March 2023 valuation will deliver a positive outcome that could allow for improvements to member benefits and/or contribution rates but this is dependent on the position of financial markets and caution was expressed given the current global economic outlook.

Digital Estate
12. It was agreed to recommend for approval by Court:
- Procurement and Implementation of New Timetabling Systems: the total project budget over 5 years, noting that the revenue element is already included in the Information Services Group's budget and the capital element has been approved by Estates Committee; and,
- Data Resilience: Recoverability of University Data: the total budget, noting that the revenue element is already included in the Information Services Group's budget and the capital element has been approved by Estates Committee.

13. It was noted that the timetabling project will be delivered in three stages timed to take account of other ongoing change projects to aid implementation. Two other digital estate proposals, one to enable multi-factor authentication and one to establish a new identity and access management system are progressing and will be reviewed by Estates Committee.

Elsevier Journals Licence Renewal
14. It was agreed to recommend for approval by Court expenditure for a multi-year renewal agreement for Elsevier academic journals. It was noted that this translates to a significant discount on the current fees for journal access and publishing, negotiated collectively by the UK higher education sector.

People & Money System Update
15. An update on the implementation of the People & Money System was reviewed. It was noted that the second monthly payroll since the implementation of the payroll component has concluded successfully.

Other items
16. It was agreed to recommend for approval by Court: minor revisions to the Delegated Authority Schedule; and, a proposal for the repurpose of the Blackie Memorial Prize Endowment. A regular report from the Estates Committee was noted.

Further information
17. *Author*   *Presenter*
    Lewis Allan   Janet Legrand
    Head of Court Services   Convener, Policy & Resources Committee

Freedom of Information
18. Open version.

THE UNIVERSITY of EDINBURGH

UNIVERSITY COURT

13 June 2022

Nominations Committee Report

Committee Name
1. Nominations Committee

Date of Meeting
2. 23 May 2022

Action Required
3. To note the key points from the meeting and to approve the recommended appointments set out below.

Key points
Paragraphs 4-9: Closed section

Court Member Recruitment
10. A report on the outcome of the Court member recruitment process was reviewed. It was agreed to recommend to Court that Douglas Millican be appointed as a co-opted member of the University Court for a four year term of office from 1 August 2022 to 31 July 2026.

Douglas Millican – Current chief executive of Scottish Water (since 2012), previously Chief Financial Officer of Scottish Water (2002-2012) – responsible for water services for 5 million customers, with 4,000 employees and 3,000 partner company employees and annual revenues of £1.3bn and capital investment of £700m. Current chair (since March 2022) of World Vision UK, an international children's charity, having served as the charity's Vice-Chair (2019-2022) and chair of the Finance, Audit and Risk Committee (2017-2022). Former President of the Institute of Water (UK professional body) and former chair of St Paul's & St George's Church, Edinburgh. Earlier career in auditing and corporate finance in Edinburgh, New Zealand and Australia, mainly for PwC. Professional qualifications as a chartered accountant and corporate treasurer and a graduate of the University of Edinburgh (Bachelor of Commerce).

Note: a full CV is available upon request.

Court and Committee Memberships
11. The membership of Court's Standing Committees were considered and, subject to agreement with the individuals concerned, it was agreed to recommend to Court the following appointments and reappointments with effect from 1 August 2022:

Audit & Risk Committee
Douglas Millican to be appointed for a three year term

Policy & Resources Committee
Ruth Girardet to be appointed for a three year (with Ruth Girardet to step down from Audit & Risk Committee)

<u>Knowledge Strategy Committee (joint Standing Committee with Senate)</u>
It was noted that Colm Harmon had been appointed by Court in June 2021 as the Interim Convener, with a review of the Knowledge Strategy Committee's Term of Reference to take place, including considering lifting a restriction that the permanent Committee Convener position be reserved for a lay member of Court and broadening this to any category of Court or Senate appointee to Knowledge Strategy Committee. It was noted that the review is now planned for early in the next academic year to enable work on revising the committee governance for the digital estate to be completed first.

<u>Staff memberships of Standing Committees</u>
It was noted that vacancies reserved for staff members of Court will arise on four Standing Committees when Sarah Cooper and Claire Phillips demit office this summer: Policy & Resources Committee, Exception Committee, Nominations Committee and Remuneration Committee. As the full complement of staff members of Court will not be known until the Academic Staff Member election concludes on 1 June it was agreed to consider this following the next Court meeting.

Other appointments
<u>Curators of Patronage</u>
It was agreed to recommend to Court that the two incoming Heads of College, Professor Sarah Prescott and Professor Iain Gordon, be appointed as Curators of Patronage for initial terms of office of three years (the term limit specified in the Universities (Scotland) Act 1858) from 1 August 2022.

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

Further information
13. *Author*   *Presenter*
    Lewis Allan   Janet Legrand
    Head of Court Services   Convener, Nominations Committee

Freedom of Information
14. Closed paper.

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY COURT

13 June 2022

Audit & Risk Committee Report

Committee Name
1. Audit & Risk Committee.

Date of Meeting
2. 27 May 2022

Action Required
3. To note the key points below and to approve:
    *   Internal Audit Plan 2022-23;
    *   External Audit Annual Plan 2021-22; and
    *   External Audit Fee for the 2021-22 audit.

Key points
Paragraphs 4-20: Closed section

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

Further information
22. *Author*   *Presenter*
    Kirstie Graham   David Law
    Court Services   Convener, Audit & Risk Committee

Freedom of Information
24. Closed paper.

THE UNIVERSITY of EDINBURGH

UNIVERSITY COURT

13 June 2022

Knowledge Strategy Committee Report

Committee Name
1. Knowledge Strategy Committee

Date of Meeting
2. 24 May 2022

Action Required
3. To note the key points from the meeting and to approve the minor updates to the University Computing Regulations in Appendix 1.

Key points
Chief Information Officer Update
4. Key activities and updates since the last meeting were reported, including:
    *   New and emerging software platforms that have proved popular with staff and students have been reviewed to determine their suitability for the purchase of institution-wide licences. Miro, a visual collaboration platform popular in the arts and humanities, is currently being considered for an institutional licence, with work to consider accessibility elements ongoing;
    *   The owner of Collaborate, a virtual classroom software package used by the University, has announced its sale to another company. The University uses Microsoft Teams and Zoom in addition to Collaborate and is also upgrading the Learn virtual learning environment to Learn Ultra, which includes integration with Microsoft Teams for videoconferencing/virtual classrooms, which should provide suitable alternatives in case required;
    *   The global shortage of computer chips is continuing and is affecting the supply of laptops and networking equipment. A buffer stock of laptops continues to be held and a sizeable advance purchase of networking equipment has been made, which will provide the great majority of the equipment needed for the network replacement project. Until the remaining equipment arrives equipping new buildings will be prioritised as existing buildings are already networked and can continue to operate with the current equipment;
    *   The Elsevier journals licence renewal (see Item 8 below) was welcomed as a significant development for the UK higher education sector, with a price decrease and other improvements requested by the sector agreed to.

5. The Elsevier journals licence renewal was discussed, noting the positive impact of decisions made by many funding bodies to ensure that the outputs of research they have funded be made available on an open access basis.

EdHelp Future Plans
6. Gosia Such, Director of User Services, presented an update on the EdHelp service. The service was first planned in 2018 and launched in 2020 as part of the on-going student experience programme with the objective of providing a "one stop

shop" hosted in some of the University's libraries for student enquiries relating to Library, IT, student finance and student administration. Following a successful launch and positive feedback from students (with an 88% student satisfaction level) the service is now planned for expansion. Since the launch in 2020, service performance has improved from 53% of queries being resolved first time in the 2020/21 academic year to 72% in 2021/22 as staff become more experienced and the knowledge base drawn upon has improved, a trend which should continue to improve. The following points were raised in discussion:

- Interaction with the student information points in Old College and Charles Stewart House – these continue to provide a valuable service in resolving more complicated or confidential queries that cannot be resolved by the EdHelp service, as well as requirements for printed documents, e.g. many international students require printed letters from the University to visit the EU given visa conditions but there is scope for further co-ordination and this will considered further;
- Communicating to students in advance where their queries can best be resolved to continue to increase the first time resolution rate;
- Providing laptops loans to students at all EdHelp service desks; and,
- Improving access levels to various University systems could further increase the proportion of queries resolved first time and will be explored, noting that EdHelp staff are trained in data protection requirements and in handling sensitive financial data.

University Digital Strategy – Consultation Update
7. Gavin McLachlan, Vice-Principal, Chief Information Officer and Librarian to the University, reported on the outcomes from the first and largest consultation period for a new University digital strategy. Direct engagement has taken place with 450 staff and students in various themed meetings, with 48 online surveys completed and thousands of visits to the consultation's SharePoint site. Key themes/principles emerging from the consultation are:
1. Get the basics right / Simplicity
2. Coherence, consistency & continuity – and standardisation
3. Flexibility/Agility (noting that there may be tensions at times between standardisation and flexibility)

8. Items raised that will considered in more detail in a second consultation phase include digital skills within the curriculum, the digital offering for non-matriculated students (e.g. those on short courses such as executive education), increasing access by Schools to centrally-held University data and decision-making principles around the use of open source or commercial software. Items raised in relation to equality, diversity, inclusion and digital ethics included countering digital disenfranchisement, the effect of screen time on wellbeing and ensuring digital offerings are accessible. In relation to the digital estate, establishing principles for decision-making on the provision of central systems versus local systems using central data and the join between the physical and digital estate were raised. Gaps in the digital estate that were raised included the absence of an events management system and the lack of an intranet. The following points were raised in discussion:
- Support for linking digital skills with the curriculum transformation programme;
- Support for improving the digital offering of those on short courses;

- Considering resource needs for Schools and local areas to implement the digital strategy within the second phase of the consultation;
- Upskilling staff in digital skills is necessary but will add to workloads and should be included in workload allocations – noting that a collective agreement exists for guaranteed hours to be paid for induction and mandatory training and that this should include information security training. Clarity will be sought on this point with Human Resources, with training needs for major new systems to be considered within the resourcing requirements for the project; and,
- The timing for the second phase of the consultation – this should begin in June/July and run for a three to four month period.

EDINA Current and Future Main Products

9. Janet Roberts, Director, EDINA, presented an overview of some of the key services provided by EDINA, a centre of digital expertise for UK higher education within the University of Edinburgh. EDINA hosts 13 authoritative data collections, including the Ordnance Survey master map and provides educational services such as Digimap, which is used by 500,000 school pupils and 80,000 users in higher education, including 2,000 users at the University of Edinburgh. Geospatial consultancy services are also offered and EDINA has produced a digital map of the University's estate to show travel times between buildings by foot, bicycle and public transport with real time information. An increasingly popular resource is Noteable, a cloud based digital resource for computational teaching and learning for those in the early stage of programming/data science learning, which is also becoming popular in other areas. The potential for Noteable to be used to analyse student survey data such as free text comments using sentiment analysis and other techniques was discussed, with a proof of concept being trialled at present in the Business School using questionnaire data. Encouraging the use of services such as Noteable while being clear about the limitations of the service for those who wish to use it beyond its intended purpose was discussed.

Digital Estates bid – Timetabling Full Business Case

10. The governance route for the project's approval was discussed, with business case approval to be sought at Estates Committee and funding approval from Court on the recommendation of Policy & Resources Committee. Widening the composition of the project board to add user representation was suggested as a learning point from the People & Money programme – the board is intended to widen when the project moves beyond the procurement phase and into the implementation phase but early stage involvement of user representatives drawn from the most complex Schools for timetabling was encouraged.

Elsevier Journals Licence Renewal

11. It was agreed to recommend for approval by Court expenditure for a new multi-year renewal agreement for Elsevier Journals.

University Computing Regulations

12. It was agreed to recommend for approval by Court minor changes to the University Computing Regulations (included in Appendix 1).

Information Security Update
13. A regular update on Information Security was discussed.

Other items
14. Updates on the implementation of the People & Money System, the Library Materials Budget, the Hybrid Working Programme, the Network Replacement Programme and the Enterprise Infrastructure Programme were reviewed. Staff workload in relation to digital activities was raised following discussion earlier in the meeting. It was agreed that an update on strategic change projects will be submitted to the next meeting and the Convener and the Director of Strategic Change will also meet with a Committee member to consider this further.

Further information
15. <u>Author</u>   <u>Presenter</u>
     Lewis Allan   Colm Harmon
     Head of Court Services   Interim Convener, Knowledge Strategy
                                              Committee
Freedom of Information
16. Open version.

Revision to University Computing Regulations

The list below highlights the major changes to the Regulations.

- **Introduction and Definitions (Page 1)**
  - Removal of bullet point 5 'the policy on taking sensitive information and personal data outside the secure computing environments'.
- **Regulation 2 - Private use of computing facilities (Page 2)**
  - Small amendment to bullet point m, updated to, 'denying or affecting the availability or performance of services to other users', from 'denying service to others'.
- **Regulation 4 - Compliance with law (Page 3/4)**
  - Minor change to wording of bullet point c, update to, 'anti-harassment, hate crime and defamation laws, including the Protection from Harassment Act 1997, the Crime and Disorder Act 1998, and the Defamation and Malicious Publication (Scotland) Act 2021;
- **Regulation 5 – Security, confidentiality and passwords (Page 4)**
  - Amendments to paragraph 1 (as per highlighted text), 'Users must take all reasonable care to maintain the security of computing facilities and information to which they have been given approved access. In particular, users must not transfer or share their passwords, **[access tokens (in whatever format),]** IT credentials or rights to access or use computing facilities, to or with anyone else. **[Similarly, IT]** credentials **[granting access to University systems must not be shared or reused with any external service and users must not attempt to obtain or use anyone else's credentials.]**
  - Removal of sentence from paragraph 2, 'Users must not attempt to obtain or use anyone else's credentials'.
  - Small amendment to paragraph 3, adding 'all' to 'Users must ensure that all portable devices…'.
  - Addition of paragragh 4, 'Users must not transfer any data outwith the University via the use of 'auto-forward' email rules to personal emails accounts unless they have been granted explicit permission to do so'.

The full regulations with the amendments marked up are included overleaf.

University Computing Regulations

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

Regulations covering the use of Computing Facilities

2~~5~~6th Edition August 202~~1~~2

Introduction and Definitions

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

As well as these Regulations, users must abide by other policies and/or codes as relevant, including internal UoE codes such as:

- the Code of Student Conduct;
- the relevant staff disciplinary policy;
- the University Data Protection Policy;
- the Dignity and Respect Policy, Trans Equality Policy and any related documents;
- ~~the policy on taking sensitive information and personal data outside the secure computing environment;~~
- the Information Security Policy;
- the Information Security BYOD Standard;
- the Protocol for Access to Data from the Corporate Student Record System; and
- the Social Media Policy

And external codes such as:

- the Acceptable Use Policy of the Joint Academic Network (JANET) available on the Web at https://community.ja.net/printpdf/120 (PDF);
- any terms of use or similar codes imposed by remote sites, where their computing facilities are accessed or used by UoE users; and
- any terms of use of similar codes imposed by any third party website or services accessed using UoE computing facilities, to the extent these do not conflict with any applicable internal UoE codes.

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

In these Regulations

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

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

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

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

Regulations

1. **Status of Regulations**

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

2. **Private use of computing facilities**

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

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

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

3. **Damage to computing facilities**

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

4. **Compliance with law**

Users must comply with the provisions of all current applicable UK or Scots law, including:

a. intellectual property law, including laws concerning copyright, trademarks, and patents;
b. the Computer Misuse Act 1990, and associated instruments;
c. anti-harassment, hate crime and defamation laws, including the Protection from Harassment Act 1997, the Crime and Disorder Act 1998, and the Defamation and Malicious Publication (Scotland) Act 2021Defamation Acts 1952, 1966 and 2013;
d. data protection laws; including the Data Protection Act 2018 and UK GDPR;

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

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

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

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

Users must also comply with the terms of any licence agreement or terms and conditions between the UoE and a third party which governs the use of hardware, software or access to data when such use or access is facilitated by the computing facilities, to the extent those terms do not conflict with these Regulations.

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

5. **Security, confidentiality and passwords**

Users must take all reasonable care to maintain the security of computing facilities and information to which they have been given approved access. In particular, users must not transfer or share their passwords, access tokens (in whatever format), IT credentials or rights to access or use computing facilities, to or with anyone else. Similarly, IT credentials granting access to University systems must not be shared or reused with any external service and users must not attempt to obtain or use anyone else's credentials.

The confidentiality, integrity and security of all personally identifying data held, or processed on UoE systems must be respected, even where users have been authorised to access it. Users must not attempt to obtain or use anyone else's credentials.

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

Users must not transfer any data outwith the University via the use of 'auto-forward' email rules to personal emails accounts unless they have been granted explicit permission to do so.

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

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

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

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

6. **Investigation of breaches**

If the UoE suspects any breach or potential breach of the Regulations by any user, it shall have full and unrestricted power to access all relevant computing facilities and files (including mobile devices and privately owned devices used to access UoE services, including UoE email) and to take all steps which it may deem reasonable to remove or prevent distribution of any UoE material. It may also require that any encrypted data is made available in human-readable form. UoE may also immediately suspend a user's access to computing facilities and, where appropriate, examine such user's mobile device(s) for UoE material and remove any such material pending an investigation by an Authorised Officer or nominee of UoE as defined in the relevant Disciplinary Policy or Code of Conduct where the user is a UoE staff member or student respectively. Although we do not intend to wipe other data that is personal in nature (such as photographs or personal files or e-mails), it may not be possible to distinguish all such information from UoE material in all

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

circumstances. In particular, where a user's personal data is contained alongside UoE data (for example, if a personal email is sent or received using UoE's email system), it will not be possible to distinguish this from UoE data and such personal data may be wiped. For this reason, you are encouraged not to use UoE email for personal purposes and, if you do, to mark any personal emails "personal" in the subject header. Similarly, you should not use personal email accounts for University business. Users who use mobile devices for UoE related activity should also regularly backup any personal data contained on their device(s).

7. **Liability**

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

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

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

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

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

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

THE UNIVERSITY of EDINBURGH

UNIVERSITY COURT

13 June 2022

Senatus Academicus Report

Committee Name

1.   Senatus Academicus ('Senate').

Dates of Meetings

2.   Meeting of e-Senate by correspondence from 27 April – 11 May 2022 and meeting of Senate held in-person on 25 May 2022.

Action Required

3.   To note the key points from the Senate meetings and the annual report from the Senate Standing Committees (included in Appendix 1).

Key points

e-Senate meeting, 27 April – 11 May 2022

Draft Resolutions

4. Senate considered the draft Resolutions below and offered no observations.

No. 7/2022: Foundation of a Personal Chair of Energy Systems
No. 8/2022: Foundation of a Personal Chair of Matter and Motion
No. 9/2022: Foundation of a Personal Chair of Ecology
No. 10/2022: Foundation of a Chair of Epidemiological Statistics
No. 11/2022: Foundation of a Personal Chair of Politics and Gender
No. 12/2022: Foundation of a Personal Chair of Politics and International Relations
No. 15/2022: Foundation of a Personal Chair of English Literature

Senate meeting – 25 May 2022

Convener's Communications

5. The Convener noted the following points

- The publication of the Research Excellence Framework (REF) gives cause for pride in the achievements of the University, especially for the researchers, technical staff and all staff involved in the submission. The University has emerged well and congratulations were extended to all involved.
- The QS World University Rankings are to be published in June 2022.
- Professor Moira Whyte, who has been very unwell, has been discharged from hospital and is making excellent progress in her recovery.
- The University is performing well in terms of finance and demand for student places as demonstrated by student application numbers. This is a positive indication of the University's reputation. The Convener noted that there will be ongoing challenges around staff workload, morale and satisfaction and there is a great deal of work being done in this area.
- The Convener extended apologies to colleagues unable to attend the in-person meeting, and noted that requests were received for the 25 May meeting to be held in hybrid format. Efforts to arrange a hybrid meeting were ongoing until the meeting took place, however could not be achieved for the 25 May meeting. The Convener identified that the technology in large lecture

theatres was insufficient to facilitate a hybrid meeting, however this will be taken forward ahead of future meetings.
- The Convener also noted the suitability of the venue for wheelchair users. The venue is known not to be suitable for accessibility reasons, and was chosen for its size. This will be taken into account moving forward.

6. The Convener invited questions from the audience and responses to these are noted below:
- The Convener reiterated his apologies to colleagues unable to attend the in-person meeting and efforts will be made to arrange a hybrid meeting moving forward. The technology in the large lecture theatres available was insufficient to facilitate a successful hybrid meeting of Senate, which also ensures the participation of those joining from home. This will be looked at for meetings moving forward.

Strategic Presentation and Discussion
Enhancement-led Institutional Review (ELIR) Outcomes and Actions
7. Attendees received two presentations:

First presentation: Enhancement-led Institutional Review (ELIR) Outcomes and Actions
- **Introduction and overview of ELIR response:** Professor Tina Harrison, Assistant Principal Academic Standards and Quality Assurance
- **Update on approach to student support:** Lisa Dawson, Deputy Secretary, Students (interim); Dr Chris Mowat, Director of Teaching, School of Chemistry
- **Update on approach to assessment and feedback:** Dr Sabine Rolle, Dean for Undergraduate Studies, College of Arts, Humanities and Social Sciences; Professor Tina Harrison, Assistant Principal Academic Standards and Quality Assurance

8. Key points made during the presentation were:
- ELIR is the method used by the Quality Assurance Agency Scotland (QAAS) to review and assess the effectiveness of higher education institutions' approaches to securing academic standards and the quality of the student experience.
- Edinburgh's review took place in February/March 2021, with the final report received in July 2021. Edinburgh received a positive outcome, and the judgement was of effectiveness, which is the highest judgement that can be achieved.
- The University is required to provide an update on the progress against the recommendations made by QAAS by July 2022. The response to the review is being managed by the ELIR Oversight Group, who are responsible for leading and driving forward the recommendations. A draft ELIR Report has been discussed by the Senate Quality Assurance Committee and the University Executive. A copy is also included in the 25 May Senate papers for comment. University Court is responsible for approving the final report, which will be submitted to QAAS.
- The two priority recommendations given are Student Support and Assessment and Feedback. QAAS has asked to see demonstrable improvement in these two areas.

- Student Support:
  - ELIR Recommendation: *"make **significant progress** in implementing plans to ensure an effective approach to offering personal student support … The University should make **demonstrable progress within the next academic year** in respect of ensuring **parity of experience for students and effective signposting to support services and delivery of an agreed and consistent baseline level of provision**. As part of its approach, the University is asked to develop an effective mechanism to **monitor consistency of implementation and allow it to evaluate the impact of these changes on the student experience**."*
  - The University has worked to develop a new student support model in response to the ELIR recommendations. The new student support model will be implemented from September 2022, with the intention that this will be embedded by September 2023.
  - The new model focussed on providing an ecosystem of support, which was endorsed by QAAS.
  - There has already been investment made in supporting students and recruitment is underway to fill professional services roles including Student Advisor and Wellbeing Advisor positions, with staff to commence in July/August 2022.
  - Academic Cohort Leads are an academic staff role, which is separate to the support provided by professional services staff. The Academic Cohort lead will provide academic support and develop community within a cohort. There is an assumed ratio of 80-1 however there is flexibility within this. It is up to Schools to plan how they intend to implement the ratio and define cohorts. The Academic Cohort Lead is to consider developing relationship building between students and staff, and facilitate co-curricular, extracurricular or social activities for cohorts.
  - Further information is available on the new student support model are available from the [Student Support - Briefing Resources for Schools and Deaneries](#).

- Assessment and Feedback:
  - ELIR Recommendation: *"The University is asked to **make demonstrable progress, within the next academic year**, in prioritising the development of a **holistic and strategic approach** to the design and management of assessment and feedback".*
  - The task group considered assessment, feedback, marking schema and academic year. They focussed on assessment and feedback as the most pressing issues for the ELIR review.
  - A set of Assessment and Feedback Principles and Priorities have been established for implementation from the 2022/23 academic year. These principles and priorities set the baseline expectation for quality and practice and take a holistic and strategic approach. Principles and priorities were developed against benchmarking across other institutions, especially those who perform well in the National Student Survey.
  - Support for staff in implementing the Assessment and Feedback Principles and Priorities will be developed through building a community of best practice through Director of Teaching networks.

  o Principles and priorities were co-created with students, and guidance for students will be developed. There is a strong emphasis on working with students as partners in developing assessment and feedback.

  o Further information on the Assessment and Feedback Principles and Priorities is available in the Senate Education Committee papers.

9. The presentation was followed by a Q&A session and the following points and responses were raised during the discussion:

- It was noted that the 80-1 ratio for Academic Cohort Leads may be an unmanageable load for staff, it was noted that the new model would reduce interactions with academic staff and may erode the one-to-one relationship between academic staff and students. It was reiterated that the new model is not trying to fit the current student support model that is in place. The 80-1 ratio is given as a guide and Schools are able to invest further if they wish to. The ratio gives consistency around wellbeing support for students. It was noted that some staff are disappointed that they will no longer have interactions with students as Personal Tutors, however it was reiterated that colleagues will be able to continue supporting students via other roles, for example via interactions via teaching or supervision.

- A question on how QAAS will measure demonstrable progress was received. It was noted that QAAS will determine if sufficient progress has been made from the ELIR Year-on report. Early conversations with QAAS are positive, though if insufficient progress is made then there will be follow up conversations held.

- In response to a question on whether Student Advisors were a professional services or academic role, it was confirmed that Student Advisors would be professional services roles, and training will be focussed on triaging students to seek relevant support. This may involve referring students to meet with the Academic Cohort Lead, or other relevant staff. This will continue to be monitored during the roll-out phase and tweaks will be made as necessary.

- The idea of a Student Support Statement was raised. It was noted that a statement, similar to that of the Personal Tutoring statement, may be beneficial to manage expectations on the support provided by Academic Cohort Leads. It was confirmed that Academic Cohort Leads have flexibility to tailor the approach to the needs of students, the academic layer of support can be responsive and contextualised to the type of student being supported by the Leads.

- Facilitating engagement of students and staff with the Assessment and Feedback guidance being developed was received. It was noted that details around the guidance are still to be confirmed and it is intended that this will be created in consultation with students.

- A question regarding the budget and resource for implementing the student support model and assessment and feedback principles and priorities was received. It was confirmed that work on the Curriculum Transformation project was ongoing, and work is being done to embed the new model into the existing systems.

- It was confirmed that a paper would be presented to Academic Policy and Regulations Committee to relax the fifteen working day turnaround for marking in 2022/23, with emphasis to be on providing useful and meaningful feedback to students.

Second presentation: Research Excellence Framework 2021
- **Introduction and Overview of Results:** Professor Christina Boswell, Dean of Research for CAHSS and incoming Vice Principal for Research and Enterprise
- **Funding and the Research Excellence Grant:** Ms Pauline Manchester, Deputy Director of Planning and Policy
- **Perspective from Physics:** Prof Ken Rice, Unit of Assessment Coordinator, Physics
- **Perspective from Art and Design:** Dr Kamini Vellodi, Director of Research Excellence, Edinburgh College of Art

10. Key points made during the presentation were:
- An overview of the University's REF submission was received. Edinburgh returned submissions for 28 of the 34 subpanels and there was a significant increase in submissions for 2021 when compared with 2014.
- It was noted that in 2014 Edinburgh included all research in the REF submission, where as other institutions may have included only their highest performing research. In 2021, all research was to be included for all institutions. This may indicate substantive growth in research at other institutions, though this may not be an accurate reflection of actual growth.
- There was overall growth across the main panels, though not all of this will be substantive growth in research numbers.
- Edinburgh did very well on Research Environment.
- Impact wasn't as glowing, and Edinburgh is now lagging behind institutions that made investment in impact.
- Outputs are just below the Russell Group average, and a focus on fewer and higher quality outputs is important.
- The importance of REF was explained, and it was noted that REF is a source of income, and has reputational importance to attract students, staff and funding.
- The funding received as a result of the REF will depend on how the University performs in relation to Scottish competitors. The Research Excellence Grant is a flexible funding source and the funding received from this grant will be determined by the REF. In a Scottish context, Edinburgh generally performs well and Edinburgh has received 31% of Scotland's total for over 10 years. In 2021-22 the University received £82 million in funding from the Research Excellence Grant.
- The REF drives good practice. When compared with 2014, there is an average of 2.5 outputs over 7 years. REF helps to identify gaps in support, identify Equality, Diversion & Inclusion (EDI) issues, and provide support for early career researchers.
- Some further analysis on the data collected, including gender representation, will be undertaken.
- Professor Ken Rice spoke to the experience of The School of Physics and Astronomy and noted that the School had suffered from a lack of diversity, and REF had provided an opportunity to examine the School's EDI position. The REF is not a major drive of EDI, however it is key that EDI is assessed in the REF Environment Statement. Positive outcomes from the REF include a fewer outputs and greater inclusivity. Post-REF, there has been an increase in

the number of female Chairs with an increase from 1 to 9 chairs held by female colleagues in 2021.

- Dr. Kamini Vellodi spoke to the experience of Edinburgh College of Art (ECA). The REF has been a driver for positive change in ECA, with a range of research types being included in the submission. There was an increase in researchers included in 2021, when compared with the 2014 submission. It was noted that a number of colleagues did not see their work as research, and ECA has a large part-time staff community and many of these colleagues do not produce outputs under the badge of the University. ECA submitted representation of research and included output as process, rather than only works produced.
- The Future Research Assessment Programme review is underway and this will tweaks the process the next REF.
- Focus towards the next REF will be on gathering insights on reviewing across panels, enhancing support for impact, understanding inequalities in the submission and strengthening good research culture.

11. The presentation was followed by a Q&A session and the following points and responses were raised during the discussion:

- It was noted that the University adopted a policy to not inform colleagues of their ranking, whereas other universities in the sector and within the Russell Group did share rankings with staff. It was queried whether this policy would be revisited in the future.
- The University saw REF as a collective effort and the decision was taken to decouple staff from their outputs in a way that was consistent with the Code of Practice.
- It was noted that the way REF was approached by the University enabled the REF to be undertaken with a lower level of anxiety than colleagues at other UK institutions. With the results of REF now available, some institutions are announcing substantial redundancies, it was queried what the University Executive are doing around this.
- The approach taken by Edinburgh has allowed for the link between performance and REF to be diluted, though this does not dilute institutional impact. Universities UK are responsible for taking forward conversations around research concentration.
- The division of funding allocated by the Research Excellence Grant was raised and it was questioned how the budget is divided. The funds received go into an overall budget pool. Data is used to inform the process, however the division of funds is a nuanced process.
- It was noted that the GPA awarded for digital artefacts is higher than books or monographs. It was queried how the results of REF may feed into the digital strategy. This was noted by the presenters.
- It was noted that University systems, including PURE, are underutilised and colleagues were encouraged to use PURE to catalogue and promote research.
- It was noted that the University had some very highly ranked submissions and a very high number of researchers from across disciplines. Congratulations and thanks was extended to all staff involved in REF.

A recording of the presentation and subsequent discussion is available on request from SenateSupport@ed.ac.uk.

Formal Business
12. The 25 May meeting of Senate was not quorate. Those in attendance provisionally dealt with such unopposed business as the Convener judged to be of a non-contentious character. Such business did not include the approval of the Minutes of any previous Meeting. All other business was held over until the next Ordinary Meeting.

13. Senate members raised the following points, which were noted:
- The presentations were informative, though these take time from the formal meeting and can be pre-recorded.
- A hybrid meeting may facilitate quorum. It was requested that consideration be given to the timing of the meeting to facilitate attendance from colleagues who have caring commitments. It was noted that School commitments, such as School Away Days prevented attendance from some members.
- Members requested that they be able to submit written comments for inclusion in the minutes by email following the meeting as there may be insufficient time to receive these during the meeting.
- The Convener confirmed that written comments are welcome, though these may not be included verbatim.

Senate members' feedback on the presentation and discussion topic
14. Senate members were invited to make any further comments on the presentation and discussion topic. The following points were discussed.
- The size of the cohort for student support and the 80-1 ratio identified during the ELIR presentation was noted as a concern. It was noted that large ratios may mean that students would be overlooked, and students would not have the personalised interactions with staff available under the existing Personal Tutor system.
- The 80-1 ratio is a guideline and there is opportunity for flexibility around this. The ratios were established following the initial consultation which took place.
- It was noted that support available under the existing Personal Tutor model is patchy, and emphasis was made that the new model is a *new model* and does not intend to replace or replicate the old, nor remove a relationship between staff and students. Consultation looked at other institutions and the new model is informed by the findings of this.
- There was concern raised that a valuable feature of the existing Personal Tutor system would be lost under the new model, as students will no longer have a compulsory meeting with their Personal Tutor in each semester. It was noted that the compulsory nature of the meeting forced students to engage in a relationship with academic staff, and was an opportunity for students to review their course marks with their Personal Tutor. Meetings would now be by request only.
- The new model will provide a consistent and enhanced level of student support and Schools have extensive control over how they would like to implement the new system. The aim of the new model is to improve systems of support and local control over this will be available.

- A query was raised regarding whether the right systems are in place.
- On the technical systems point, there are some systems still to be put in place and processes still to shift, work on this is in progress.
- On the systems contained within the new model. The social aspect and community building are not included in the current student support systems, and data indicates that many students have never met with their Personal Tutor.
- The new system challenges the premise that a one-to-one meeting is the cornerstone of an academic relationship and empowers the cohort lead to develop the social aspect and support activities around this.
- The University is moving to a radically different way of managing student support. The new system moves away from a single point of failure, to a four pillars approach and there is opportunity for students to strengthen and build relationships. Schools should not be limited by the changes, but find opportunity to build on the new system. Academic Cohort Leads will have the opportunity to build a sense of community, in addition to providing support for professional development.
- Student members were invited to comment on their experience of student support. Student's experiences of the existing system is varied, and it was noted that the one-to-one meetings with a Personal Tutor at the start of a student's programme helps them to form a good relationship with their Personal Tutor. It was also suggested that consideration be given to the 80-1 ratio.
- Some students may benefit from a personalised experience and the new model may be a challenge for students who may feel as though they are "just another number". It was noted that students may also be reluctant to reach out to a staff member they do not know.
- Senate members were invited to submit any further comments in writing via email.

15. Comments received by members via email following the meeting:
    - A query was received on the ELIR Outcomes and Actions presentation. Senate approved a draft ELIR Reflective Report at the 7 October 2021 meeting, and a member raised concerns at the time of approval. It was queried what action had been taken to address the concerns raised.
    - A concern was raised on the expectation of staff to align teaching practices with the teaching and assessment principles. Specifically, the autonomy of teaching staff to determine the best teaching and assessment practices within their respective fields.
    - It was queried how programme-level oversight and coordination would apply to those courses not owned by, or not aligned with, a specific degree programme.
    - A comment was received regarding attainment gaps and it was queried why there is not further research on these, rather than implementation of evidence-based remedies in the ELIR response.
    - A comment was received regarding the comparison of the new Student Advisor roles to "para-academic" roles in the American system. It was noted that para-academic roles are commonly held by staff with postgraduate

qualifications relevant to the subjects they support, or in areas of student support and wellbeing.

Annual Report of the Senate Standing Committees (included in Appendix 1)
16. The Convener of Academic Policy and Regulations Committee (APRC) gave a verbal update on the 17 May meeting of APRC which was held to consider relaxation of regulations under Regulations 70 and 71 of the Taught Assessment Regulations due to disruption from ongoing industrial action. Key points made:
   - An unconfirmed minute from 17 May meeting was circulated to members with the 26 May APRC papers.
   - APRC agreed there was significant risk of disruption as a result of the industrial action and considered relaxing regulations. All concessions approved were conditional on the proposed industrial action having an impact. Since the 17 May meeting the industrial action has been suspended and it is anticipated that a widespread relaxation of regulations is not required.
   - If Boards are impacted by industrial action, then these will be considered by APRC on a case-by-case basis.
   - A member raised a query on the volume of external examiner concessions approved, and the reason for these.
   - The Convener of APRC confirmed that there was a small number of cases of external examiner concessions approved due to external examiner resignations. These have been dealt with on a case-by-case basis and is in line with action taken in previous years. The Convener of APRC agreed to update Senate on action taken in relation to external examiners over the coming weeks.

17. Some comments received by members via email following the meeting are outlined below:
   - A query was raised on the detail included in the annual report and whether this was consistent with effective Senate oversight. Senate Standing Order 22 (b) was referenced.
The annual report was opposed and therefore this paper was not approved as the meeting was not quorate.

18. A motion was moved and seconded to move to item 16 on the agenda, *Proposed Revision to the Sustainable Travel Policy*. Members voted on the motion and this was passed.

Senate Standing Committees: Membership and Terms of Reference
19. It was noted that minor changes to the titles of College of Arts, Humanities & Social Sciences members included on the Senate Education Committee would be required to align with a recent restructure in the College. These changes would be sent by email following the meeting.

20. Senate members raised the below comments on the paper:
   - It was highlighted that there is no Postgraduate Taught representative on the Senate Education Committee.
   - The Convener of the Senate Education Committee accepted this point and noted that the existing membership is a result of the last review. He would

support this addition being made when amendments to the membership can be considered by Senate.

- It was noted that the Doctoral College is represented on the Committee.

21. Members asked to put forward amendments to the paper. It was confirmed that as the meeting is not quorate, amendments could not be considered. A continuation of the previously approved terms of reference would continue in the interim.

Proposal to bring forward External Effectiveness Review
22. A proposal to bring forward the External Effectiveness Review was considered, noting that as the meeting is not quorate the detail included in the paper, including the Terms of Reference could not be amended or approved by Senate.

23. Senate members raised the below comments on the paper:
- There is limited involvement and contribution to Senate business by student members. The involvement of student members does not appear to be as effective as it could be.
- Concern was raised with the process for conducting the review, including adequate representation of Senate members' views in the review.

24. The Terms of Reference, process for appointing an external reviewer and the process for conducting the review, were not approved. This detail would be considered at the next quorate meeting of Senate.

Resolution: Undergraduate and Postgraduate Degree Regulations
25. One comment made at the meeting and two received subsequently are included in paper V2 on the Court agenda.

Resolution: Amendment to the Blackie Memorial Prize
26. No comments were received during the meeting. One comment was received by following the meeting and is included in paper Q on the Court agenda.

Resolutions: Personal Chairs
27. No comments were received.

Proposed Revision to the Sustainable Travel Policy (2021)
28. It was noted that the Sustainable Travel Policy did not fall under Senate's remit, and the proposed revisions could not approved by Senate. However, the paper could be discussed and comments would be collated and fed back to the University Executive for their consideration.

29. Senate members raised the below comments on the paper:
- Members are aware that the Sustainable Travel Policy does not fall under Senate's remit, however efforts to raise concern with the policy and the contracted travel management company elsewhere have been unsuccessful.
- There are severe concerns with the use of a single travel management company for arranging travel and accommodation bookings for an institution of the University's size. Members raised concern with the use of a single travel management company and the monopoly this creates.

- Members highlighted the difficulties in confirming travel arrangements and noted that significant time was spent trying to arrange travel with the contracted company. The service and support received from the travel management company was inadequate.
- Members noted that the travel management company do not take local knowledge into account when arranging travel and there is serious concern with the safety of arrangements made via the service, especially around accommodation.
- A number of members shared their experiences of arranging travel through the contracted company. Members described instances where they were forced to pay for travel and arrangements out of their own pocket, where a preferred travel route or mode was not taken into account (for example, travelling by train versus by plane), or where there were inflated prices for the journey when compared with self-managed travel arrangements.
- Inflated travel costs will impact on the use of research grants.
- The process for seeking exception from following the Sustainable Travel Policy, or from using the contracted travel company, are time consuming.
- The process for selecting the contracted travel management company was of concern. The Convener confirmed that a procurement process was followed for selecting the contracted company.
- Members are in support of having a sustainable travel policy, though hold significant concerns with the use of a single travel management company for arranging travel.
- Members requested that the mandatory requirement to use the contracted travel management company to arrange travel be removed in time for research travel to be taken over summer 2022.

30. The Convener also noted that an upcoming meeting of the Academic Strategy Group would be discussing the Sustainable Travel Policy and the service being provided by the contracted travel management company. Members were encouraged to feedback concerns and comments to their Heads of School ahead of the meeting. Members were also invited to submit further comments via email. The Convener thanked members for a useful discussion and this would be fed back to the University Executive and raised at the upcoming Academic Strategy Group meeting. The Convener noted the importance of the sustainable travel policy on the ability of colleagues to make travel arrangements required for research being conducted over the summer period.

Enhancement-led Institutional Review (ELIR) Report
31. Senate members were invited to submit comments to the author via email.

Report from the Central Academic Promotions Committee
32. Senate noted the report.

Annual Review of Effectiveness of Senate
33. Senate noted the paper.

Post-meeting update
34. A requisition for a special meeting was received by the Convener and signed by 12 members, as required by Standing Order 2. The Convener advised that as stated

in Standing Order 2, *Special Meetings will not normally be held outside semester.* This is due to difficulties in achieving quorum, equity of involvement of members over the summer period which is generally reserved for research, and involvement of student members in Senate business. Semester 2 concludes on 27 May and it is not expected that a special meeting will be held out with Semester 2. The Convener would consult with the University Secretary to confirm the urgency for holding the next meeting of Senate earlier than the next scheduled meeting in October 2022.

Full Agenda and Papers

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

Equality & Diversity

36. 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

37. *Author*   *Presenter*
   Olivia Hayes   Peter Mathieson
   Academic Policy Officer   Principal & Vice-Chancellor
   Academic Services

Freedom of Information

38. Open paper.

Annual Report of the Senate Committees 2021-22

1.	Executive Summary

This report summarises the achievements of the Senate Committees, and their use of the powers delegated to them by Senate, for academic year 2021-22, along with their proposed plans for 2022-23.

2.	Introduction

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

Senate has delegated to these Committees a range of its powers, and these powers are set out in the Committees' Terms of Reference. Links to the Terms of Reference and memberships of the Senate Standing Committees are below:

- Education Committee
- Academic Policy and Regulations Committee
- Quality Assurance Committee

Sections 3, 4 and 5 below provide information on the Standing Committees' activities in 2021/22.

Section 6 sets out proposals for future work. These proposals have arisen from Committee discussions, and discussion at the Senate Committee Conveners' Forum. The proposals are designed to assist the University in pursuing its Learning and Teaching agenda and wider goals and laid out in the University Strategy 2030:

- Strategy 2030

3.	Key Committee and Task Group Activities in 2021-22*

Name of Committee	No. of meetings
Senate Education Committee	5 (one electronic)
Academic Policy & Regulations	7 (two additional, special meetings)
Senate Quality Assurance Committee	5

Name of Task Group	Task Group of:
Personal Tutor System Oversight Group	SQAC
Student Support Services subcommittee	SQAC
Data Task Group	SQAC
Exams Sub-Group	SEC

*Includes meetings scheduled for the remainder of the session.

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

4. Senate Committees' Progress in 2021/22

Section 4 provides information on progress against the activities proposed in last year's report to Senate. Section 5 provides information on other committee activity in 2021/22.

4.1 Education Committee

Progress with activities proposed in last year's report:

Activity
1. Input into the Curriculum Transformation project Curriculum Transformation was a standing item on Education Committee agendas in 2021/22. Members received a presentation on Curriculum Transformation timelines and the draft *'Edinburgh Student Vision'* at its March 2022 meeting, and an update on the Vision consultation at its May 2022 meeting.
2. Ensure effective responses to ELIR recommendations Members received and endorsed the ELIR response action plan at its September 2021 meeting. At its March 2022 meeting, the Committee commented on a paper outlining proposals to develop a holistic and strategic approach to the design and management of assessment and feedback in response to ELIR recommendations. This included consideration of the University's overall approach to assessment and feedback, and assessment and feedback principles aimed at providing a clear set of expectations to bring consistency across the University. An updated version of the principles was brought to the May 2022 meeting for final approval. Education Committee also received, for information and comment, copies of the student experience updates that were taken to University Executive throughout the year.
3. Other matters considered during the year Other key items considered by Education Committee during the year included: - Progress with the Doctoral College - The University's involvement in the delivery of microcredentials - Digital Strategy - Academic integrity - Ongoing input into academic year planning in the context of the COVID-19 pandemic (capacity planning, exam diet planning etc.)

4.2 Academic Policy and Regulations Committee (APRC)

Progress with activities proposed in last year's report:

Activity
1. **Input as required into Curriculum Transformation project (led by Education Committee, carried forward from 2019/20).**   The Committee has not yet been required to provide detailed input to this project, although the Committee's experience with regards to the diversification of PGT degree models has been fed into the discussions of the Curriculum Transformation Project. The Committee expects to have greater involement as at the detailed design and implementation stages, as these are where interaction with academic regulations will occur.
2. **Review of Enhancement-Led Institutional Review outputs and take appropriate action as required. (Carried forward from 2019/20).**   The committee has not yet been asked to consider any policy or regulation changes as a result of this work. Discussions with relevant colleagues have occurred when the regular work of the Committee has overlapped with points of the ELIR action plan. For instance, APRC discussions around possible changes around coursework extensions and the ELIR response on assessment and feedback
3. **Monitor any requirement for longer term regulatory and policy changes as a result of Covid-19 and take appropriate action as required. (Continued from 2020/21).**   The Committee has not needed to make any regulatory or policy changes as a result of Covid-19 in 2021-22. The Committee continues to monitor the requirement for longer term regulatory and policy changes as a result of Covid-19.
4. **Other matters considered during the year**   Other key items considered by Academic, Policy and Regulations Committee during the year included: - The potential impact of industrial action   - Changes of terminology due to the implentation of the new model of student support   - Short-term adjustments to the policy around extensions and special circumstances   - Minor updates to the Support for Study Policy   - Arrangements for awarding credit to UG students who have a single semester overseas   - Mechanisms for approving courses and programmes offered by EFI

4.3 Quality Assurance Committee (QAC)

Progress with activities proposed in last year's report:

Activity
1. **Develop and oversee the implementation of a plan of action in response to the 2021 Enhancement Led Institutional Review (ELIR).**   The Committee continues to receive regular updates on the ELIR Action Plan. The University is required to provide a follow-up report to QAA Scotland on actions taken or in progress to address the outcomes of the review one year after the publication of

the ELIR reports (15 July 2022). A first draft of the report has been submitted to the University Executive (10 May 2022 meeting), and an update on ELIR actions will be presented to Senate (25 May 2022 meeting). The report will be developed in response to comments from the University Executive and Senate and the ELIR Oversight Group will approve the final version before it is submitted to QAA (with the proviso that it will need to be endorsed by University Court in October 2022 before the final version can be published).

2.	**Implement the recommendations from the Digital Maturity report and consider how quality processes and the data that they produce can support the Curriculum Transformation programme.** The Committee is working with Academic Services to develop a SharePoint site to optimize the presentation of quality data/evidence to Schools/Deaneries and encourage greater engagement and traction with quality processes.
3.	**Continue to examine data and methodological options for the systematic monitoring of retention, progression, and attainment data in response to the recommendations from Thematic Reviews.** The Committee has driven work to identify awarding gaps across the University via the Thematic Review process (and the Data Task Group established to progress the recommendations of recent reviews) and the annual quality assurance (QA) processes. Schools and Deaneries have increasingly engaged with widening participation (WP) and equality, diversity and inclusion (EDI) data to identify any gaps in attainment for different groups of students. However, they have struggled to understand the underlying causes of these gaps or what good practice should be encouraged and cultivated to address them. The University's Equality, Diversity and Inclusion Committee (EDIC) is now undertaking work to determine the underlying causes of awarding gaps and share good practice with Schools to help them address these gaps. The EDIC will explore options to establish a set of expectations or baselines in relation to WP and EDI data (based on the findings of the work to understand the causes of gaps and good practice) to allow Schools to gauge their relative performance. These expectations/baselines will in turn be monitored by the SQAC as part of the School annual reporting process. The Convenor of EDIC attended the April 2022 meeting of SQAC to consider the roles both committees will have in overseeing the work to determine the underlying causes of the awarding gaps with the aim of establishing and sharing good practice with Schools and Deaneries to help them address these gaps.
4.	**Engage with quality assurance and enhancement-related aspects of the Scottish Funding Council review of coherent provision and sustainability.** The Committee's focus on the use of quality data (see above) will allow the University to address one of the core principles for the approach to quality assurance and enhancement in the Review report (building on feedback from stakeholders about what is valued in existing approaches): "Evidence-based: data and evidence should inform our understanding of practice and quality assurance, and our plans for enhancement" (page 70). The Committee will receive an update later in this session on the SFC Review and its implications for the University's Quality Framework
5.	**Implement the recommendations from the review of Course Enhancement Questionnaires (CEQs).** The Committee is monitoring the implementation of the new Student Voice Policy through annual monitoring, review and reporting processes. The Project Board is

focused on developing a toolkit to support local collection of end of course feedback (e.g. question banks, different methods of collecting feedback).

5 Other Committee Activity in 2021/22

- **Scotland's Rural College (SRUC) Accreditation Committee**
  The Committee continues to oversee the accreditation of the SRUC programme, 'Environmental Management (BSc)' and the outgoing 'Environmental Resource Management (BSc)'. The Accreditation Committee met in March 2022 and affirmed continued accreditation of the programmes. SRUC's application for Degree Awarding Powers (DAP) has been approved to progress to the scrutiny stage by the QAA Advisory Committee. SRUC has now entered a period of scrutiny which will continue for a minimum of a full year, and there may be an indication of the outcome in Summer 2023.

- The attached Annex sets out any new strategies / regulations / policies / codes that the Committees have approved (the more substantive of which are covered in Section 4 above), along with changes to existing documents.

6 Senate Committees' Priorities for 2022/23

6.1 Planning Context

The year will be planned in the post-Covid context and with continuing attention paid to Strategy 2030. Some ongoing need or preferences for hybrid working will influence the mode of operation and interaction between the Committees and their stakeholders and it is expected that the balance will shift substantially towards in-person/on-campus activity.

6.2 Education Committee

Activity
Curriculum Transformation
Student Experience – ongoing input into matters being taken forward by University Executive
Enhancement-led Institutional Review – ongoing response to outcomes of 2021 ELIR, particularly around assessment and feedback
Doctoral College developments
Academic Integrity

6.3 Academic Policy and Regulations Committee

Activity
Feed into the Curriculum Transformation Programme and support discussion around this.
Continue to support policy changes required as part of the new Student Support model.
Support the review of the Support for Study policy to ensure this remains fit for purpose, particularly in the context of changes resulting from the new Student Support model.

Support a review of coursework extensions and special circumstances policies, taking account of the recommendations of the ESC Review (conducted during 21/22).
Develop a timeline for undertaking the scheduled periodic review of policies which were delayed due to external factors.

6.4   Quality Assurance Committee

Activity
Oversee the implementation of a plan of action in response to the 2021 Enhancement Led Institutional Review (ELIR).
Implement the recommendations from the Digital Maturity report and consider how quality processes and the data that they produce can support the Curriculum Transformation programme.
Continue to examine data and methodological options for the systematic monitoring of retention, progression, and attainment data.
Continue to monitor the implementation of the Student Voice Policy via annual quality assurance processes.
Engage with the QAA and Universities UK review focused on strengthening the external examining system.

Annex – new regulations/policies/codes, and reviews of and amendments to existing regulations/policies/codes, approved by Senate and its Committees during 2021/22

New and updated policies, regulations and guidance will be published on the Academic Services website in due course: https://www.ed.ac.uk/academic-services/policies-regulations/new-policies (currently showing updates for 2021/22. 2020/21).

Senate Committee	Name of document	Type of change (New / Revision / Deletion / Technical Update / Reviewed and no changes made)
SEC	Open Educational Resources Policy	Revision
SEC	Policy for the Recruitment, Support and Development of Tutors & Demonstrators	Revision
SEC	Academic & Pastoral Support Policy	Review underway to take account of changes to the Student Support model
SEC	Virtual Classroom Policy	Minor revision to take account of changes to the Student Support model
SEC	Accessible and Inclusive Learning Policy	Review (ongoing)
APRC	Undergraduate Degree Regulations 2022/23	Reviewed and approved at APRC in March 2022.
APRC	Postgraduate Degree Regulations 2022/23	Reviewed and approved at APRC in March 2022.
APRC	Support for Study	Reviewed and approved at APRC in March 2022.
APRC	Authorised Interruption of Study	Reviewed to take account of changes to the Student Support model.
APRC	Course Organiser: Outline of Role	Reviewed to take account of changes to the Student Support model.
APRC	International Student Attendance and Engagement Policy	Reviewed to take account of changes to the Student Support model.
APRC	Performance Sport Policy	Reviewed to take account of changes to the Student Support model.
APRC	Programme and Course Handbooks Policy	Reviewed to take account of changes to the Student Support model.
APRC	Protection of Children and Protected Adults	Reviewed to take account of changes to the Student Support model.
APRC	Undergraduate Progression Boards Policy	Reviewed to take account of changes to the Student Support model.
APRC	Withdrawal and Exclusion from Studies Procedure	Reviewed to take account of changes to the Student Support model.

UNIVERSITY COURT

13 June 2022

Enhancement Led Institutional Review (ELIR) Action Plan Update

Description of paper
1. This paper provides a progress summary of the University's Enhancement-led Institutional Review (ELIR) Action Plan.

Action requested/Recommendation
2. To discuss and comment on the update.

Background and context
3. ELIR is the method used by the Quality Assurance Agency Scotland (QAAS) to review and assess the effectiveness of higher education institutions' approaches to securing academic standards and the quality of the student experience.

4. Our review was conducted in a series of online meetings with students and staff in February and March 2021. QAAS published the outcome of the review online in July 2021: University of Edinburgh (qaa.ac.uk). A shorter "outcome report" provides the formal outcome of the review and an overview of the commendations and recommendations; the longer "technical report" provides further information on the background and findings from the review, providing context to the commendations and recommendations.

5. An Action Plan setting out the University's response to the ELIR was approved by Senate in October 2021 and an ELIR Oversight Group established to progress activities in response to the ELIR recommendations. The ELIR Oversight Group is comprised of: the Vice-Principal Students; Assistant Principal Academic Standards and Quality Assurance; Deputy Secretary Student Experience; Director of the Institute for Academic Development; Director of Strategic Change; and Head of Quality Assurance and Enhancement, Academic Services.

6. The Vice-Principal Students and the Assistant Principal Academic Standards and Quality Assurance held a series of consultative meetings with each School/Deanery (between November 2021 and March 2022) during which the School/Deanery Heads and key staff were invited to discuss the ELIR recommendations and share any related issues or activities.

7. The University is required to provide a follow-up report to QAAS on actions taken or in progress to address the outcomes of the review one year after the publication of the ELIR reports (due July 2022). An update on the Action Plan has been presented to the University Executive (10 May 2022 meeting), Senate Quality Assurance Committee (19 May 2022 meeting), and Senate (25 May 2022 meeting). The final follow-up report will be produced in the light of comments received from these meetings and University Court. The ELIR Oversight Group will approve the final version of the follow-up report before it is submitted to QAAS in July 2022 (with the proviso that it will need to be endorsed by University Court in October 2022 before the final version can be published).

Discussion

8. The following Action Plan updates have been received from ELIR action leads:

9. ELIR Recommendation on the oversight and planning for growth of student numbers: *"… implement an approach to facilitate institutional oversight and the effective planning and monitoring of student numbers, in order to ensure that appropriate and timely actions can be taken where increases in student numbers impact on arrangements for learning and teaching and student support."*

10. The Vice-Principal Students and the Director of Strategic Planning & Insight are leading actions and activities related to the oversight and planning of student numbers. The need for "institutional oversight and the effective planning and monitoring of student numbers" is fully recognised and aligned with the University's own intentions. A range of actions have been/are being taken, including:

    a. Planning Round approach re-set to focus on a 5 year timeframe.
    b. Strategic Performance Framework to drive and demonstrate delivery of Strategy 2030, including two Key Performance Indicators focused on student population.
    c. Intake targets for 2022 set within context of cross-University 'parameters' for key intake groups. 'Side target' proposed for SIMD0-20 (Scottish Index of Multiple Deprivation least advantaged 20% of postcodes).
    d. Intake targets supplied by Colleges for 2022-2026.
    e. Strategic Planning review of intake targets for 2022 against agreed parameters, with some follow-on discussions to understand divergences.
    f. Update provided to Student Recruitment and Fees Strategy Group, aligned with discussion on fees strategy and agreement of Strategic Enrolment Plan (six key objectives, which encompass enhanced use of data and collaborative working around recruitment).
    g. Briefing session on recruitment and admissions held with College office staff, Heads of School and Directors of Professional Services.
    h. Close engagement throughout with Scottish Funding Council and Scottish Government on controlled subject expectations and non-controlled undergraduate places expectations, as well as upskilling.
    i. Weekly review of UCAS data on applications, offers for Edinburgh vs our peer group.
    j. Embedded planning for annual Clearing Operation: Clearing provides an important mechanism to mitigate the risk of potential under-recruitment, particularly in Rest of UK and overseas intakes. This is particularly relevant in the context of continued uncertainty about the impact of Covid-19 restrictions on international travel, which might otherwise suppress intakes at a late stage in the recruitment cycle.
    k. Work to 're-set' previous 'Size and Shape' work in progress.

For 2022 entry, working within constraints of current systems, processes and resourcing, the continuing high demand in terms of application numbers, set against priority given to managing the intake to target, has resulted in greater caution in offer-making, and some delays to admissions decision-making until relatively late in

the cycle. There is evidence this is impacting on applicant experience but all options are under consideration to improve the process and timeliness of offer-making. Over the course of 2021-22 to date, in addition to previously agreed budget allocations, the University has deployed additional resources in-year, including investments totalling £5.5m to support the increase in teaching and professional costs associated with our additional students in 2021-22, as well as up to £4.7m investment across a range of areas including Curriculum Transformation, managed isolation and other initiatives to support the student experience. Recruitment of Wellbeing Advisors and Student Support Advisors is underway as a key milestone in relation to the Student Support Project.

11. ELIR Recommendation on the strategic approach to the enhancement of learning and teaching: *"… in view of the current transition between the Learning and Teaching Strategy 2017 and future plans, the University should provide institutional oversight, and ensure clarity for staff, on the strategic direction underpinning current learning and teaching developments."*

12. The Vice-Principal Students is leading actions and activities related to the strategic enhancement of learning and teaching. The current "strategic direction underpinning current learning and teaching developments" is being driven through the Curriculum Transformation Programme (CTP). The present stage of the CTP is setting the vision for the Edinburgh Student and the principles and architecture for the curriculum. When finalised, following a number of co-design workshops with staff and students, it is envisaged that a new Learning and Teaching Strategy will be developed to drive the implementation of the curriculum. A task group of Senate Education Committee will take forward the development of a new Learning and Teaching Strategy during the first half of academic year 2022-23.

13. ELIR Recommendation on change management: *"… develop an effective approach to the strategic leadership and management of change that will ensure more immediate and timely implementation of identified solutions in order to support staff and enhance the student experience."*

14. The Director of Strategic Change is working with senior managers from across the University to take work forward in relation to this recommendation. This recommendation plays into broader activity in regard to the approach to change at Edinburgh and is understood as an important issue for the University to address. Some immediate steps are being taken to improve the visibility of current 'change' initiatives and projects (i.e. purpose, ownership, governance, key timeline) and ensure better co-ordination between leaders of current initiatives and business areas. The move to a five year planning horizon will facilitate the development of a clearer pipeline of strategic initiatives/projects (a small, clear, prioritised list) and ensure greater co-ordination in the scheduling and embedding of these activities. An external consultant has been utilised to help establish a strategic framework to manage enhancements to the student experience and deliver these in a more effective manner (such as the establishment of a student experience framework and roadmap with both short and longer term deliverables and initiatives). We are seeing some of this change of approach in action, particularly with the implementation of the new student support model. The project set out from the start with a different delivery and implementation model, specifically driving accountability for the delivery from the

project board through the Colleges and Professional Service Group that will implement and own the changes.

15. ELIR Recommendation on oversight and implementation of policy and practice: *"… recognising the decentralised nature of university structures, the institution should establish a systematic approach to enable effective institutional oversight and evaluation of the implementation of policy and practice. As part of this, the University is asked to increase the range and use of institutionally determined baseline requirements to ensure consistency and accountability. The institution should ensure that mechanisms are put in place to adequately evaluate the consistency of implementation of strategic objectives across the institution and act when Schools deviate from institutional expectations."*

16. Activities related to the oversight and implementation of policy and practice are being taken forward by the Vice-Principal Students; Assistant Principal Academic Standards and Quality Assurance; and Interim Deputy Secretary Student Experience (with support from Director of Strategic Change). Some policies have a more direct impact on learning and teaching and the student experience, and we will focus on those priority areas (and associated policies and practices) to ensure consistent implementation, develop a set of associated indicators from which to measure and evaluate, and establish a clear approach for monitoring consistency of implementation. Immediate priority areas of work include student support, assessment and feedback, training and support for postgraduate research tutors and academic staff development. Stakeholder discussions have taken place (facilitated by Nous Consulting) around the student experience priority and will help refine our institutional planning.

17. ELIR Recommendation on Training for postgraduate research (PGR) students who teach: *"… ensure effective implementation of its policy for the training and support of postgraduates who teach and ensure all PGR students are trained before engaging in teaching activities."*

18. Training for PGR students who teach is being taken forward by the Doctoral College leads. A Tutor and Demonstrators (T&D) Network has been formed with representatives from all Schools, and Human Resources (it will be expanded to include other services as well as University & College Union representation). So far the Network has 94 members from all schools and deaneries, including school managers and academic leaders as well as the trainers and those involved with administration of T&D. The forum will act as a sounding board for policies, enable exchange of good practice, share problems and liaise better with the services. A senior oversight group has been convened and includes representatives from the Doctoral College, the three Colleges, the Institute for Academic Development (IAD), Human Resources, and Academic Services (Tutor and Demonstrators representatives will join the group once identified). This group will meet a small number of times each year and report to the ELIR oversight group and Senate Quality Assurance Committee and act as a governance body for the network. A working group has also been formed to look specifically at training, led by the IAD and consisting of a selection of those involved with training in the Schools. Further

work is to be carried out to ensure an effective mechanism for recording training, ensuring that all PGR students are trained before engaging in teaching activities.

19. ELIR Recommendation on Student Support: *"…make significant progress in implementing plans to ensure an effective approach to offering personal student support. In doing so, and recognising the extended period of time that the University has been developing its approach to personal tutoring, it is asked to reflect on whether the current timescale for implementation of the institutional Student Support and Personal Tutor Plan in 2023-24, is sufficiently ambitious. The University should make demonstrable progress within the next academic year in respect of ensuring parity of experience for students and effective signposting to support services and delivery of an agreed and consistent baseline level of provision. As part of its approach, the University is asked to develop an effective mechanism to monitor consistency of implementation and allow it to evaluate the impact of these changes on the student experience."*

20. The Interim Deputy Secretary Student Experience is leading work to address the recommendation on student support. The full implementation of the new student support model is on target for September 2023, one year earlier than indicated during the ELIR review, with some phased implementation across the University for new students from September 2022. The Personal Tutor system will remain in the short-term for continuing students and student experience of the current Personal Tutor system will continue to be monitored until it is fully phased out. A Student Support Project Board has been established and there has been a commitment that the Board will continue for an agreed period post implementation in September 2023. Key developments include:

    a. A successful cross-University recruitment process has appointed a new layer of professionalised support which includes 35 student advisers to work within Schools and 20 wellbeing advisers. These staff will join us during July and August to complete initial training and induction ahead of the new academic year. Staff will be trained to work across Schools ensuring students always have a point of contact and parity of experience. The completion of this recruitment has mitigated the highest risk within the project.

    b. Our wellbeing advisers will be managed centrally through a hub and spoke model; this is a transformational investment being made in mental health services for students. This group of staff will provide a layer of support between the student advisers and the specialist counselling and disability services to provide proactive and reactive wellbeing support for students.

    c. To achieve a baseline level of provision functional specifications have been developed which are a series of statements of what students can expect from both academic guidance and support and personal and wellbeing support. Schools within phase one i.e. those adopting the model from September 2022 are submitting School plans using these specifications which clarifies their baseline provision. Academic Services will provide a quality assurance role in ensuring the plans show fidelity to the model.

    d. An approach to scaling up is being developed recognising the commitment to rolling out the full model by September 2023 as well as embedding the model in phase 1 schools through 2022/23. The approach involves

consideration to resources, governance and continued working with the College implementation groups.

21. ELIR Recommendation on Assessment and feedback: *"… over an extended period of time, the University has considered a broad evidence-base which has highlighted concerns about assessment and feedback and this remains an area of challenge for the institution. The University is asked to make demonstrable progress, within the next academic year, in prioritising the development of a holistic and strategic approach to the design and management of assessment and feedback. The University should also progress with proposals for the establishment of a common marking scheme to ensure comparability of student assessment processes across Schools."*

22. An Assessment & Feedback Task Group (co-convened by Professor Tina Harrison, Assistant Principal, and Dr Sabine Rolle, Dean for Learning and Teaching College of Arts, Humanities & Social Sciences, and reporting to the Curriculum Transformation Board) was established to take forward this work. Senate Education Committee approved the overall approach at its meeting in May, which comprises:

   a. Assessment and feedback principles. A set of key principles to guide practice in assessment and feedback. The principles set out the baseline expectations for quality, ensuring a degree of consistency in assessment and feedback practice. The principles also signal to students what they can expect to experience with regards to assessment and feedback practice. The principles will have the status of a policy and will operate alongside the taught assessment regulations. Schools will be expected to map their practice against the principles, identify gaps and actions to address them.

   b. Assessment and Feedback Priorities. The principles set the baseline expectations, and a set of priorities set out clear strategic priorities for assessment enhancement and innovation aligning with the Curriculum Transformation Programme. The priorities are forward-looking and aspirational, encouraging greater creativity in assessment practice including, but not limited to: greater emphasis on authentic assessments; increased formative assessment and feedback; increased assessment for learning; increased student partnership in assessment and student agency in assessment.

   c. Support/guidance for staff. To support colleagues in implementing the assessment and feedback principles, and strategic priorities, a series of Teaching Matters blogs will be developed during June and July that address each of the core principles and priority themes. These will draw on insight and best practice from within the university and further afield. An Assessment and Feedback network will also be established to share and enhance practice and support colleagues in the implementation of the assessment and feedback principles and priorities.

   d. Guidance for students. To help students make the most of assessment and feedback, a student-facing guide is being produced explaining the assessment and feedback principles from a students' perspective and helping students to understand the assessment and feedback process and their role in it. The student guide will be co-created with the student interns that are working with the Task Group.

Work is also progressing on a recommendation for a single Common Marking Scheme with a preferred approach identified. However, further scoping work is required to explore the implications for student systems of a revised marking schema using the Assessment and Progression Tool. Consultation with staff is planned throughout the rest of the year. The aim is to propose a new marking schema by the end of the year, for consideration by the Curriculum Transformation Board. Implementation may depend on any system changes required.

23. ELIR Recommendation on the recognition and support for academic staff development and the promotion of academic staff based on teaching: *"… take action to remove barriers which exist that prevent some academic staff from fully engaging with its existing suite of development opportunities for the professionalization of teaching."*

24. This work is aligned with the Curriculum Transformation Programme and the desire to enhance support for the professional development in teaching we are seeing in several Schools. It is an area that the new Provost, with the Vice-Principal Students, can drive thinking and planning. The University has made changes to the Exemplars of Excellence (extending to grade 8 and updating) and to policies and procedures (including developments this year focussed on those in hybrid roles). The University is exploring the potential benefit of commissioning an external evaluation of the policies and procedures introduced over the last 5 years relevant to this topic. This includes the introduction and updating of the Exemplars of Excellence, introduction of the requirement to assess teaching when recruiting new academic staff, outcomes and experience of promotion system for individual staff, changes in policy and procedure around academic promotions. We hope to initiate the evaluation work before the end of the current academic year and have it completed by the end of 2022. The University will arrange to have this embedded into the annual quality reports, with Schools required to report on progress on an annual basis.

25. ELIR Recommendation: attainment gap monitoring: *"…consider how to address attainment gaps in student performance through the oversight, coordination and monitoring at an institutional level of school-level actions."*

26. Assistant Principal Academic Standards and Quality Assurance (Convenor of Senate Quality Assurance Committee) and the University Lead, Equality, Diversity and Inclusion (Convenor of the University Equality, Diversity and Inclusion Committee) are leading work to monitor and address attainment/awarding gaps. Senate Quality Assurance Committee has driven work to identify awarding gaps across the University via the Thematic Review process (and the Data Task Group established to progress the recommendations of recent reviews) and the annual quality assurance processes. Schools and Deaneries have increasingly engaged with widening participation and equality, diversity and inclusion data to identify any gaps in attainment for different groups of students. However, they have struggled to understand the underlying causes of these gaps or what good practice should be encouraged and cultivated to address them. The University's Equality, Diversity and Inclusion Committee (EDIC) is now undertaking work to determine the underlying causes of awarding gaps and share good practice with Schools to help them address

these gaps. The University will establish a set of expectations or baselines in relation to widening participation and equality, diversity and inclusion data (based on the findings of the work to understand the causes of gaps and good practice) to allow Schools to gauge their relative performance. These expectations/baselines will in turn be monitored by the University as part of the School annual reporting process. The Convenor of EDIC attended the April 2022 meeting of Senate Quality Assurance Committee to consider the roles both committees will have in overseeing the work to determine the underlying causes of the awarding gaps with the aim of establishing and sharing good practice with Schools and Deaneries to help them address these gaps.

Resource implications
27. Oversight of the ELIR Action Plan does not have overt resource implications, but some of the recommended actions may have implications in regard to staff time.

Risk Management
28. The approach to responding to ELIR is designed to mitigate the risks associated with a poor outcome in the next review and is monitored as part of the University Risk Register - Strategic Risk 5 "Continued or worsening of NSS or other measures of student experience".

Responding to the Climate Emergency & Sustainable Development Goals
29. Relates to SDG 4: Quality Education, ensuring inclusive and equitable quality education. The overall focus of the recommendations is aimed at improving the quality of education and the student experience. There is a specific recommendation aimed at address equality and diversity in relation to student achievement and attainment gaps.

Equality & Diversity
30. The Assessment and Feedback Principles and Priorities will form a new policy, and an equality impact assessment will be carried out at and both approved by Senate Education Committee. Equality and diversity is a key focus of one of the main recommendations and is implied in a number of the other recommendations, ensuring equality of opportunity for all students.

Next steps/implications
31. The ELIR Oversight Group will approve the final version of the follow-up report before it is submitted to QAAS in July 2022 (with the proviso that it will need to be endorsed by Court in October 2022 before the final version can be published).

Further information
32. *Authors*   *Presenters*

Professor Colm Harmon   Professor Colm Harmon,
Vice-Principal Students   Vice-Principal Students

Professor Tina Harrison   Professor Tina Harrison,
Assistant Principal, Academic Standards   Assistant Principal, Academic
and Quality Assurance   Standards and Quality Assurance

ELIR Action Leads

Freedom of Information

33. Open paper.

UNIVERSITY COURT

13 June 2022

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:
    i) '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. 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, notes current issues for students being worked on by our student representatives, and also outlines the organisation's financial and strategic developments. It is a regular standing item on the Court agenda.

5. This particular paper was prepared in my capacity as outgoing Association President to 10 June 2022. It will be presented by Niamh Roberts as incoming President 2022-23.

Discussion
6. After two years as President, and with eight other Sabbatical Officers, I wanted to reflect on three significant ongoing concerns that remain:
    *   With **student housing** remaining challenging and the rising cost of living, we anticipate disadvantaged students will continue to be priced out of University and struggle during their studies.
    *   There is exciting work underway within Curriculum Transformation Programme and our ELIR response, but i**mplementation and student consultation** will remain critical. Tara has left substantial reflections on her hopes and concerns for these ongoing projects in her update below.
    *   Ventilation and the Students' Association's **current estate capacity and quality** has been a limiting factor in our delivery to students, and therefore, the student experience. We hope to see significant and transformational investment in student-facing services.

Sabbatical Officer (2021/22) Updates
7. At the time of writing this report, the 2021/22 Sabbatical team were still in office so below are their updates since late April, when Court last met, as well as key concerns within their remit:

Ellen MacRae, President

8. I have valued the opportunity to reflect on my term(s) as EUSA President in the run-up to handover to my wonderful successor, Niamh Roberts. I would like to note my most heartfelt thanks to the 2021/22 Sabbatical Officer Team and everyone who works at Edinburgh University Students' Association. It has been an honour to serve as your pandemic President and, at the time of writing, I'm looking forward to handing over to the 2022/23 Sabbatical Officer team at a time where Covid-19 will (hopefully) not be their main focus.

9. Since our last Court meeting, I have continued with the regular cycle of University meetings and Association subcommittees. This has included substantive work within the Governance Subcommittee about the efficacy of our Trustee Board meetings. I have also been involved in the recruitment of another Co-opted Court member and our new University Secretary, making it my fourth appointment to Court and sixth member of University Senior Leadership. I appreciate the openness in which I've been invited onto these panels and have always felt my thoughts and opinions have been listened to.

10. I have continued to work with relevant student groups (MeTooEdUni), University and Association staff to improve the Student Code of Conduct and think about the process and experiences of students going through the investigation process. There needs to be clear information on timelines and procedures to manage student expectations, as well as sufficient support readily available.

11. Although other work commitments have limited the extent to which I've been able to engage with Una Europa this semester, I am pleased to have supported the plans for an Edinburgh Student Network. I am keen to see students get involved with the work the University is doing with Una Europa, it proposes a great opportunity to connect different students across multiple disciplines in an exciting way.

Réka Siró, Vice President Activities and Services

12. Since her final Court meeting, Réka has been working to wrap up some of her outstanding projects and work before the Sabbatical handover period started on 30th May. Réka has aimed to wrap up the planning around the Participation Grant for 2022-23 and around ventilation works at the Pleasance, Teviot and Bedlam before handing over to Natalia, to ensure that this work can be carried out before the Festival and to the start of Semester 1.

13. With help from both Students' Association staff and University staff within Estates, she was able to secure the reopening of the Bedlam Theatre in its current shape, albeit at a limited capacity of 50 persons for the time being. Réka hopes that this, together with the eventual ventilation works at Bedlam, Pleasance and Teviot will alleviate some of the pressure on Students' Association space availability for student groups. She recognises, however, that more work needs to be done in this area, potentially together with the University's Timetabling team, to ensure that we utilise our campus real estate to its full potential while maximising the benefit of our student body.

14. Réka has also been advising Students' Association staff around Welcome Week preparations which are now in full swing. Thanks to her increasingly unique experience of participating in pre-Covid Welcome Weeks as both a new arrival and as a second and third year student leader, she was able to highlight some of the main pain points of Welcome Week for student groups. With the Association's focus on a mainly in-person Welcome Week for the first time in two years, she and the Welcome Week working group was able to rethink some of the previously "business as usual" practices. We are reimagining timelines around submitting events for Welcome Week as a student leader, how spaces at the fairs are allocated to student groups, and the official timeline of the week, which used to exclude the final Sunday.

Beth Simpson, Vice President Community
15. As Beth reflects on her last 12 months in office, having represented students on a range of issues, she wants to highlight some key ongoing concerns to University Court. The defining issue of Beth's time as Vice President Community was housing. In the first semester of this past academic year, Beth heard from many students who struggled to find somewhere affordable to live in the city. She heard from students commuting long distances to get to class, staying in hostels or friends' sofas, falling victim to scams and paying unaffordable rent just to have a place to live. Beth brought these concerns to the University and beyond, helping the National Union of Students to organise a [housing rally](#) outside Scottish Parliament in March 2022.

16. Beth anticipates that poor affordability, availability and quality of student housing in Edinburgh will continue to be a prominent feature of the student experience, negatively impacting mental health and financial wellbeing. This is further exacerbated by the cost of living crisis, and the lack of commensurate increases in bursaries, grants and loans.

17. Beth urges Senior Leadership at the University of Edinburgh to adopt a proactive approach to student housing issues. The expansion of the University's guarantor scheme and increased hardship funding could be the first steps in this direction.

18. As an MA Sustainable Development graduate, Beth came into her term excited to push sustainability and climate action in the Students' Association and the University. Beth was honoured to join the University of Edinburgh's delegation at COP26 in November and to be involved in the launch of the Edinburgh Earth Initiative. Recently, she was delighted to be invited to join the Climate Strategy Operations Working Group and is glad to see this revision of the University's approach to the climate crisis.

19. Beth hopes the University will continue to strive to lead on sustainability and climate action. In particular, Beth would advise that the University listen to student voices and let them lead when it comes to these issues. As we have seen in the past from movements like the [divestment from fossil fuels](#), [student activism](#) can be an incredibly powerful force in creating positive change at the University and beyond.

Tara Gold, Vice President Education
20. Coming to the final Court report of her term, Tara is grateful for the opportunity to reflect on some of her key areas of work from the past year. One area Tara is

delighted to have seen impressive progress on this academic year is in the involvement of more student Representatives in University decision making, particularly through the placement of Reps on more School and College level learning and teaching committees. While this development, along with new forums like the College-level Student-Staff Liaison Committees, Tara has chaired in both Science & Engineering and Arts, Humanities & Social Sciences, is a sign of increasing communication and collaboration between staff and students. There remains significant work to be done to widen and strengthen the student voice in decision making across the University, embed these mechanisms into wider University processes, and close feedback loops with the student body.

21. Particularly, the team is keen to highlight to University Court the necessity of paying student Representatives who volunteer their time to committees and projects such as the Curriculum Transformation Programme. This is vital to ensure a diverse range of students have the opportunity to be heard. Recent successful collaborations between the Students' Association and University have seen the value of such work, for example with students trained and paid to participate in recruitment panels for new Student Advisor roles. Tara hopes such experiences will become common practice in future University recruitment drives and project implementation processes.

22. Looking ahead to the next academic year, key areas of concern pose further risks to student experiences. September will see the start of implementation of the evolved model of Student Support, which presents both a significant opportunity for improving support structures and substantial risks to the quality of service provision that will be realised in its enacting. Particularly, Tara is keen to emphasise the need for ongoing University-wide oversight and investment in the model to ensure its aspiration of providing agile and consistent support to all students is realised.

23. Given the ongoing challenges students face — from the cost of living crisis, to difficulties in accessing healthcare and housing, and the continuing potential for further disruption to learning and teaching due to Industrial Action, the need for robust investment in Student Support systems that are responsive to students' needs and reflect the diversity of our population is essential. Furthermore, the need for the new model's implementation to be mirrored by investment in the systems and wider structures that it relies on, from the Student Disability Service to the Extensions and Special Circumstances Policy, and services like EUCLID (student record system), is key in ensuring the University doesn't repeat past mistakes of silo-ing change projects in isolation from each other to its own detriment.

24. The next academic year will also see significant work to address many of these issues, such as through a review of the Extensions and Special Circumstances service, continuing progress on the Curriculum Transformation Programme, and further work on the Enhancement-Led Institutional Review response. Tara is greatly encouraged by the potential of these areas of activity but would urge Court and members of staff involved in this work to prioritise the development of solutions to the problems students face with students themselves.

25. Seeing increasing support for co-creation with students in areas such as assessment and feedback and Curriculum Transformation has been a highlight of

Tara's time in office. She would urge its further prioritisation, particularly the importance of proactively bringing student voices into discussions earlier in review and design processes, supporting diverse student input with remuneration, and facilitating accessible environments for student-staff collaboration to occur.

26. Looking ahead to upcoming work on topics like Academic Integrity, Tara would urge University members to involve diverse perspectives from the earliest stages of any discussions, and to commit themselves to developing solutions that help find common ground between students and staff.

Aisha Janki Akinola, Vice President Welfare
27. Aisha has been finishing up projects started and writing up handover documents and briefing to pass on to her successor, Lauren. She has continued the work on Curriculum Transformation, Decolonizing the Curriculum, and the Evolved Model of Student Support, all of which she is delighted to have worked on. Although the #NoHateHere campaign was not launched this year due to time constraints, the Marketing and Communications team have created the artwork and briefing in alignment with the vision Aisha had set out to promote a more tolerant University. She hopes Lauren would be willing to champion this work next year.

28. Another major win this year was the Cultural Festival which was held in February over 2 days. Since the last Trustee Board, Aisha has attended debriefs with the internal EUSA team to discuss the lessons learnt this term and the hopes for next year. As with other festivals, the scale and shape evolve over the years, but Aisha hopes the vision and goals would remain the same – to celebrate our differences whilst fostering a greater sense of belonging for all students, amongst others. This month, Aisha shared this vision at the Equality Diversity and Inclusion Committee meeting which received a lot of support. She also met personally with Sarah Cunningham-Burley and Colm Harmon and intends to meet with Lucy Evans, the incoming Deputy Secretary Students, to lay the groundworks for what could be the next big item in the University's calendar.

29. With an internal EUSA team, Aisha has continued discussions and meetings with Lisa Dawson, Adam Bunni, and Lesley Johnston about the Student Code of Conduct and some considerable progress has been made around that. Working closely with myself and the students from MeToo Edinburgh, Aisha has continued to ensure the students interest in prioritised.

30. As her term comes to an end, Aisha is pleased to leave the Cultural Festival vision in great hands and is greatly looking forward to attending the events as a student next year.

Sabbatical handover and induction
31. The new sabbatical team joined the Association from 30th May for a week of handover with the outgoing team, followed by residential training and planning with senior managers. They are meeting a number of University colleagues as part of the induction and training taking place into the summer period, and developing objectives for the year and building understanding of how these can be achieved. The new team are:
- President: Niamh Roberts

- Vice President Activities and Services: Natalia Ellingham
- Vice President Community: Isi Williams
- Vice President Education: Sam Maccallum
- Vice President Welfare: Lauren Byrne

Teaching Awards

32. We were delighted to announce the winners of our Teaching Awards at the end of May in a digital ceremony, and followed this up with an in-person Garden Reception at Teviot Row House. Our goal with the Teaching Awards is to celebrate the very best of teaching and support at the University, but it is also important to us that the Awards reflect the diversity of community, and provide a space where staff who may not have access to more formal recognition can be rewarded for their work. You can watch the winners being announced here and read more about this year's awards here.

Personal Tutor of the Year
Winner: Carole Torsney, Deanery of Biomedical Sciences

Student Tutor of the Year
Winner: Stephen Dolan, School of Divinity

Supervisor of the Year
Winner: Goncalo dos Reis, School of Mathematics

Outstanding Commitment to Social Justice and Sustainability
Winner: Al Lawley-Powell, Students as Change Agents

Outstanding Course
Winner: Parliamentary Studies, Marc Geddes, School of Social and Political Science

Outstanding Innovation in Digital Teaching
Winner: Neil Anderson, School of Veterinary Studies

Support Staff of the Year
Winner: Lesley Johnston, Counselling Service

Teacher of the Year (College of Arts, Humanities and Social Sciences)
Winner: Lynn McNair, Moray House School of Education and Sport

Teacher of the Year (College of Medicine and Veterinary Medicine)
Winner: Chantelle Aftab, Deanery of Clinical Sciences

Teacher of the Year (College of Science and Engineering)
Winner: Fiona McNeill, School of Informatics

Festival 2022

33. With only a few weeks to go until the Edinburgh Fringe begins in August, the Association is in full preparation mode. Working with our Festival partners, Pleasance and Gilded Balloon, Teviot Row House and Garden, Potterrow, and

Pleasance will be re-purposed into a wide variety of vibrant performance and hospitality spaces. We are delighted to be piloting with Pleasance some support for our student society performers, with Edinburgh University Theatre Company running 2 different shows within the Pleasance programme. The Association is currently recruiting over 400 temporary staff (many of whom will be students) to support the hospitality offering across all 3 sites, and creating additional infrastructure (e.g. additional pop up spaces for bars/catering) to support effective service delivery. This will be a critical piece in our financial recovery this year, and whilst we expect visitor levels to be high, uncertainty remains as to whether we can expect pre-pandemic levels of Festival visitors and spending in this transitional period and where cost of living factors may also impact numbers of visitors and spend. We also have immediate challenge and direct competition from the large-scale operations delivered by Underbelly in Bristo Square throughout the summer, not just the Festival period.

Welcome Week

34. Planning is also well underway for Welcome Week, and the Association will be hosting a wide range of support, orientation, community building and entertainment events and activities from Saturday 10th to Sunday 18th September (with the final Sunday being a 'quieter' day, populated primarily with student groups hosting daytime activities). This will be our first Welcome Week since 2019 not impacted in some way by the pandemic (we hope!) although despite restrictions last year it was clear new students really wanted to be on campus in person to meet each other and get involved. We are retaining some online activities to maximise accessibility for all students. Through Welcome Week we aim to offer support, reassurance, encouragement as well as fun to our new students as they navigate the transition into the city, the university and their course.

35. Following the success of our new landmark space, 'The Gem' in Bristo Square last year, we are planning once more to create this space and use it as a visual and actual focal point for the week, given its location as a hub in between Teviot and Potterrow at the heart of the central area. It will see our large Sports and Activities Fairs happening during the day, with a wide range of student-led events taking place across our sites. Our student survey data shows that 80% of those who attend a welcome week event join a society or sports club, so facilitating new students to find their community is a key objective for us for the week, and our student groups are particularly focussed on building back their activity and welcoming new students to join. In addition, we will once more be retaining the Gem as an alcohol-free social space in the evenings with events such as ceilidhs, minigolf, and experiential themed film screenings, complementing our very popular nightclub and entertainment activity within Potterrow and Teviot. Students will also be able to get to know the city through our offer of tours, walks, trips and coffee crawls with many of these hosted by student volunteers. We continue to work collaboratively with the University's induction team and colleagues across the University in services and Schools.

Financial update

36. In our last report to Court we had not yet completed our year-end process, so a short update on the overall out-turn is presented here prior to a short overview of performance in the first month of our new financial year.

£ 000's	YTD			Current Month		
	Actual	Budget	Variance	Actual	Budget	Variance
Commercial net income	(204)	(921)	717	90	46	44
Block Grant	3,044	3,044	0	254	254	0
Total net income	2,840	2,123	717	344	300	44
Membership Engagement & People Development	(1,014)	(1,240)	225	(123)	(103)	(20)
Corporate Services	(1,248)	(1,253)	6	(73)	(121)	48
Marketing & Communications	(313)	(391)	78	(27)	(35)	8
Central Overheads	(452)	(384)	(68)	(78)	(46)	(33)
Total non-commercial expenditure	(3,027)	(3,268)	241	(302)	(305)	3
Surplus / (deficit)	(186)	(1,144)	958	42	(5)	47

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

Central overheads includes income from CJRS government scheme

37. We finished the year with a deficit of £186k. This is significantly better than our budget, for a variety of reasons - furlough income, the more favourable trading position this year compared to 20/21 and the earlier return of our student nightclub and its popularity with our members. We have also had some unanticipated savings in staff costs through some vacancies, and lower overhead expenditure overall, partly as a result of the transition to in person activity being slower than planned, and impacted by the December 2021 and ongoing restrictions. Central overheads are adverse to the budget year to date and this is predominantly due to redundancy savings being allocated there which we didn't progress. It should be noted we did make significant redundancies, but a second round was shelved as trade levels grew.

2022-23 Performance to date
April High Level Summary:

£ 000's	YTD			Current Month		
	Actual	Budget	Variance	Actual	Budget	Variance
Commercial net income	(46)	(80)	33	(46)	(80)	33
Block Grant	254	254	-	254	254	-
Total net income	207	174	33	207	174	33
Membership Engagement & People Development	(83)	(109)	26	(83)	(109)	26
Corporate Services	(110)	(117)	7	(110)	(117)	7
Marketing & Member Communications	(24)	(30)	6	(24)	(30)	6
Central Overheads	(50)	(44)	(6)	(50)	(44)	(6)
Total non-commercial expenditure	(266)	(299)	33	(266)	(299)	33
Surplus / (deficit)	(59)	(125)	67	(59)	(125)	67

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

38. In our first month of this financial year from 1 April the overall position is a deficit in April of £59k, but this is significantly better than the budget, and improvement of £67k. This is in part due to some unfilled vacancies and staff turnover, and some phasing issues with activity initially planned in this month not yet taking place. The latest forecast remains the budgeted position for 2022/23 which indicates a full year surplus of £156k. As mentioned in the year end report, we are still expecting the pandemic to have an impact on footfall on campus until the start of the new

academic year in September with trading levels in the first half of the year being lower than before the pandemic.

Estates update

39. We are in discussions with the University regarding the planned development works to Teviot Row House. This is a long-running project, although the latest plans are for a much scaled back project as part of the University's Estates Prioritisation plan. The proposed project would deliver a refurbishment of the existing space, and resolve a number of building quality issues, including some significant accessibility challenges in this historic listed building. Although the project is simpler in scope than the original plans to demolish and rebuild and expand some parts (now shelved), there remains some complexity to work through in terms of build timescales and the consequent impacts on student experience and some financial impacts whilst the work is ongoing.

40. We have had the opportunity to visit the Nucleus site at King's Buildings, which is shaping up to be a landmark site for students there. It will include an Association retail outlet which presents a positive opportunity for us in future. Our own site at King's Buildings, KB House, remains as a more limited catering/study space offering at present, whilst we continue to leave parts of the building in hibernation for financial viability reasons. We have also very recently taken the difficult decision to close our retail offering in the lower level of 40 George Square which has been hit hard by very low footfall in that building and we cannot envisage a significant enough increase in the short to medium term to balance the costs, given the changes to occupancy in the tower particularly. We are relocating the Zero Waste elements from that shop to our site at Potterrow.

41. More generally we have been working with the University to resolve some of the particular ventilation challenges in our spaces, with many of these now resolved, or set to be by Semester 1. This will enable us to offer more of our spaces, at bigger capacities from September onwards. The ventilation issue has made some spaces unviable for use. We are still in discussions with the College of Art regarding operations at the College of Art's Wee Red Bar, which had such limited capacity we were unable to operate this much-loved space for financial reasons although students and the College were very keen for it to operate. We hope to reach an agreement for some financial support with the College, and at the same time are working with University estates to increase the capacity which will make its use as an events space more feasible, being more attractive and a viable proposition for the popular external and student led promoters the Wee Red Bar following would like to see there.

Resource implications

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

Risk Management

43. Financial risks are highlighted in the report.

Responding to the Climate Emergency & Sustainable Development Goals

44. Several of the activities outlined do support a wide variety of the SDGs.

Equality & Diversity

45. Equality and Diversity considerations are implicitly included in this paper. EUSA represents the interests of a diversity of student groups and exists to maintain the equal representation of students and student groups.

Next steps/implications

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

Consultation

47. Consultation on this paper was not required.

Further information

48. *Author*   *Presenter*
Ellen MacRae   Niamh Roberts
President 21-22   President 22-23
May 2022   June 2022

Freedom of Information

49. Open paper.

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY COURT

13 June 2022

Edinburgh University Sports Union Report

Description of paper
1. This paper is to note developments at Edinburgh University Sports Union (EUSU) 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 achievements of EUSU, alongside strategic developments for the future. It is a recent standalone item on the Court agenda, previously an appendix of the Edinburgh University Students' Association President's report.

Discussion
BUCS (British Universities and Colleges Sport Update)
5. We are almost at the end of the BUCS Season, still a few events to take place, but overall Edinburgh is sat in 4th place having had a tough battle with Exeter for 4th position. We have seen success in the BUCS Regatta where the Boat club won the overall Victor Ludorum Trophy for the first time in their history. Alongside the Rifle club who out performed their best expectations at the Small Bore championships. At BUCS Outdoor athletes, Alyson Bell secured a silver medal in the 100m final and since then has gone on to break the Scottish U20 100m record.
Full leader boards, results and fixtures can be found at www.bucs.org.uk

Commonwealth Games
6. With the Birmingham Commonwealth games fast approaching there are already a large number of University of Edinburgh students selected by their home federations. These include 7 within the aquatics team, Charlie Aldridge within the cycling team and a large number in provisional training squads.

Blues and Colours
7. Thursday 2nd June saw our first in person Blues and Colours Dinner since 2020, celebrating the very best of our athletes, volunteers, coaches and officials. Our winners truly exemplified everything that is great about the University of Edinburgh and Sport at Edinburgh. The award winners on the evening for our named awards are as follows:
- McTernan Colour of the Year – Sonia Marshall (Parkour Club)
- Cameron Blue of the Year – Charlie Aldridge (Cycling Club)
- Alan Chainey Long Service Award – Graham Moodie (Mens Hockey)
- Coach of the Year – Alasdair Campbell (M1s Waterpolo)
- Student Coach of the Year – Calum Atterbury (Badminton) and Emma MacFarlane (Gymnastics)
- Student Official of the Year – Sam McLellan (Fencing)
- Alex Currie Most Inspirational Sporting Moment – M3s Hockey, Scottish Conference Cup Final

Scottish Student Sport Awards
8. We have five shortlists in the Scottish Student Sport Awards which take place on Wednesday 8th June. These are the best of the best within Scottish higher education sport and we are incredibly proud of them:
- Male Athlete of the Year – Scott Gibson
- Coach of the Year – Alasdair Campbell
- Team of the Year – M1s Waterpolo
- Club of the Year – Boat Club
- Volunteer of the Year – Abd Al-Rehman Al-Remal

Executive Committee Handovers
9. Within the next month, our current executive committee will be carrying out their handovers to next year's team. Next year's team, led by the Sports President Heather Gault, is as follows:
- Honorary Treasurer - Peter Sawkins
- Honorary Secretary - Angus MacLeod
- Vice President Intramural Sport - Hannah Adams
- Media Officer - Telfer Gray
- Well-being Officer - Ailsa Gault
- Inclusion Officer - Tom Bonnor
- Partnerships and Alumni Officer - Hannah Campbell
- Intramural Sports Coordinator - Angus Forbes

Corporate Services Group Student Services – Dual Careers
10. EUSU has the opportunity to present at the last Corporate Services Group Directors Away Day, and carried out a seminar on Student Dual Careers. Students presented on a variety of topics including; balancing performance sport with

academics, voluntary work, entrepreneurship and additional jobs. If any members of Court are interested in finding out more about Student Dual Careers and the variety of work carried out within Sport at Edinburgh please get in touch.

Gender Based Violence

11. EUSU and Sport and Exercise are currently undertaking a Culture Review (as outlined in April's Court Report) through Lime Culture – who are sector leaders in this work. We hope this will be carried out and finalised within the next couple of months to allow development and focus on areas for next academic year. Alongside this, we have continued to work with Andy Shanks (the University's Director of Student Wellbeing) to ensure Active Bystander Training opportunities are available to our committee members for next academic year. We are looking into Train the Trainer programmes to upskill student leaders to be able to facilitate sessions within the wider student community.

Finances

12. As EUSU approaches the final quarter of its financial year, our financial situation is tracking well on budget with no expected issues arising. The income is as expected, and membership income is very well budgeted. While expenditure is well within budget ranges with limited expenditure still to come. A final budget situation will be made in the next Court report.

Thank You

13. As the final Court report I will write, I just wanted to extend a big thank you to all of those within the University Court for their support throughout this year; to myself and EUSU as a whole. I wish Heather all the best for her year ahead. It has been a pleasure to represent the Sports Union and the University of Edinburgh. - Gregor

Resource implications

14. This is a regular update report from the Sports Union; therefore, no resource implications are outlined.

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.

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. We work closely with Scottish Student Sport (SSS) and British Universities and Colleges Sport (BUCS) to offer our student volunteers the best opportunities to further their learning through educational seminars and workshops.

SDG 5: Achieve gender equality and empower all women and girls
Our two elected Women in Sport Officers on our Inclusion Committee will continue to work this year to ensure females (and anyone who identifies as female) are empowered across our Sports Union, through various initiatives and fundraisers. Similarly, our Volunteer Zambia programme has restarted this year after a two year hiatus due to COIVD-19. This sees our volunteers work with female coaches in Lusaka to upskill these individuals and empower them to become better leaders. We have six students and a staff member on the programme this year, which is our full capacity.

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 CPD opportunities are utilised. EUSU aims to keep costs lost for students across all activity.

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 last 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 throughout this year to all clubs and members.

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 are working with the Department of Social Responsibility & Sustainability on a clubs and societies programme to celebrate and promote achievable sustainability for students; along with reviewing our transport to attempt to offset our carbon emissions through various projects.

Equality & Diversity
15. 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
16. An implication of this paper which Court are asked to consider is the consideration of the future plans for sports facilities in the grander scale of the University masterplan. Our clubs are having to turn away potential members due to capacity issues with the current facilities. It is hoped the Peffermill re-development plan with help to combat this but complications have caused serious delay in the works. This is causing a negative experience for student club members and it is hoped that sport having the opportunity to grow on its own terms will help to contribute to an increased sense of belonging and student experience.

17. If any Court members would be interested in hearing more about the work of the Sports Union, visit our facilities and meet some of our incredible volunteers, please do not hesitate to get in touch on sports.president@ed.ac.uk.

Consultation
18. Consultation on this paper was not required.

Further information
19. *Author*
     Gregor Malcolm
      Sports Union President
     June 2022

Freedom of Information
20. Open paper.

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY COURT

13 June 2022

Director of Finance's Report

Description of paper
1. This paper provides an outline draft (unaudited) Statement of Comprehensive Income and Expenditure (COSI) which is one of the primary statutory financial statements reported externally each year. In addition, Appendix 1 presents the half-year financial results of our Subsidiary companies for 2021-22.

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. 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 5-18: Closed section

Responding to the Climate Emergency & Sustainable Development Goals
19. 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
20. 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
21. We would welcome feedback as outlined in the discussion above.

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

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

     Stuart Graham
     Head of FIRST (Financial Information,
     Reporting & Strategy Team)
     31 May 2022

Freedom of Information
24. Closed paper.

THE UNIVERSITY of EDINBURGH

UNIVERSITY COURT

13 June 2022

Long-Term Debt Review

Description of paper
1. This paper provides a progress update on the work completed to review the University's long-term debt arrangements and the development of a formal repayment strategy.

Paragraphs 2-33: Closed section

Responding to the Climate Emergency & Sustainable Development Goals
34. 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
35. 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
36. We would welcome feedback as outlined in the discussion above.

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

Further information
38. *Authors*   *Presenter*
     Lee Hamill   Lee Hamill
     Director of Finance   Director of Finance

     Terry Fox
     Director Finance Specialist Services
     31 May 2022

Freedom of Information
39. Closed paper.

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY COURT

13 June 2022

Edinburgh University Staff Benefits Scheme – Triennial Valuation

Description of paper
1. This paper provides an update on the work undertaken to conclude the triennial Edinburgh University Staff Benefit Scheme (SBS) Pension valuation, the current position that the University has reached in its negotiations with the Trustee that, subject to approval from Court, can now form the basis for an agreement between the parties.

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. To approve the Agreement in Principle so that the University and Trustee can proceed to conclude the 2021 valuation. Court is also asked to approve the total future service cost of the scheme will rise to 34.9% per annum.

Background and context
4. The Staff Benefits Scheme is a self-administered trust which provides a defined benefit pension on a career average basis to staff on grades 1-5.

Paragraphs 5-14: Closed section

Responding to the Climate Emergency & Sustainable Development Goals
15. 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
16. 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
17. If approved, the valuation will be concluded.

Consultation
18. The paper has been reviewed by Lee Hamill, Director of Finance. An earlier version of the paper was reviewed by Policy & Resources Committee, which agreed to negotiating parameters that have since been achieved by the Agreement in Principle.

Further information
19. *Authors*   *Presenter*
     Lee Hamill   Lee Hamill
     Director of Finance   Director of Finance

Terry Fox
Director Finance Specialist Services

6 June 2022

Freedom of Information

20. Closed paper.

UNIVERSITY COURT

13 June 2022

Planning and Budgeting: 2022-23 Proposals

Description of paper
1. This paper requests Court approval of proposed budgets for 2022-23, which have been developed within a 5-year context and which will enable delivery of plans and priorities aligned with Strategy 2030. This represents a key output from the refreshed Planning and Budget-setting process for 2022-27.

2. The planning round supports delivery of the University's Strategy 2030. Narrative plan submissions were structured around the new Strategic Performance Framework: a set of 16 Key Performance Indicators (KPIs) designed to drive and enable reporting on progress against key objectives in Strategy 2030.

Action requested/Recommendation
3. To consider and approve the Group level budget.

Paragraphs 4-22: Closed section

Responding to the Climate Emergency & Sustainable Development Goals
23. Delivery of Net Zero is a clear commitment in Strategy 2030 and is reflected in the Strategic Performance Measurement Framework which is underpinning the planning and budgeting process. Performance Measures have all been mapped onto the UN SDGs. The detailed budget plans reflect in places on the contributions of the budget areas to SDGs; one key focus point is around contribution towards KPI16: net zero (SDG13).

Equality & Diversity
24. Achieving change where required in terms of equality, diversity and inclusion is a clear commitment in Strategy 2030 and is reflected in the Strategic Performance Measurement Framework which will underpin the planning and budgeting process. Equality considerations are embedded in the planning process at budget holder level.

Paragraphs 25-26: Closed section

Consultation
27. The planning round process was discussed at University Executive, Policy & Resources Committee and Court in September/October 2021; an update, with a focus on student number intake planning, and including the final timetable for approval, was discussed at University Executive in December 2021. SLT have held discussions on the planning and budgetary process from February to May. The proposed outcomes set out in this paper were discussed at University Executive on 10 May 2022 and at Policy & Resources Committee on 30 May 2022.

Further information

28. *Authors*

Jonathan Seckl, Senior Vice-Principal
Lee Hamill, Director of Finance
Rona Smith, Director of Strategic Planning
& Insight

Presenter

Rona Smith, Strategic Planning

Freedom of Information

29. Closed paper.

UNIVERSITY COURT

13 June 2022

Edinburgh Futures Institute

Description of paper

1. The purpose of the paper is to provide an update on the Edinburgh Futures Institute (EFI) and to seek approval of additional funding to complete the project.

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. We will support learning, research and collaboration with our neighbours, businesses and partners.

Paragraphs 3-36: Closed section

Equality & Diversity

37. There are no equality and diversity issues identified at this point.

Paragraphs 38-39: Closed section

Further information

40. Further information can be provided by Jane Johnston.

Authors	*Presenter*
Jane Johnston,	Jonathan Seckl
Director of Estate Development	Senior Vice-Principal

Gary Jebb
Director of Place
6 June 2022

Freedom of Information

41. The paper should remain closed due to the commercially sensitive information within the paper.
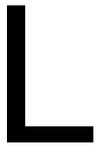
UNIVERSITY COURT

13 June 2022

REF2021: the results

Description of paper
1. The UK's Research Excellence Framework (REF) 2021 results were published on 12th May – this paper briefs Court on the outcomes. We are **now a stronger fourth in the UK** for research power (the measure most closely related to the Scottish Funding Council (SFC)'s Research Excellence Grant (REG) income and least susceptible to 'gaming'). **5 of our 28 submissions came first**, a further 16 in the top five, and all of our submissions in the top 21 (of 157 universities) in the UK.

2. REF is critical to the University's reputation, income from SFC, winning competitive grants and Strategy 2030's aim of 'research having a greater impact as a result of partnership, international reach and investment in emergent disciplines.'

Action requested/Recommendation
3. To note the University's success in REF.

Background, context and discussion
4. REF2021 assessed the research in UK universities from 2014-2020 to inform the annual allocation of c£2 billion public funding; provide accountability for public funding; and provide benchmarking and reputational information for universities. It is run by the four UK Higher Education Funding Bodies, including Research England (part of UK Research & Innovation) and the Scottish Funding Council.

5. REF involves peer review of a compilation of research conducted by researchers working in each university according to subject areas (Units of Assessment, UoA) against three domains: research publications (outputs), the support and structures within which research is conducted (environment) and the contribution and benefit research brings to the wider world (impact).

6. The University's submission comprised work relating to 2,717 'independent' research leaders (2,563 Full-Time Equivalent), including 6,400 outputs, 191 impact case studies and over 400,000 words of narrative on impact and environment across 28 Units of Assessment. We submitted all eligible staff, reflecting the value we place on the contribution of each of our researchers. The University submitted 46.3% more staff submitted relative to REF2014. 43% of this increase reflects a change in REF rules. The 57% is genuine growth, our strategy since REF2014.

7. REF ranks research according to a five point system: 4* (world leading), 3* (internationally excellent), 2* (internationally recognised), 1* (nationally recognised) and unclassified.

8. Rankings produced by Times Higher Education and Research Professional confirmed that the University of Edinburgh has retained its position as 4th in the UK and 1st in Scotland in terms of research power, a measure of the volume of research staff returned and the quality of the research. 49% of research returned by the

University was rated 4* and 89% rated 4*+3*; our 4* increased by 14 percentage points compared to the previous exercise, REF2014, 4*+3* increased by 10% points. In REF2021 the UK average percentage 3* plus 4* was 70%. The equivalent figure for Scotland was 72%.

9. Edinburgh has improved its research power (volume x quality) more than Cambridge (placed 3rd) and Manchester (5th) thus moving further ahead of universities below and closer to those above us.

10. Our consistent aim has been to have all Edinburgh UoAs in the top 5 in the UK. In REF2014, 12 of 32 were outside the top 5 (38%). In REF2021 only 7 of 28 submissions were outside the top 5 (25%), a clear improvement.

11. Of the 34 UoAs in REF2021, Oxford came first in 12, Edinburgh in 5, UCL (University College London) in 4, Cambridge and KCL (King's College London) in 2 and the remaining top places were unique.

12. In Scotland, the University of Edinburgh has risen from 35.4% of total 4* FTE (the volume of the highest quality work) in 2014 to 37.6% in 2021. We are the only top 10 Scottish university whose research power has risen since 2014 (68/100 up to 72/100). In REF 2014 we came 1st in all subjects except 5 (Archaeology, Economics, Business, English and Music). In REF2021 we were top in all but 2 (Business, English), reinforcing our predominance.

13. Our joint submissions have been successful, with all five in the top 5 for power, and two at number one (Chemistry with St Andrews and Agriculture, Food and Veterinary Sciences, with SRUC (Scotland's Rural College) – the remaining joint submissions, Mathematical Sciences, Engineering and Architecture (all with Heriot-Watt) were 3rd, 3rd and 4th respectively. We are UK-leading in joint submissions illustrating the powerful deep collaborations between Scottish higher education institutions. .

UoA rankings - Using the Times Higher Education Research Power

Top in UK	Computer Science and Informatics Sociology Anthropology and Development Studies Chemistry Agriculture, Food and Veterinary Sciences
Top 5 in UK	Clinical Medicine (4th) Psychology, Psychiatry and Neuroscience (3rd) Biological Sciences (5th) Earth Systems and Environmental Sciences (2nd) Physics (4th) Mathematical Sciences (3rd) Engineering (3rd) Architecture, Built Environment and Planning – (4th) Modern Languages and Linguistics (3rd) Social Work and Social Policy (2nd) History (4th) Law (5th)

	Education (3rd) Classics (3rd) Philosophy (4th) Theology and Religious Studies (5th)
Top 10 in UK	Art and Design (6th) Politics and International Studies (8th)
Outside top 10	Economics (14th) Business (21st) Sports science (12th) English (13th) Music (17th)

14. REF is used to drive Research Excellence Grant (REG) income (Quality-Related grant in England). After RAE2008, in 2009-10, we were 5th for power in the UK, and received 31.7% of Scotland's REG (£67M). In 2017-18, after REF 2014, when we were 4th in the UK, we received 32.6% of REG (£76M).

Resource implications

15. We received the final 2022-23 SFC funding letter on 26 May confirming an uplift to our Research Excellence Grant for 2022-23 of £5.6M, which we expect to increase further for 2023-24 once one-year mitigation measures to limit impacts on other institutions to less than 10% are lifted. This takes our REG in 2022-23 to £87.2M or 35.3% of Scotland's REG, with an expected grant of £89.1M or 36.1% in 2023-24. This reflects the results of REF2021, as well as some minor amendments to the formula used in calculating REG. Discussions are underway to determine the most strategically impactful way to invest these upside allocations, noting the University budget set out in the planning round was structured around a prudent set of assumptions of flat cash for REG grants.

Risk Management

16. Failure to prepare for REF submission was a longstanding risk on the risk management register, because the results are significant for the University in terms of reputation and financial income.

Responding to the Climate Emergency & Sustainable Development Goals

17. Research and impact submitted to REF2021 span the breadth of the UN SDGs.

Equality & Diversity

18. Our submission to REF2021 was the subject of multiple Equality Impact Assessments. Findings from these are being incorporated into forward work plans for Research Strategy Group sub-groups. This includes the average number of outputs submitted by staff members from protected characteristic groups.

Next steps/implications

19. Research Strategy Group has begun the process of learning from REF2021 via quantitative and qualitative analysis of the submissions of other institutions. The outcome of these tasks will be a major theme at its meetings on 8 June and 31 August 2022. We are planning already to improve our position in the next REF.

Consultation

20. REF results have also been discussed at meetings of Research Strategy Group, Senior Leadership Team, Senate, University Executive and Policy & Resources Committee.

Further information

21. *Authors*

Jonathan Seckl

Pauline Manchester,
Strategic Planning

Susan Cooper and Lorna Thomson,
Edinburgh Research Office

June 2022

Presenter

Jonathan Seckl
Senior Vice Principal

Freedom of Information

22. Open paper.

UNIVERSITY COURT

13 June 2022

Procurement and Implementation of New Timetabling Systems

Description of paper
1. This paper seeks approval of this key Information Technology infrastructure investment to maintain essential timetabling services for all teaching and exams impacting 35,000 students.

2. The new robust timetabling solution will contribute to several Strategy 2030 goals including: supporting breadth and choice within the undergraduate curriculum; delivering more user-friendly processes and efficient systems to students and staff; and projection modelling in support of Estates strategies

Action Requested/Recommendation
3. To approve the total project budget.

Paragraphs 4-15: Closed section

Responding to the Climate Emergency & Sustainable Development Goals
16. Direct changes to the University's carbon footprint likely to be very low.

Equality & Diversity
17. The teaching timetabling systems support Equality and Diversity goals by enabling staff and students to be matched to suitable learning spaces if they have additional needs. The Exam scheduling service supports Equality and Diversity by scheduling special exam sittings and providing reasonable adjustments for students with additional needs

18. An Equality Impact assessment will be conducted during project phases of procurement and implementation.

Paragraphs 19-20: Closed section

Consultation
21. As part of market research and to gather business requirements the following groups have already been consulted – Timetabling suppliers in UK and Europe / peer universities in the UK / stakeholders across the University of Edinburgh. A more detailed consultation with Schools and College stakeholders has started to validate and prioritise the business requirements. The business case and paper has been reviewed by Information Technology Committee and Knowledge Strategy Committee and reviewed and approved by Estates Committee and the University Executive. The funding request has been reviewed and recommended for approval by Policy & Resources Committee.

Further information

22. *Authors*

Jamie Thin
Senior Project Manager
Information Services Group

Scott Rosie
Head of Timetabling Services
University Secretary's Group

Presenter

Gavin McLachlan,
Vice-Principal, Chief Information Officer
and Librarian to the University

Freedom of Information

23. Closed paper – related to a future procurement – commercial-in-confidence

UNIVERSITY COURT

13 June 2022

Data Resilience: Recoverability of University Data

Description of paper
1. This paper describes the additional investment required to improve the recoverability of University digital services.

2. This investment supports Strategy 2030 outcome of "our estate will be fit for purpose, sustainable and accessible". This investment would also support delivery of the University's Information Security Policy and Core Systems strategies: specifically in providing facilities to underpin business continuity and disaster recovery of key services, and support University implementation of business continuity.

Action requested/Recommendation
3. To approve the total budget.

Paragraphs 4-15: Closed section

Responding to the Climate Emergency & Sustainable Development Goals
16. Direct changes to the University's carbon footprint are likely to be very low.

Equality & Diversity
17. There is no expected direct equality or diversity impact from this project.

Next steps/implications
18. Once this proposal is approved, Information Services Group will establish a project board and implementation team, complete initial design work, engage external project consultants/peer review, and move to procurement.

Paragraphs 19-21: Closed section

Further information
22. *Author*
   Tony Weir
   Director of IT Infrastructure
   Information Services Group
   June 2022

Presenter
Gavin McLachlan,
Vice-Principal, Chief Information Officer
and Librarian to the University

Freedom of Information
23. Closed paper – contains sensitive information related to University cyber protection, and has commercial information related to future procurements.

THE UNIVERSITY _of_ EDINBURGH

UNIVERSITY COURT

13 June 2022

Elsevier Journals Licence Renewal

Description of paper
1. This paper seeks approval for expenditure of £2.8m over the duration of a new multi-year renewal agreement for Elsevier Journals. The new agreement combines for the first time Elsevier read access fees and open access publishing costs.

2. The provision of read access to Elsevier ScienceDirect and Cell Press Journals, combined with Open Access publishing in Core Hybrid, Cell Press and The Lancet titles, will contribute directly to the following outcomes set out in Strategy 2030:
   a. We will see our research having a greater impact as a result of partnership, international reach and investment in emergent disciplines.
   b. 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.
   c. Improved digital outreach will see us enabling global participation in education.
   d. 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.
   e. We will have more user-friendly processes and efficient systems to support our work.
   f. We will be on track to be a Carbon-Zero University by 2040.
   g. Multidisciplinary postgraduate education pathways will support flexible whole-life learning.

Action requested/Recommendation
3. To approve the multi-year renewal agreement for Elsevier Journals.

4. The multi-year agreement brings both read access and publishing together in a single agreement and delivers a reduced level of expenditure with the total cost decreased by 29% compared with the current level of subscription and open access publishing spend with Elsevier.

5. As the cost of the new multi-year agreement exceeds £2m when the annual fees over the three-year term are combined, Court approval is sought for this level of spend.

Background and context
6. The Library has subscribed to Elsevier journal agreements for more than 20 years, and these have provided reading access to content from Elsevier, Cell Press, Lancet and numerous society publishers.

7. Jisc (a sector body) negotiates and manages multi-year agreements on behalf of the UK higher education community, with these delivering a wide range of digital content from major academic and commercial publishers such as Elsevier.

8. Until now, Jisc Elsevier journal agreements have been subscription fee-based and have enabled reading access to paywalled content, with separate publishing charges levied on an article by article basis where authors wish to, or are required by research funder mandates, to make their articles open and freely available to all.

9. A focus for Jisc and UK universities in recent years has been to establish read and publish agreements which combine reading fees and open access fees in a single agreement and these are seen as are an important step towards delivering a more open and transparent research environment.

10. Read & Publish journal agreements typically have the "read" element of the fee based on current subscription spend and the "publish" element of the fee based on recent Article Processing Charge spend or recent published output.

11. Due to the quality and relevance of the content, the last two Elsevier multi-year read-access agreements (2012-2016; 2017-2021) resulted in 15M recorded downloads of pay-walled articles by University of Edinburgh staff and students.

12. In 2020, University of Edinburgh researchers published 394 articles in Elsevier subscription journals (including Cell Press and Lancet titles), with the majority (90%) of these being published on a green open access basis after a 12 month embargo. Only 14 articles were published as Hybrid Open Access from the Wellcome Trust and Medical Research Council open access block grants at a cost of £44,941 (an average Article Processing Charge of £3,210).

Discussion

13. Jisc conducted renewal negotiations with Elsevier between March 2021 and March 2022 with the aim of establishing a transformative read and publish agreement. Jisc consulted closely with UK universities throughout and the following sectoral requirements were established at the outset:

- Full and immediate open access to research
- Reduced and constrained costs for reading and publishing
- Fair and reasonable charges
- Full compliance with funder policies
- Improvements in service

14. Following a successful conclusion to the negotiations, Jisc has delivered a transformative agreement which meets the sector's goals to rapidly transition to open access, significantly reduces overall costs for UK universities, and addresses the core sectoral requirements.

15. The new agreement will enable continued reading access for UK researchers to more than 2,000 journals, with a 15% reduction on contracted and direct subscription expenditure with Elsevier.

16. It will also enable unlimited open access publishing in eligible journals at no additional cost to the author, with this being a positive step towards a more open and transparent research environment.

Resource implications

17. Expenditure on Elsevier journals is currently met annually from the Library's annual budget allocation for the purchase and leasing of content, with open access publish fees being met from research block grants which are also managed by the Library.

18. The new three-year read and publish agreement will continue to be funded from these two sources.

19. The fees over the term of the agreement are as follows:

Year	Read Fee	Publish Fee	Publish Fee VAT	Total Publish Fee	Total Read & Publish Fee
2022	£737,850	£158,925	£31,785	£190,709	£928,559
2023	£745,2287	£160,514	£32,103	£192,617	£937,845
2024	£760,133	£163,724	£32,755	£196,469	£956,602

20. Jisc closely follow procurement guidance and adhere to relevant legislation, with a VEAT (Voluntary Ex-Ante Transparency Notice) having been being published ahead of the negotiations with Elsevier. The relevant VEAT Notice has been shared with the University of Edinburgh Procurement Team.

21. Compared with current subscription fees and open access publishing costs, the new agreement will deliver a 29% reduction in the total annual cost to the University.

Risk Management

22. The Library will closely monitor the performance of this agreement in terms of the usage/level of read access to the journal content, and the number of articles which are published on an open access basis. Jisc will also be monitoring the agreement on behalf of the wider UK higher education community.

23. The agreement includes an annual economic opt-out clause which could be invoked in Years 2 and 3 in the event of a material cut in the University budget such that sufficient funds are not allocated to the Library to enable the payment of the fees due for the subsequent calendar subscription years.

Responding to the Climate Emergency & Sustainable Development Goals

24. The Elsevier Read and Publish agreement continues to secure access to a significant amount of highly relevant content for our staff and students and is a route to making University of Edinburgh research more openly accessible. It therefore connects to a number of the goals in particular 3, 4, 8 and 9:

SDG3: Ensure healthy lives and promote well-being for all at all ages

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

SDG 8: Promote inclusive and sustainable economic growth, employment and decent work for all

SDG 9: Build resilient infrastructure, promote sustainable industrialization and foster innovation

Equality & Diversity

25. The Library acquires resources in the context of the Library Collections policy which has been subject to the Equality Impact Assessment process. There are no new or revised policies resulting from this Elsevier Journals Agreement.

Next steps/implications

26. Once approval is given for the expenditure outlined in this paper, the Library will progress the new agreement via Jisc Collections, and will ensure that the open access publishing element is widely communicated across the University.

Consultation

27. The paper was reviewed and recommended for approval by Knowledge Strategy Committee on 24 May 2022 and by Policy & Resources Committee on 30 May 2022. Throughout the negotiations, the Library was involved in Jisc's consultation with UK universities, and also via sectoral bodies such as Research Libraries UK (RLUK). Jisc and RLUK also briefed and consulted with Russell Group Pro-Vice-Chancellors for Research, and Vice-Chancellors across UK institutions. The Library has communicated and consulted with researchers across relevant Schools and Colleges, attending appropriate Committee meetings and maintaining a web page about the Elsevier renewal.

Further information

28. *Author*
     Elize Rowan
     Content Acquisition & Access
     Manager
     Library & University Collections
     6 June 2022

Freedom of Information

29. This is an open paper as the new Jisc Elsevier agreement licence does not include a confidentiality clause relating to the commercial aspects of the agreement.
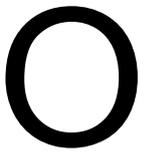
UNIVERSITY COURT

13 June 2022

University Digital Strategy Update

Description of paper
1. This paper provides Court with an update on the work to develop a University Digital Strategy (hereafter 'Digital Strategy').

Action Requested/Recommendation
2. This paper is provided for information and Court is invited to comment on the report.

Background and Context
3. A Digital Strategy will set out the organisation-wide vision for the Digital Environment necessary to deliver Strategy 2030 and allow the University to thrive and excel in an increasingly Digital world. It will also outline how the University will approach delivering that vision.

4. The Digital Strategy is governed by a project board with representation from across the University with a significant proportion of the board being academic and research colleagues. This project board reports to Executive and to Knowledge Strategy Committee / IT Committee. A link to details on the Digital Strategy Programme Board governance is available here: Governance

5. The Digital Strategy sits alongside our other significant strategic change work such as Curriculum Transformation to support this work and to ensure co-ordination is effective.

6. The Digital Strategy is University-led. It operates through a number of work streams led by leading figures from across the University. See picture below:

7. We require a Digital Strategy now due to the following factors:
- A contemporary digital strategy is a critical enabler of Strategy 2030 to help coordinate, guide and enable the strategic priorities.
- We face a unique 'window of opportunity' to capitalise on internal and external momentum created by the recent large-scale uptake of digital services during the pandemic.
- Digital services and assets will be an essential feature of the next academic years, this strategy will enable a prioritisation of their implementation, growth and iteration.

Discussion

8. In the latter half of 2021, the individual work streams of the Digital Strategy consulted key informed stakeholders on a vision, set of objectives and potential actions for the University digital environment. From this work, a discussion document was prepared which summarised thinking up to that point.

9. Between December 2021 and March 2022 a consultation was ran that sought feedback on this discussion document.

10. The consultation was publicised across the University using existing University channels. This publicity was aimed at the entire University community including those who currently don't make use of digital. In addition, the project board advocated for the Digital Strategy within their own areas of the University.

11. A website was created to allow engagement with the Digital Strategy material. All the material including the discussion document can be found here. [Digital Strategy Sharepoint site](#)

12. The consultation used a combination of online and face to face interactive workgroup sessions, presentations to key groups and committees and a survey to gather feedback.

13. The consultation was successful in giving feedback from a large number of stakeholders. We had 450 attendees at our interactive workgroup sessions and 48 surveys completed. We also had over 1,100 visits to our website. This resulted in thousands of individual contributions.

14. A large proportion of the feedback is rich and focussed and is very beneficial as we develop the Digital Strategy.

15. We did find it challenging to engage students in the Digital Strategy, despite significant efforts. We will work to address this during the work to develop the next phase of the Digital Strategy.

16. We are now analysing the feedback with a view to producing a consultation report in June and taking the Digital Strategy through governance in October along with an implementation guide.

17. Although we are still analysing the results of the consultation, work stream leads have produced an initial view of feedback during the consultation. This is now being confirmed during the analysis process. This initial view includes the following key high-level feedback:-

a. **Get the Basics Right:** The University has to get the basics right and embrace simplicity in our digital environment. Further investigation is required to understand what this means in different contexts but from discussions during the consultation this meant systems that just worked, were up to date and were integrated with other systems with processes around them that are as simple as possible. In addition these systems should embrace Equality, Diversity and Inclusion principles by default.

b. **Consistency and coherence:** Another area of feedback was that our digital environment should have consistency and coherence. Again further investigation is required on what is meant in different contexts but in discussion this meant a common experience of interacting with the University, common way of being supported, a common language and way of operating across different contexts.

c. **Flexible and agile:** A third important emerging point was that our digital environment should be flexible and agile, able to grow and flex and be responsive as needs change.

18. In addition, a number of key topics arose in some of the work streams that we feel will need a deeper look to understand and incorporate into the digital strategy. These may be the subject of specific workshop sessions on these topics:

- Supporting community and belonging.
- Responding to pedagogic and disciplinary imperatives.
- The future of digital assessment & feedback – and e-exams.
- Digital approaches to academic misconduct.
- Hybridity (teaching, working, meetings, conferences, research).
- Digital preservation.
- Improving our Digital Research Services.
- Accessibility, equality, inclusion, digital poverty, disenfranchisement.
- Wellbeing and online safety.
- Central systems approach vs an eco-system of decentralised/local systems.
- The join needed between the physical estate strategy, vision and planning and the digital estate strategy, vision and planning.
- Digital Skills.
- College digital strategies and priorities.
- Access to centrally held university data.
- Our digital strategy for non-matriculated students.
- Open Source & vendor lock-in.

19. Our Digital Estate work has already produced valuable results. A roadmap for the next 5 years for our Digital Estate has been produced. We have been taking key priority items through the capital planning process and the planning round. Estates Committee have approved capital investment in a new Timetabling system along with investment in Data Resilience which will further protect the University. These investments are being taken to Court (see earlier agenda items) for final approval. In addition, the consultation on the digital strategy raised concerns about gaps in the University digital estate (systems, services or platforms) in some key areas. These included: no university programme & course information management system; no university social media & engagement platform; no university wide event management platform; no university customer relationship management platform; insufficient university central interfaces to

centrally held data and a lack of hybrid enabled classrooms, meeting rooms and conference venues.

<u>Governance</u>
20. A Digital Strategy programme board continues to govern the programme with representation from across the University. This board reports into Knowledge Strategy Committee / IT Committee and the University Executive. A link to the Digital Strategy Programme Board governance is available here: [Governance](#)

Resource implications
21. There are no resource implications at this stage of the strategy development. Any resource requirements that may arise would be dealt with through the appropriate budget area.

Risk Management
22. The creation of a digital strategy is an important element of delivering Strategy 2030. It enables us to create a good experience for staff and students and supports the achievement of the University's ambitions. Without a clearly defined digital strategy, we will be unable to create a cohesive digital offering across the university. This lack of cohesiveness will further perpetuate the inefficiencies and ineffectiveness we are trying to eradicate; and dilutes both the staff and student experience.

Responding to the Climate Emergency & Sustainable Development Goals
23. In developing the digital strategy, the opportunity exists to position the digital environment in terms of both the Climate Emergency and the UN Sustainable Development Goals. It will require a review of our governance processes and the policies that currently exist as well as identifying areas where we need to change our approach. We have already started this process outside of the strategy with the introduction of the Sustainable IT Policy suite and it is anticipated that we will continue to expand these with IT Printing, Green Data Centres etc. This will all form part of the Digital Strategy.

Equality and Diversity
24. Equality and Diversity is an integral part of the strategy development. The Equality Impact Assessment documentation is being progressed in parallel with the strategy and as such is informing the development of the strategy. In addition, the key topic of Digital poverty and the digitally disenfranchised or partially digitally disenfranchised is a key part of the digital strategy.

Next steps/implications
25. We plan to present a consultation analysis document back to the University in June for a second, shorter round of consultation.

26. We will develop the Digital Strategy over the summer based on feedback. We plan to take this through governance starting in October.

27. We will continue engagement and take feedback as we develop the Digital Strategy.

Consultation
28. To date we have carried out a major consultation over a three month period with the University. The feedback from this consultation is now being analysed.

29. It is intended that engagement and feedback opportunities will continue throughout the development of the strategy.

Further Information

30. *Authors*   *Presenter*
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     7 June 2022

Freedom of Information

31. Open version.

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY COURT

13 June 2022

Delegated Authority Schedule – Review and Update

Description of paper
1. The paper contains proposed updates to the Delegated Authority Schedule (DAS) to reflect the current structures and needs of the University. The current DAS was approved by Court in April 2020.

Action requested/Recommendation
2. To approve the proposed updates to the DAS.

Background and context
3. The current DAS was approved by Court in April 2020, following input from Policy & Resources Committee and University Executive.

4. The aim of the DAS is to list those people or bodies to whom authority has been delegated by the University Court to commit the University to a contractual or quasi-contractual arrangement that may result in a liability to the University.

5. The DAS document has been reviewed and updated as a collaboration between staff from Governance & Legal, Finance Department and HR and Finance Transformation Programme, to align with the University's Service Excellence Programme principles.

6. This update includes a number of changes to clarify how delegation will be implemented in the People & Money System, and reflects some recent changes to roles that are relevant to the DAS. A wider update of the document is planned in the next academic year when the People & Money finance element is operational

Discussion
7. The proposed DAS is included as appendix 1. All edits to the document are included in the table in appendix 2.

8. The University operates an annual business planning cycle which incorporates two financial plans: the revenue budget and the capital budget. These consolidate into the five year plan that is approved by the University Court. The DAS outlines the delegation of authority for the Revenue and Capital Budgeting separately in the document.

9. The University Capital Budget incorporates the Estates Capital Plan expenditure and other planned capital spend. The Estates Capital Plan is mainly capital expenditure in nature such as buildings and infrastructure. However, not all expenditure included in the Estates Capital Plan is capital, for example some projects will include asbestos removal, demolition and decant costs. This expenditure has to be planned and included within the University Revenue Budget. To ensure that both budgets are aligned correctly they are approved in tandem by the Court through the annual business planning cycle.

Resource implications

10. The DAS is designed to ensure that all contractual and quasi-contractual commitments are suitably authorised in line with delegations approved by Court. This does not substantively change existing requirements.

Risk Management

11. The DAS is a key financial, contractual and reputational control mechanism. It, and its further detailed delegation within the University, is also a key fraud prevention control.

Responding to the Climate Emergency & Sustainable Development Goals

12. This paper does not directly contribute to responding to the climate emergency or the SDGs but is a key control mechanism for the University.

Equality & Diversity

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

Next steps/implications

14. If approved, the new version will take immediate effect.

Consultation

15. The updates to the DAS have been reviewed and commented on by colleagues in the Finance Department, Court Services, Internal Audit, Legal Services and the Finance Operations and Technical Advisory Group. The updates have been reviewed by the University Executive and by Policy & Resources Committee and have been recommended for approval by Court.

Further information

16. *Author*

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Finance Transformation
June 2022

Presenter

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Freedom of Information

17. Open paper.

University of Edinburgh

Delegated Authority Schedule

Approved by the University Court <mark>TBC</mark>

13 June 2022 <mark>TBC</mark>

Index

1. Introduction

This Schedule lists those Committees or individuals to whom authority has been delegated by the University Court to commit the University to a contractual or quasi-contractual arrangement that may result in a liability to the University.

The following University Court delegation **principles** should be adhered to by a Delegated Authority:

➢ No actions will exceed the level of authority delegated by the University Court.
➢ Authorities not delegated under this Schedule and for all commitments and transactions above the maximum delegated monetary values within this Schedule, remain with the University Court.
➢ All actions must be contained within the allocated and approved University budget unless otherwise stated.
➢ All actions must be consistent with Strategy 2030 and its institutional objectives and priorities, placing the University interest above that of its constituent parts.
➢ Any action should be consistent with the Nine Principles of Public Life in Scotland.
➢ All decisions should be consistent with the University's Risk Appetite Statement, and comply with legal and funding body obligations.
➢ Approval must be obtained before the point of committing to any transaction unless otherwise stated.
➢ All Procurement must be undertaken in line with the University's Expenditure Policy (up to 31 July 2022) or Procurement Policy (from 1 August 2022).
➢ The total transaction cost over the full period of commitment and options for extensions must be detailed and any transactions of value over £1m should be notified to the Director of Finance.
➢ The Schedule applies to all activities whether funded from restricted or non-restricted funds.
➢ Sufficient detail, evidence and relevant level of prior review and confirmation to support any action being requested must be provided to the delegated authority to allow them to make a decision and to allow them to demonstrate to University Court, auditors or funders that an appropriate course of action is taken.
➢ Detailed financial sub-delegations are approved by the relevant delegated authority holder and cannot exceed the value of delegation held by that delegated authority holder. This does not delegate the overall responsibility of the delegated authority holder.
➢ Sub-delegations will be implemented where appropriate in People and Money through the allocation of approval limits/levels (Appendices 9 and 10). Users can also delegate their approvals to a colleague during periods of absence, e.g. vacation or sickness, in line with the Standard Delegation Principals (Appendix 11). All delegated authority holders named in this document are responsible for ensuring that appropriate business continuity plans are in place should they not be available to undertake their roles.

The Delegated Authority Schedule is structured to show:

➢ The Committee or individual which must approve the transaction, arrangement or project, and
➢ The individual who holds the delegated signing authority to execute the transaction once approval has been given. The University Court Signatory for transactions reserved to Court or otherwise not delegated is a member of Court, the University Secretary or one of the Deputy Secretaries in the absence of the University Secretary, in front of a witness.
➢ The individuals who need to be informed or consulted by a delegated signing authority or approver for transactions of certain types or above certain values.

Useful definitions of terms are contained within Appendix 1. The University Court regards each Head of College or Head of Professional Services Group as the designated main budget holder for their respective College or Group. The Senior Vice Principal (or equivalent) is the designated budget holder for the Central Budget (known as Budget Area 7) and the Capital Budget.

Budget Holders have delegated authority to approve virements between activities within their respective budget and to approve transactions/projects within that budget up to the levels outlined below, in line with the University's legal obligations in relation to procurement.

2. Revenue Budgets and General Expenditure

The **University Court** is responsible for approval of the University Annual Revenue Budget. Any additional budgetary requirements from University funds need to be approved by **University Court** through the committee cycle. Any financial transactions exceeding delegated approval limits remain with the **University Court**.

The approval of the design of the planning and budgeting process is delegated to the **Policy and Resources Committee (PRC).**

Knowledge Strategy Committee (KSC) has delegated authority to approve projects within its Terms of Reference and for which the relevant Budget Holder confirms the appropriate resources are available within budget. Projects requiring additional resource must be referred to **Policy and Resources Committee** and **University Court**. Transactions within approved projects that have been specified as part of the project approval do not require additional Committee approval if they are within the appropriate transactional approval limit.

Revenue expenditure within approved projects that have been specified as part of the project approval should be incorporated into the University business plan and do not require additional Committee approval and delegated authority for these transactions will sit with the appropriate Budget Holder.

Staff and University Court Member expenses should be signed off in line with the University expenses policy. Staff expenses of the Provost, Vice Principals, Heads of College or Professional Services Groups shall be authorised by the **University Secretary** and staff expenses of the Principal shall be authorised by the **University Secretary** on behalf of the **Senior Lay Member** of Court. Court Member expenses shall be authorised by the **Deputy Secretary Governance and Legal**.

The **Director of Procurement** has Delegated Authority to approve decisions regarding disputes with suppliers on framework agreements or approved contracts up to £1m.

Novel or contentious activities (refer to section 9) must also be entered into in accordance with the Delegated Authority Schedule, regardless of whether or not they incur revenue spend within delegated limits.

A table confirming delegated approval levels for Revenue Budget transactions is given in Appendix 2.

Leases

Leases with a lifetime cost less than £10k or that have a non-cancellable period less than 12 months will be categorised as revenue expenditure and can be approved by the main budget holder.

Any leases with a cost or period above these thresholds must be assessed for whether they are operating or finance leases by Finance. This will determine whether they are revenue or capital and the commitment can then be approved by the appropriate budget holder.

Leases by the University for Land and Buildings are approved through **Estates Committee**.

All leases must be notified to the **Director of Finance** in advance of creating any financial commitment by the University.

3. Capital Budgets and Expenditure

The **Policy and Resources Committee** approves the Estates Capital Plan [(i)] as part of the business planning process, and recommends the plan to the University Court, advising on any matters of concern and any proposals for significant subsequent amendments to the agreed estates programme.

Land and Property Transactions

The **Estates Committee** has Delegated Authority to endorse the Estates Capital Plan, and to recommend the plan to **Policy and Resources Committee** for consideration through the business planning process. **Estates Committee** can endorse individual land and property transactions/projects consistent with the direction of the estates capital plan up to £10m. **Estates Committee** does not have authority to approve projects which require resource outwith the Estates Capital Plan. Such projects must be referred to **Policy and Resources Committee** for consideration and recommendation to University Court and to **University Court** for approval (see appendix 3).

The **Estates Committee** has delegated authority to approve Estates Small Works Projects Budgets for each College/Professional Service Group and individual transactions/projects up to £1m within the overall Small Works Budget.

In the event that the scope or value of a project, including Small Works Projects, changes to raise its value above the approved project budget the project must be referred back to the approving committee.

City Deal Executive Governance Group (CDEGG) has authority to approve, in line with HM Treasury approved projects, the replacement of University approved capital spend with City Deal Capital resource for those projects approved prior to formal commitment of the Edinburgh City Region Deal.

Capital Equipment Budgets

The **Knowledge Strategy Committee** has delegated authority to approve projects within its Terms of Reference and for which the relevant Budget Holder confirms the appropriate resources are available within budget. Projects which require additional resource must be referred to PRC and University Court.

Appendix 3 outlines the approvals and signatories for these activities.

The **Deputy Secretary, Governance and Legal** should be consulted for all disputes on contracts involving Land and Property Law over £1m or where there are matters of concern.

Approval from the **Scottish Funding Council** must be sought for the disposal of property purchased with public funds.

(i) The Estates Capital Plan is mainly capital expenditure in nature such as buildings and infrastructure. However, not all expenditure included in the Estates Capital Plan is capital, for example some projects will include asbestos removal, demolition and decant costs. This expenditure has to be planned and included within the University Revenue Budget. To ensure that both budgets are aligned correctly they are approved in tandem by the University Court through the annual business planning cycle.

4. Treasury and Cash Management

Treasury Management Policies and Procedures are required to ensure that cash resources are managed securely and efficiently. Delegated approval levels and signing authorities are detailed in Appendix 4.

a. Bank Accounts

- **University Court** must <u>approve</u> the appointment of retail bankers and the opening of new bank accounts.
- **The Director of Finance** will be the University Court Signatory for approved appointments of retail bankers and the opening of new bank accounts.
- **Two Account Signatories** are required for amendment to bank mandates and the set-up of direct debits or standing orders.

b. Payments

- Effective segregation of duties must be in place between the preparer, authoriser and release of payment, and all payments must be based on an approved transaction under the other sections of this Schedule.

- All payment types, including (but not limited to) cheques, BACS, electronic payments, foreign currency payments and payroll, require an approved account signatory to release payment.

c. Borrowing, lending and investment

- The **Director of Finance** has Delegated Authority to manage investment maximisation of existing investments within existing mechanisms. Any individual transaction greater than £50m must be notified to the Investment Committee

d. Other Financial Transactions

The **Policy and Resources Committee** has delegated authority to <u>approve</u> financial transactions for settlement of tax matters, incorporation and winding up of a subsidiary, creation of joint venture legal entities, write-off or write-down of money due and foreign exchange dealings, in each case up to £10m.

All transactions listed in this section must be notified to the **Director of Finance**.

Approved financial transactions on tax matters, write offs and foreign exchange dealings can be <u>signed</u> by the **Director of Finance**. Approved transactions to incorporate and wind up subsidiary companies can be signed by the **Vice Principal Corporate Services**. Dealings with corporate interests (separate to incorporation and winding up) in subsidiaries, joint ventures and spin outs can be approved and signed by the **Vice Principal Corporate Services.**

5. Income

All income streams including research grants and commercial income should be assessed under the appropriate due diligence ethics procedures.

The **Director of Finance** has the Delegated Authority for the write off of unpaid income due to the University Group up to the value of £2m in each case.

The delegated authority levels for income are outlined in Appendix 5.

a. Research Grants

Delegated authority for the submission and acceptance of research grants is held by the **Director of Edinburgh Research Office** and the relevant **Head of School.** All sources of income will be subject to the University's processes for ethical review. Revenue and capital expenditure for individual transactions are subject to the same delegated financial authority limits as described above.

All Grant applications, acceptances, tenders and standalone contracts above £5m should be notified to the **Director of Finance**.

The **Vice Principal Corporate Services** has Delegated Authority for contracts ancillary to research as outlined in Appendix 5.

b. Consultancy and Service Contracts

The **Chief Executive Officer of Edinburgh Innovations,** as the sub-delegate of the **Vice Principal Corporate Services,** holds the Delegated Authority for contracts for the provision by the University of research and innovation related consultancy services, goods and services and access to equipment and facilities as outlined in Appendix 5. The **Director of Information Services Group** (ISG) has delegated authority for contracts for consultancy and services provided by ISG.

Consultancy must be undertaken in line with the University's consultancy policy. **Heads of School/Department** hold delegated authority for approval for individuals to undertake consultancy.

c. Technology Transfer Agreements

The **Chief Executive Officer of Edinburgh Innovations,** as the sub-delegate of the **Vice Principal Corporate Services,** holds the Delegated Authority in this area, as outlined in Appendix 5.

d. Academic Fees

The **University Executive** has delegated authority to approve proposed Academic Fees values submitted by the Student Recruitment and Fees Strategy Group or its successor group to a limit of 5% change or 2% above RPI (whichever is higher). Any changes above this level or any strategic changes to fee structures should be approved by University Court.

e. Provision of other University Services

The University's standard terms and conditions will apply to the provision of University services. The **Director of Procurement** must approve any service agreement shared with another body. Any provision of goods or services outside of our standard terms and conditions should be reviewed by the **Deputy Secretary, Governance and Legal** prior to approval.

6. Donations and Endowments

a. Donations

The **Development Trust** holds Delegated Authority for acceptance and utilisation of donations to the University of Edinburgh. The Trust agrees the way in which they are used, in keeping with any restrictions placed on use by the donor and in consultation with the **Income Due Diligence Group**.

If the donation involves land and buildings use must also be approved by the **Director of Estates**.

The **Director of Finance** should be notified of donation transactions greater than £500k.

The principles outlined in the [Gifts and Hospitality Policy](#) should also be adhered to when considering donations.

b. Endowments

The **Investment Committee** is responsible for proposing and agreeing investment objectives, including ethical investment decisions, with the University Court and has delegated authority to recommend through the Policy and Resources Committee an investment strategy appropriate to meet these objectives.

Delegated approval levels and signing authority are detailed in Appendix 6.

7. Students and Academic Activities

Student Admissions

The **University Executive** approves the University's Admissions Policies following scrutiny and endorsement by the **Student Recruitment and Fees Strategy Group**. Any strategic change to Admissions and Recruitment Policies must be approved by the **University Court.**

The relevant **Head of College** has the Delegated Authority within the University's Admissions Policies (including signing authority for the relevant contracts; which may be sub-delegated) for individual student admission decisions for:
  ➢ Undergraduate
  ➢ Visiting undergraduate
  ➢ Taught postgraduate
  ➢ Research postgraduate
  ➢ Visiting postgraduate

The relevant **Head of College** also has Delegated Authority (including signing authority for the relevant contracts; which may be sub-delegated) for:
  ➢ Collaboration Agreements for teaching and research purposes, **subject to academic agreement via Senate approval processes.**
  ➢ Provision of laboratory services.

Additional approval is required for the following Agreements, Schemes and Arrangements:

- Agreements involving agencies and equivalents for the recruitment of international students must also be agreed by **Vice Principal International**.
- The European Union Erasmus+ programme (participation ends 2023), the UK government Turing Scheme and any other mobility programme to support student study and work opportunities require the agreement of the **Erasmus+ and Turing Scheme Institutional Co-ordinator**.
- International student education and learning agreements and arrangements must be approved by the **Principal and/or Vice Principal International.**
- The **Chief Information Officer** must approve Collaboration Agreements placing unusual demands on the Library, archiving, information technology and networking services.
- Any international collaboration must also be approved by the **Principal**, **University Secretary** or **Vice Principal International**.
- The **Director of Finance** must be notified of financial commitments over £1m. Delegated approval levels and signing authority are detailed in Appendix 7.

8. Staff Matters

a. Appointments and promotions

Authority for the appointment and promotion of staff is delegated in accordance with the schedule in Appendix 8.

In cases where the arrangement concerned relates to the Principal, the Principal shall withdraw from the Remuneration Committee and take no part in the discussions or any decisions.

b. Orders of Court, Tribunals or other judicial bodies

Authority for the implementation of legally binding orders of courts, tribunals or other judicial bodies in relation to employment matters as well as extra-judicial settlement of employment disputes is delegated as outlined in Appendix 8.

The **Director of Human Resources** and **Director of Finance** must be notified of all Awards prior to authorisation.

Authority in relation to other staff and salary decisions is delegated as detailed within Appendix 8.

9. Novel or Contentious Arrangements

Novel and contentious arrangements are by nature difficult to identify in advance but are likely to be in areas which are new to the University, potentially offer an opportunity outwith currently defined strategy/core business or present a significant exposure to reputational risk.

In cases of doubt, for example in regard to novel or potentially contentious and high risk/legal matters, any items must be further escalated to the **Principal** or **University Secretary** for approval and presentation to the University Court irrespective of monetary value. Those propositions which have an international dimension should be supported (given additional complexity) through the **International Strategic Partnerships Group (ISPG)** and highlighted to the **Principal** by the **Vice Principal International as Convener of ISPG**.

Examples of novel or contentious arrangements might include:

a. Strategic UK or International Bids

Large strategic, one-off calls for funding bids including joint bids with other institutions or agreements with institutions or other parties regarding sharing of monies or other University resources provided by external agencies for infrastructure for research or education.

Past examples of this type of proposal have included the development of National Institutes such as the Alan Turing Institute.

b. Mergers and Strategic Alignments

Proposals in this area are likely to involve in the UK or overseas:
- legal or reputation commitments (Memorandum of Agreement or Understanding)
- creation of a visible entity or joint venture,
- delivery or shared significant teaching, research or operational activities out with the University of Edinburgh campus locations, or
- the award of dual/joint degrees for multiple programmes.

10. Disputes

The **University Secretary** has Delegated Authority for decisions and document management relating to the settlement of court actions or other disputes not falling within the remit of other parts of this Schedule for values up to £1m.

Appendix 1 Glossary of Key Terms

Account signatory	Senior University staff appointed as bank account signatories to authorise bank transactions, mandates and standing orders
Approval authority	Authority to approve an action e.g. transaction, project etc.
Capital budget	Planned budget for acquiring an asset above the value determined by the University's Capital Policy.
Capital expenditure	Costs associated with the acquiring of assets, i.e. land, buildings, and individual items of equipment above the value determined by the University's Capital Policy.
Donation	Money that is given by a donor to fund University activities
Endowment	Money that is given by a donor which is invested to provide an income to fund particular activities
Head of School / Director of Department	Individual who is responsible for a distinct budget area of the University including deaneries and professional services departments.
Lease	A contract by which one party conveys the right to use an asset to another party for a specified time, usually in return for a periodic payment.
Main budget holder	The main budget holder is the Head of College / Professional Services Group
Non-restricted funds	University funding that has no restrictions on how it can be spent
Notification	Requirement to notify in writing the detailed individual or Committee that an action has taken place
Project	A schedule of activity that will result in a number of transactions
Requisition	The process of requesting to buy goods or services
Restricted funds	Funding that the University can only use for a specific purpose, e.g. a research grant.
Revenue budget	Planned operational budget approved by University Court
Revenue expenditure	Operational costs that are not classed as capital expenditure, e.g. salaries, small equipment, travel.
Signing authority	Authority to sign on behalf of an approving Committee or individual following confirmation of that approval. The approval and signing authority may be the same individual.
Small works	Capital projects (broadly less than £1m per project) funded through the Small Works capital programme
Sub-delegation	The authority to further delegate power to another individual or committee. This does not delegate the overall responsibility of the delegated authority holder.
Transaction	An individual commitment to cash flowing in or out of the University Group

Appendix 2 Revenue Budget Expenditure Delegations

Approval authority delegated to:	University Court	Knowledge Strategy Committee	Estates Committee	Principal	Main Budget Holder	Head of School/ Department	Director of Finance	Director of Procure-ment	Director of Estates
Individual requisitions within approved revenue budget	>£2m			£2m	£1m	£500k			£1m
Knowledge Strategy *projects* within budget	>£2m	£2m			£1m				
Staff expenses	>£100k			£100k	£50k	£10k	£50k		£50k
Approval of contracts (including framework agreements where there is a commitment to spend)	>£2m			£2m			£1.5m	£1m	£1m
Decisions regarding disputes with suppliers on framework agreements or approved contracts	>£2m			£2m			£1.5m	£1m	
All advertising of planned acquisitions over the legal thresholds								All	
Land and building leases	Greater than £5m > 10 years to £10m < 30 years		£5m > 10 years to £10m < 30 years						
Other Leases	>£2m			£2m			£1m		

Signing authority delegated to:	University Court Signatory	Convener of Estates Committee	Principal	Main Budget Holder	Head of School/ Department	Vice Principal Corporate Services	Director of Finance	Director of Estates	Director of Procure-ment
Formal acceptance of contracts and framework agreements with commitment to spend	>£2m		£2m	£1m	£500k				
Formal acceptance of framework agreements for services within a single budget area with no commitment to spend				All					
Formal acceptance of framework agreements for University-wide or multi-budget-area services with no commitment to spend									All
Formal acceptance of contracts which are exempt from regulated procurement (e.g rentals, land, property)	>£1m		£1m	£500k	£50k				
Knowledge Strategy projects within budget	>£2m		£2m	£1m	£500k				
Land and buildings leases	Greater than £5m > 10 years to £10m < 30 years	£5m > 10 years to £10m < 30 years				£5m < 10 years		£2m < 10 years	
Other leases	>£2m		£2m				£1m		

Appendix 3 Capital Budget and Expenditure Delegations

Approval authority delegated to:	University Court	Estates committee	Knowledge Strategy Committee	Principal	Main Budget Holder	Director of Estates
Individual transactions within approved budget	>£2m small works, £10m other estates	£1m small works, £10m other estates	£2m equipment	£2m	£1m small works	£1m small works / other estates
Capital equipment: • Individual transactions within approved budget • Disposal of capital equipment	> £2m		£2m	£2m	£1m	£1m
Capital Projects (where resources available within the Capital budget)	>£10m	£1m Small Works Projects £10m other Estates projects				
Capital projects which require resource outwith the Estates Capital Plan	All					
Acquisition and disposal of land and buildings	> £10m	£10m				

Signing authority delegated to:	University Court Signatory	Convener of Estates Committee	Vice Principal Corporate Services	Director of Estates
Acceptance of contracts	> £10m	£10m	£5m	£2m
Acquisition and disposal of land and buildings	> £10m	£10m	£5m	£2m

Appendix 4 Treasury and Cash Management Delegations

Approval authority delegated to:	University Court	Policy and Resources Committee	Principal	Vice Principal Corporate Services	Director of Finance
Appointment of bankers/bank account set up	All				
In plan new borrowings, lending and investment transactions	>£10m	£10m			
In plan existing investment transactions within existing mechanisms	>£600m				£600m
Social investments within Treasury Mandate	>£10m	£10m			£1m
Secured and unsecured loans to third parties	>£10m	£10m	£10m		£1m
Financial transactions for settlement of tax matters, write-off or write-down of money due and foreign exchange dealings	>£10m	£10m			£2m (write-off of money due)
Financial transactions in respect of the formation, membership, acquisition, investment, wind up or divestment of all equity investments, including spin-out companies, subsidiaries and associated companies by the University or its subsidiaries and associates and the nature of the relationship between the University and such companies and creation of joint venture legal entities.	>£10m	£10m			
Dealings with corporate interests (separate to incorporation and winding up) in subsidiaries, joint ventures and spin outs				All	

Signing authority delegated to:	University Court Signatory	Principal	Vice Principal Corporate Services	Director of Finance
Bank account set up				All
Long term borrowing over 12 months	> £10m	£10m		£1m
Short term borrowing of 12 months or less	>£10m	£10m		£1m
Settlement of tax matters with tax authorities				All
Write-off or write-down of money due				All
Foreign Exchange Dealings				All
Incorporation or winding up of a Subsidiary			All	
Dealings with corporate interests (separate to incorporation and winding up) in subsidiaries, joint ventures and spin outs			All	

Appendix 5 Income Delegations

Approval and signing authority delegated to:	University Court	University Executive	Principal	Vice Principal Corporate Services	Director of Edinburgh Research Office	Chief Executive Officer, Edinburgh Innovations	Head of School	Director of ISG
Applications for research grants, tenders for research contracts and standalone contracts for research			> £10m		£10m		All	£10m
Acceptance of offers for research grants, tenders for research contracts and standalone contracts for research			>£10m		£10m		All	£10m
Contracts ancillary to research including: confidentiality agreements; goods, materials, software, data or other resources to or from the University for no consideration				All				
Granting or receiving an assignation or licence of intellectual property to facilitate research				All				
Contracts for provision of University research and innovation related consultancy services, goods, services, access to equipment and facilities and contracts ancillary to consultancy and service contracts			>£1m	£1m		£1m		
Contracts for provision of consultancy and services provided by ISG								£1m
Registration of and dealings with research or innovation related intellectual property rights, including licensing and outright transfer of such rights and contracts ancillary to technology transfer agreements				All		All		
Approval of academic fees proposed by the Student Recruitment and Fees Strategy Group	> 5% change or 2% above RPI	Up to 5% change or 2% above RPI (whichever is higher).						

Appendix 6 Donations and Endowments Delegations

a. Donations

Approval authority delegated to:	Development Trust	Director of Estates
Acceptance and utilisation of donations	All	
Use of donations involving land and buildings	All	All

Signing authority delegated to:	University Court Signatory	Principal	Main Budget Holder	Head of School/ Director of Department
Acceptance of donations	>£2m	£2m	£1m	£500k

b. Endowments

Approval authority delegated to:	University Court	Investment Committee
Proposing and agreeing Investment objectives	All	All
Recommend through the Policy and Resources Committee an investment strategy to meet the objectives.		All
Endowments: appointment of fund managers	All	

Signing authority delegated to:	Convener of Investment Committee	Principal	Director of Finance	Main Budget Holder
Release of money to fund managers for investment*	All		All	
Instruction to fund managers to release income for use by the University			All	
Release of income to beneficiary as a budget for the specified purposes			All	
Specific decision on application of endowment funding within the specified purposes; or approval for change of use		All	All	All
Investment management services including appointment of investment managers**	All		All	

*Two signatories are required for release of money to fund managers, or change of endowment activities
**Director of Finance must seek University Court approval on appointment of fund managers and follow Procurement Delegated Authority (Appendix 2).

Appendix 7 Student Matters and Academic Collaborations Delegations

Approval authority delegated to:	University Court	University Executive	Principal	University Secretary	VP International	Director of Procurement	Main Budget Holder	Chief Information Officer	Erasmus+ and Turing Scheme Institutional Co-ordinator
Admissions policies		All							
Strategic changes to admissions policies	All								
Relevant contracts for: individual student admission decisions, collaboration agreements for teaching and research (subject to academic agreement via Senate approval processes) and provision of laboratory services							All		
Agreements involving agencies and equivalents for the recruitment of international students					All				
The European Union's Erasmus+ programme (participation ends 2023), the UK government's Turing Scheme and any other mobility programme to support student study and work opportunities									All
International student education and learning agreements and arrangements			All		All				
Collaboration agreements placing unusual demands on library, archiving, IT and networking services								All	
Any international collaboration			All (or)	All (or)	All				
Collaboration agreements involving shared services or for the acquisition of goods, services or works						All			

Signing authority delegated to:	Main Budget Holder	Vice Principal International
Relevant contracts for: individual student admission decisions, collaboration agreements for teaching and research (subject to academic agreement via Senate approval processes) and provision of laboratory services	All	
Acceptance of awards from the European Union Erasmus+ programme, the UK government Turing Scheme and any other mobility programme to support student study and work opportunities		All

Appendix 8 Staff Matters Delegations

Approval authority delegated to:	Remuneration Committee	Central Academic Promotions Committee	Principal	Main Budget Holder
Offer of employment Grade UE10			All	
Offer of employment below Grade UE10				All
Grade UE10 Salary increase or payment over and above contracted entitlement	Above £125,000 or 25% increase		£125,000	
Promotions or offers to increase salary or make other payments to staff over and above their contracted salary entitlement for staff below Grade UE10 *				All
Appointment to personal chairs		All		
Promotion to readerships				All (Head of College)
Employment disputes/ legally binding decisions Grade UE10*	£1m		£500k	
Employment disputes/ legally binding decisions below Grade UE10*	£1m			£500k
Implementation of nationally negotiated pay awards			All	
Agreements to second staff from the University to third parties and vice versa				All
Arrangements for individuals visiting the University to do research and / or teaching				All (Head of College)

*In conjunction with Director of Human Resources. Approval process is primarily through structured committee governance

Detailed HR approval scenarios and delegations are provided in Appendix 10

Appendix 9 Job Levels and Financial Approval Limits

The approval limits in the following table will apply when the finance modules in People and Money go live. Nb. These approval limits may change prior to go live as People and Money goes through testing.

Job levels and Financial Approval Limits *Version 2.5*

	General Ledger Approvals				
Job Level [i]	Approver - where defined in Delegated Authority Schedule (DAS)	Requisition Approval	Non-PO Invoice Approval	AP Credit Memo Approval	Expenses Approval
N/A	Committee - e.g. University Court	> £2m	> £50k	> £2m	> £100k
8	Principal	£2m	£50k	All values	100k
7	Head of College Head of Professional Services Groups (CSG/ISG/USG) Director of Finance Director of Estates	£1m	£50k	All values	£50k
6	Head of School/Department Dean of Deanery	£500k	£25k	All values	£10k
5	Delegation to these job levels is defined by job within People and Money	£100k	£10k	All values	£1k
4		£50k	£5k	All values	£500
3		£25k	£1k	All values	£100
2		£10k	None	None	None
1		£2k	None	None	None
0		None	None	None	None

(i) Job levels are not used for one-time payments (e.g. visitor expenses) or AR credit notes - they are approved by the requestor's line manager regardless of value.

	Projects and Grants Approvals				
Job Level [ii]	Approver	Requisition Approval	Non-PO Invoice Approval	AP Credit Memo Approval	Expenses Approval
N/A	Principal Investigator Project Manager (Estates)	£50k	£5k	All Values	£1k
N/A	Project Requisition Approver Role	£10k	None	None	None

(ii) Projects approval limits are linked to roles in the projects module rather than alloted through job levels. Where a project transaction is above the Principal Investigator/Project Manager approval limit it will be routed to their line manager for approval and refer to the line manager's job level approval limits.

Appendix 10 Human Resources Approval Scenarios and delegations

Approval Scenario	Description	Main Budget Holder (Job Level 7)	Head of School/ Department (Job Level 6)
Additional allowances	Allowances such as: acting up, on-call, out of hours, etc.		*
Change of salary code	Change of Salary Coding's from external funds to internal funds (irrespective of amount.	*	
Chair appointments	Follows normal approval but has additional step of approval by Principal.	*	
Clinical posts	Any clinical professorial post.	*	
Envelope submissions (i)	All new Envelope Submissions (or increases to existing Envelope Submissions)	*	
Envelope submissions (i)	Individual vacancies where an Envelope Submission has been approved (unless to increase the size of the envelope)		*
Extension to contract (> 6 months)	Extensions of Internally funded Fixed Term Contract roles where there is an additional internal cost.	*	
Extension to contract (< 6 months, including any previous extensions)	Extensions of Internally funded Fixed Term Contract roles where there is an additional internal cost.		*
Externally funded posts	Roles that do not have a financial implication for the full duration of the commitment .i.e. externally funded posts.		*
Fixed Term Contracts to Open Ended Contract conversions	All transfers from Fixed Term to Open-ended status irrespective of funding source	*	
Guaranteed hours envelope (i)	All new Guaranteed Hours Envelope Submissions (or increases to existing Envelope Submissions)	*	
Temporary absence cover	Any maternity cover (or other equivalent leave) which have internally funded financial implications for any part of the duration of the commitment	*	
UE10 posts	Any UE10 academic, professional or support post.	*	
Increase in hours	Increase in hours where there is an additional internal cost.	*	

Approval Scenario	Description	Main Budget Holder (Job Level 7)	Head of School/ Department (Job Level 6)
(Increase is for > 10 hrs per week or more for 6 months or more).			
Increase in hours (Increase is for < 10 hrs per week or more for 6 months or more).	Increase in hours where there is an additional internal cost.		*
Increase of salary contributions (> 10% increase)	Increase of internal funding salary contribution where there is an additional internal cost	*	
Increase of salary contributions (< 10% increase)	Increase of internal funding salary contribution where there is an additional internal cost.		*
New post (> 6 months)	Any new posts to be filled which has internally funded financial implications for any part of the duration of the commitment.	*	
New post (< 6 months)	Any new posts to be filled which has internally funded financial implications for any part of the duration of the commitment.		*
Position management	New posts arising from departmental reorganisations or restructuring.	*	
Promotions	Promotions with post holder in place [ii]	*	
Re-gradings	Re-gradings with post holder(s) in place [ii]	*	
Replacement post	Internally funded non-like for like replacements of posts.	*	
Replacement post	Internally funded like-for-like replacements of posts.	*	
Secondments	Any secondment roles which have internally funded financial implications for any part of the duration of the commitment	*	
Splitting of a position into fractions or job shares	May or may not have a financial implication but will increase the number of positions in a school/ department	*	
Student experience envelope [i]	All new Student Experience Envelope Submissions (or increases to existing Envelope Submissions) e.g. for Students employed in		*

Approval Scenario	Description	Main Budget Holder (Job Level 7)	Head of School/ Department (Job Level 6)
	designated 'Student Experience' posts (J fixed term reason code) and 'Employed' posts (D2 fixed term code) roles. The contract should last no longer than the successful candidate's period of study		
Temporary absence cover	Sickness or other absence cover which have internally funded financial implications for any part of the duration of the commitment	*	

Notes

i. 'Envelope' refers to an approved recruitment budget request for an approximate value which is yet to be fully costed and defined.

ii. Approval process is primarily through structured committee governance.

Appendix 11 Standard Delegation Principles

To ensure that delegation is utilised appropriately and consistently, the following Standard Delegation criteria is adopted utilising the 'Vacation Period' delegation functionality in People and Money:

- Delegation is for ALL People and Money responsibilities to a single person
- Delegation is in response to a short term need i.e. annual leave, specific work priorities compromising capacity for a period, a period of someone acting up to cover additional responsibilities
- Delegation must have an end date (exception is where someone is on long term sickness)
- Delegation is a maximum of 3 months
- Delegation must be to higher grade, same grade or a maximum of two level below with the caveat that delegation should not be to a member of staff below a grade 6 (it is deemed appropriate that a manager passes their responsibilities to a depute for a period of time)
- Delegation should be to an appropriate deputy rather than all managers in a School/Department delegating to a single person

Delegated Authority Schedule – Proposed Updates 2022

Section	Current DAS	Revised DAS	Rationale
Throughout document	Director of Corporate Services Director of Legal Services	Vice Principal Corporate Services Deputy Secretary, Governance and Legal	To reflect current senior management structure
1. Introduction	All Procurement should be undertaken in line with the University's Procurement Policy and Strategy	All Procurement must be undertaken in line with the University's Expenditure Policy (up to 31 July 2022) or Procurement Policy (from 1 August 2022).	To emphasize correct procedure and future proof re new policy.
1. Introduction	N/A	Sub-delegations will be implemented where appropriate in People and Money through the allocation of approval limits/levels (Appendices 9 and 10). Users can also delegate their approvals to a colleague during periods of absence, e.g. vacation or sickness in line with the Standard Delegation Principals (Appendix 11).	Added to convey how sub-delegations are implemented in People and Money
1. Introduction	In the absence of the Principal, their delegated authority is sub-delegated according to the Principal's deputising arrangements	Removed	Principal's deputising arrangements are no longer in force.
1. Introduction	The Senior Vice Principal is the designated budget holder for the Central Budget (known as Budget Area 7) and the Capital Budget	The Senior Vice Principal (or equivalent) is the designated budget holder for the Central Budget (known as Budget Area 7) and the Capital Budget	To take into account the new Provost post

Section	Current DAS	Revised DAS	Rationale
2. Revenue Budgets and General Expenditure	Approval of the University Annual Revenue Budget, any material increases and transactions beyond delegated limits remains with **University Court**.	The **University Court** is responsible for approval of the University Annual Revenue Budget. Any additional budgetary requirements from University funds need to be approved by **University Court** through the committee cycle. Any financial transactions exceeding delegated approval limits remain with the **University Court**.	Reworded to clarify procedure
2. Revenue Budgets and General Expenditure	Staff expenses of Vice-Principals, Heads of College or Professional Services Groups shall be authorised by the **University Secretary** and staff expenses of the Principal shall be authorised by the **Vice-Convener of Court** (up to 31 July 2020) or the **Senior Lay Member** (from 1 August 2020). Court Member expenses shall be authorised by the **Deputy Secretary Strategic Planning**.	Staff expenses of the Provost, Vice Principals, Heads of College or Professional Services Groups shall be authorised by the **University Secretary** and staff expenses of the Principal shall be authorised by the **University Secretary** on behalf of the **Senior Lay Member of Court**. Court Member expenses shall be authorised by the **Deputy Secretary Governance and Legal**.	To reflect current/proposed senior management structure and that the University Secretary will approve staff expenses of the Principal in People and Money on behalf of the Senior Lay Member of Court.
2. Revenue Budgets and General Expenditure	Leases of assets are revenue expenditure, so are approved through the revenue budget. Leases for Land and Buildings are approved through **Estates Committee**. All leases must be notified to the **Director of Finance** in advance of creating any financial commitment.	Leases with a lifetime cost less than £10k or that have a non-cancellable period less than 12 months will be categorised as revenue expenditure and can be approved by the **Main Budget Holder.** Any leases with a cost or period above these thresholds must be assessed for whether they are operating or finance leases by	Updated regarding treatment of leases

Section	Current DAS	Revised DAS	Rationale
		Finance. This will determine whether they are revenue or capital and the commitment can then be approved by the appropriate budget holder.	
3. Capital Budgets and Expenditure	**Estates Committee** does not have authority to approve projects which require resource outwith the Estates Capital Plan. Such projects must be referred to **Policy and Resources Committee** and **Court** for approval	**Estates Committee** does not have authority to approve projects which require resource outwith the Estates Capital Plan. Such projects must be referred to **Policy and Resources Committee** for consideration and recommendation to University Court and to **University Court** for approval	Clarification of Policy and Resource Committee remit
3. Capital Budgets and Expenditure	In the event that the scope or value of a project changes to raise its value above the approved project budget the project must be referred back to the approving committee	In the event that the scope or value of a project, including Small Works Projects, changes to raise its value above the approved project budget the project must be referred back to the approving committee.	Clarification
4. Treasury & Cash Management: Payments	Effective segregation of duties must be in place between the preparer, authoriser and release of payment, and based on an approved transaction under the other sections of this Schedule.	Effective segregation of duties must be in place between the preparer, authoriser and release of payment, and all payments must be based on an approved transaction under the other sections of this Schedule.	Clarification
4. Treasury & Cash Management: Payments	All payment types, including cheques, BACS, electronic payments, foreign currency payments and payroll, require an approved account signatory to release payment.	All payment types, including (but not limited to) cheques, BACS, electronic payments, foreign currency payments and payroll, require an approved account signatory to release payment.	Clarification

Section	Current DAS	Revised DAS	Rationale
4. Treasury & Cash Management: Other Financial Transactions	The **Policy & Resources Committee** has delegated authority to <u>approve</u> financial transactions for settlement of tax matters, incorporation and winding up of a subsidiary, creation of joint venture legal entities, write-off or write-down of money due and foreign exchange dealings, up to £10m.	The **Policy & Resources Committee** has delegated authority to <u>approve</u> financial transactions for settlement of tax matters, incorporation and winding up of a subsidiary, creation of joint venture legal entities, write-off or write-down of money due and foreign exchange dealings, in each case up to £10m.	Clarification
5. Income	The **Director of Finance** has the Delegated Authority for the write off of unpaid income due to the University Group up to the value of £2m.	The **Director of Finance** has the Delegated Authority for the write off of unpaid income due to the University Group up to the value of £2m in each case.	Clarification
5. Income: Research Grants	Delegated authority for the submission and acceptance of research grants is held by the **Director of Edinburgh Research Office** and the **Head of School**. All sources of income will be subject to the University's processes for ethical review. Revenue and capital expenditure for individual transactions are subject to standard financial authority limits.	Delegated authority for the submission and acceptance of research grants is held by the **Director of Edinburgh Research Office** and the relevant **Head of School**. All sources of income will be subject to the University's processes for ethical review. Revenue and capital expenditure for individual transactions are subject to the same standard delegated financial authority limits as described above.	Clarification
6. Donations and Endowments: Donations	The **Development Trust** holds Delegated Authority for acceptance and utilisation of donations to the Trust. The Trust agrees the way in which they are used, in keeping with any restrictions placed on	The **Development Trust** holds Delegated Authority for acceptance and utilisation of donations to the University of Edinburgh. The Trust agrees the way in which they are used, in keeping with any	Clarification of the body to which donations are made and change of group as EFAG no longer exists

Section	Current DAS	Revised DAS	Rationale
	use by the donor and in consultation with the **Ethical Fundraising Advisory Group.**	restrictions placed on use by the donor and in consultation with the **Income Due Diligence Group**	
7. Students and Academic Activities	The **University Executive** approves the University's Admissions Policies following scrutiny and endorsement by the **Recruitment and Admissions Strategy Group.**	The **University Executive** approves the University's Admissions Policies following scrutiny and endorsement by the **Student Recruitment and Fees Strategy Group**.	To reflect change to name of the group
7. Students and Academic Activities	European Union schemes for student exchanges and similar require the agreement of the **Erasmus Institutional Co-ordinator**.	The European Union Erasmus+ programme (participation ends 2023), the UK government Turing Scheme and any other mobility programme to support student study and work opportunities require the agreement of the **Erasmus+ and Turing Scheme Institutional Co-ordinator.**	To reflect changes regarding mobility programmes to support student study and work opportunities
9. Novel or Contentious Arrangements	Those propositions which have an international dimension should be supported (given additional complexity) through the **International Ventures Group** (IVG) and highlighted to the **Principal** by the **Vice Principal International as Convener of IVG.**	Those propositions which have an international dimension should be supported (given additional complexity) through the **International Strategic Partnerships Group (ISPG)** and highlighted to the **Principal** by the **Vice Principal International as Convener of ISPG.**	To reflect change to name of the group
Appendix 2 Revenue Budget Expenditure Delegations	Director of Estates delegated approval limit for individual requisitions within approved revenue budget £500k	Approval limit increased to £1m	To correct an anomaly in the current DAS
Appendix 2 Revenue Budget Expenditure Delegations	Director of Estates delegated approval limit for individual staff expenses within	Approval limit increased to £50k	New limit is automatically assigned in People and Money with

Section	Current DAS	Revised DAS	Rationale
	approved revenue budget £10k		the increased requisition approval limit
Appendix 2 Revenue Budget Expenditure Delegations	Main budget holders delegated approval limit for Knowledge Strategy *projects* within budget £500k	Approval limit increased to £1m	To bring approval limit in line with that for individual requisitions as approvers can only have one approval limit for requisitions in People and Money
Appendix 2 Revenue Budget Expenditure Delegations	Framework Agreements and Contracts	Approval of contracts (including framework agreements where there is a commitment to spend)	Clarification
Appendix 2 Revenue Budget Expenditure Delegations	N/A	Approval and signing authority for 'other leases' added	Omitted from current DAS.
Appendix 2 Revenue Budget Expenditure Delegations	Formal acceptance of approved contracts and requisition of goods, services and works through a framework agreement	Formal acceptance of contracts and framework agreements with commitment to spend	Clarification regarding signing authority for contracts and framework agreements
Appendix 2 Revenue Budget Expenditure Delegations	N/A	Main budget holder has delegated signing authority for formal acceptance of framework agreements for services within a single budget area with no commitment to spend	Clarification regarding signing authority for contracts and framework agreements. This is to avoid framework agreements which have no contractually committed spending from requiring Court approval when other routes may be more appropriate.
Appendix 2 Revenue Budget Expenditure Delegations	N/A	Director of Procurement has delegated signing authority for formal acceptance of framework agreements for University-wide or multi-	Clarification regarding signing authority for contracts and framework agreements

Section	Current DAS	Revised DAS	Rationale
		budget-area services with no commitment to spend	
Appendix 2 Revenue Budget Expenditure Delegations	Formal acceptance of approved contracts and requisition of goods, services and works outwith regulated procurement.	Formal acceptance of contracts which are exempt from regulated procurement (e.g rentals, land, property)	Clarification
Appendix 3 Capital Budget and Expenditure Delegations	Approval limits for individual transactions within approved budget (Small Works): University Court >£5m Estates Committee £5m	Approval limits for individual transactions within approved budget (Small Works): University Court >£2m Estates Committee £1m	Limits corrected in line with section 3
Appendix 3 Capital Budget and Expenditure Delegations	N/A	Capital equipment – individual transactions within approved budget	Added for clarification
Appendix 3 Capital Budget and Expenditure Delegations	N/A	Disposal of capital equipment	Added in line with Capital Accounting Policy
Appendix 3 Capital Budget and Expenditure Delegations	Projects (where resources available within the Capital budget) Approval limits: PRC > £10m Estates Committee £10m KSC £2m	Capital Projects (where resources available within the Capital budget) Approval limits: University Court > £10m Estates Committee £1m Small Works, £10m other Estates projects PRC £0 KSC £0	Clarification and correction - PRC does not have authority to approve capital spend – it should be Court KSC £2m moved to Capital Equipment
Appendix 3 Capital Budget and Expenditure Delegations	N/A	Capital projects which require resource outwith the Estates Capital Plan are approved by University Court	Added for clarification in line with section 3
Appendix 4 Treasury and Cash Management Delegations	Policy and Resources Committee has delegated authority to approve incorporation and winding up of a subsidiary and creation of joint venture legal entities.	Policy and Resources Committee has delegated authority to approve financial transactions in respect of formation, membership, acquisition, investment, wind up or divestment of all equity investments,	Clarification of PRC remit

Section	Current DAS	Revised DAS	Rationale
		including spin-out companies, subsidiaries and associated companies by the University or its subsidiaries and associates and the nature of the relationship between the University and such companies, creation of joint venture legal entities.	
Appendix 5 Income Delegations	The Principal's approval limit is not defined for contracts for provision of University research and innovation related consultancy services, goods, services, access to equipment and facilities and contracts ancillary to consultancy and service contracts.	The Principal's approval limit of >£1m has been added.	Clarification of Principal's approval limit
Appendix 6 Donations and Endowments Delegations	Donations: approved transactions	Acceptance of donations	Clarification
Appendix 7 Student Matters and Academic Collaborations Delegations	Agreement of EU schemes for student exchanges and similar	The European Union's Erasmus+ programme (participation ends 2023), the UK government's Turing Scheme and any other mobility programme to support student study and work opportunities	Updated to reflect changes to participation in mobility programmes.
Appendix 7 Student Matters and Academic Collaborations Delegations	N/A	Vice Principal International has delegated signing authority for acceptance of awards from the European Union Erasmus+ programme, the UK government Turing Scheme and any other mobility programme to support	Omitted from previous versions of the DAS

Section	Current DAS	Revised DAS	Rationale
		student study and work opportunities	
Appendix 9 Job Levels and Financial Approval Limits	N/A	Appendix added	To explain how Finance sub-delegations will be implemented in People and Money
Appendix 10 Human Resources Approval Scenarios and delegations	N/A	Appendix added	To explain how HR delegations will be implemented in People and Money
Appendix 11 Standard Delegation Principals	N/A	Appendix added	To describe criteria for utilising delegation functionality in People and Money during periods of absence.

UNIVERSITY COURT

13 June 2022

Repurpose of Blackie Memorial Prize Endowment

Description of paper
1. The School of Languages, Literatures and Cultures seek the Court's authorisation to change the use of the Blackie Memorial Prize Endowment, currently used to fund small prizes within Celtic and Scottish Studies. The proposal is to use the accumulated income and a proportion of the capital funds to fund a 5 year Senior Lectureship in Celtic Linguistics. This would leave sufficient capital in the endowment to continue to award Blackie Memorial prizes to students in perpetuity, thus ensuring that the current advantages to students represented by the endowment would not be diminished.

Action requested/Recommendation
2. To recommend for approval a request to Court to exercise its power under Ordinance 209 to adopt the reform with regard to the application of endowment funds which have been held in excess of 25 years.

Background and context
3. Ordinance No. 209 empowers the University Court to vary the conditions on the application of endowment funds which have been held in excess of 25 years. The Blackie Memorial Prize Endowment was established following the death of Professor John Stuart Blackie in 1895 and is used to fund small student prizes for high achieving students studying Celtic degrees.

Paragraphs 4-19: Closed section

Responding to the Climate Emergency & Sustainable Development Goals
20. This work contributes to Sustainable Development Goal 4 (Quality Education).

Equality & Diversity
21. Expanding the provision of teaching and research in minority languages brings with it equality and diversity benefits.

Next steps/implications
22. Subject to Court approving the recommendations in this paper, the School will aim to institute new accounting and management arrangements for Blackie Endowment fund, in partnership with the Finance Department with effect from the beginning of financial year 2022/23.

Consultation
23. Dr Neill Martin, Senior Lecturer in Scottish Ethnology and Head of Department, has developed the proposal following discussion with the Head of School, Professor Jeremy Robbins, and with the support of the Vice-Principal and Head of College, Professor Dorothy Miell. The paper has been reviewed and supported by the University Executive after initial consultation with the Director of Finance and the Director of Legal Services. Endowments that have been established for over 25

years can be varied without the need for consent from, or consultation with, the founders/patrons/donors but the University would still seek to consult with any living donors or close living relatives of donors if possible before proposing any changes. For this endowment, the donor died in 1895 without any children so there are no close living relatives. A summary of the proposal was also shared with Senate for consultation. One Senate member questioned whether the proposal comports to the spirit of the University's anti-casualisation commitments, and whether a financial arrangement could be found (including the possibility of letting the funds continue to accrue for a longer period in the interim) to allow the School to support a permanent post or to convert a casualised post into a permanent one. As the Senate paper was a summary of the proposal the Senate member was not aware of the text in the paper that: "It is anticipated that this post will enable the School to generate sufficient research and teaching income by 2027-28 to be fully funded by unrestricted School funds. The contract would be subject to a 5-year review, this being the appropriate time for the postholder to have generated a large grant in the expanded research area which incorporates the second language" and this has now been shared to show that the intention is to lead to the establishment of a permanent post funded by the School. The post is intended to capitalise on the forward momentum achieved in this research area in recent years, illustrated by recent research funding awards and the numbers of postgraduate students engaged in cognate research. Delaying the post for a longer period would risk undermining this key objective.

Further information
24. *Author*
    Neill Martin
    Senior Lecturer in Scottish Ethnology

    Presenter
    Dorothy Miell
    Vice-Principal & Head of College of Arts, Humanities and Social Sciences

Freedom of Information
25. Closed paper.

UNIVERSITY COURT

13 June 2022

Implementing the Prevent Duty: Update June 2022

Description of paper
1. This short report updates Court on the implementation of the Prevent duty at the University from July 2021 to June 2022.

Action requested/Recommendation
2. Court is asked to note that the University has implemented the Prevent duty in line with the revised guidance published by the Home Office on 1 April 2021: https://www.gov.uk/government/publications/prevent-duty-guidance/prevent-duty-guidance-for-higher-education-institutions-in-scotland.

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

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

5. Under the guidance published for Scottish universities, "Monitoring and Enforcement" is understood to be the responsibility of each institution's governing body.

6. This guidance sets out high level expectations for the University in the areas of:
- External speakers and events
- Leadership
- Engagement with local Prevent or CONTEST multiagency groups
- Staff training
- Safety online
- Welfare and pastoral care.

Discussion
7. In line with discussions at Court in September 2015, the University has continued to approach implementation of the Prevent duty in a proportionate manner. This is also consistent with the government guidance referenced above, which states that: "…We do not envisage the new duty creating large new burdens on institutions and intend it to be implemented in a proportionate and risk-based way."

8. Higher risk events with external speakers, and any cases of concern for students, are referred to the University Compliance Group, which is chaired by the University Secretary.

Key statistics
9. In Academic Year 2021/22:
- Events on campus: 3 referrals were made to the University Compliance Group about higher risk events with external speakers;
- Referral of vulnerable students: 0 students were referred to the University Compliance Group; and,
- Revised research ethics procedures: 0 cases of students carrying out research as part of their dissertations into sensitive / extremism-related areas were flagged in Academic Year 2021/22.

Resource implications
10. Not applicable.

Risk Management
11. The University has a legal duty to have "due regard to the need to prevent people from being drawn into terrorism." Failure to comply with the duty may lead to the Prevent Oversight Board recommending that the Secretary of State use the power of direction under section 30 of the Counter-Terrorism Act (2015). This power would only be used when other options for engagement and improvement had been exhausted.

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

Next steps/implications
13. N/A

Consultation
14. N/A

Further information
15. *Author*   *Presenter*
Lisa Dawson   Sarah Smith
Deputy Secretary Students (interim) Vice-Principal Strategic Change & Governance; and University Secretary

Freedom of Information
16. Open paper

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY COURT

13 June 2022

Education Act 1994 requirements in relation to the Students' Association

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

Action requested/Recommendation
2. To note the Certificate of Assurance and be assured of current compliance.

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

4. Within this requirement it is determined that any students' union should have a written constitution and the provisions of that constitution should be subject to the approval of the governing body at intervals of not more than five years

Discussion
5. Court is provided with assurance each year that the University is compliant with the provisions of the Education Act in relation to the activities of the Students' Association. On occasion the code of practice itself requires minor updates, mainly to take account of changes in terminology as a result of Association regulation changes, but there are no updates required this year, and therefore the code remains the same as last year.

6. The Association reviewed its written constitution in the form of the Articles of Association and the associated regulations last year in June 2021, with that review being reported to, and approved by, Court at the time. The next formal review will be due in June 2026.

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

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

Risk Management

9. There are no specific risk implications associated with the paper.

Equality & Diversity

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

Next steps/implications

11. The completion of the Certificate of Assurance at the end of each academic year will be supported by a review of actions/processes in place to fulfil the key requirements of the Act.

Consultation

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

Further information

13. *Authors*

Stephen Hubbard
CEO, Edinburgh University Students' Association

Lisa Dawson
Interim Deputy Secretary, Student Experience

Presenter

Lisa Dawson
Interim Deputy Secretary, Student Experience

Freedom of Information

14. Open paper.

Code of Practice relating to the

Edinburgh University Students' Association

THE UNIVERSITY *of* EDINBURGH

Purpose of Code of Practice

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

Overview

The Code of Practice covers areas such as:

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

Scope: Mandatory Code of Practice

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

Contact Officer	Lisa Dawson	Interim Deputy Secretary, Student Experience	Lisa.Dawson@ed.ac.uk

Document control

Dates	**Approved**: June 2022	**Starts**: June 2022	**Equality impact assessment:** N/A	**Amendments:** N/A	**Next Review:** June 2023
Approving authority	University Court				
Consultation undertaken	EUSA, Interim Deputy Secretary Student Experience				
Section responsible for Code of Practice maintenance & review	EUSA, Deputy Secretary Student Experience				
Related policies, procedures, guidelines & regulations	N/A				

Code of Practice relating to the
Edinburgh University Students' Association

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

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

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

Constitution

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

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

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

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

Membership

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

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

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

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

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

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

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

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

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

Elections

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

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

12.   All elections in the Students' Association shall be conducted in accordance with regulations laid down in accordance with the Articles of Association and approved by the Governance Subcommittee of the Trustee Board. These regulations shall ensure that

appointment to major students' union offices, as defined in 11 above, is by election in a secret ballot in which all full members are entitled to vote.

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

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

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

Finance

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

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

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

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

18. The Students' Association will provide Financial and Management Information to the University Secretary and Director of Finance in line with the requirements set out in the University's annual letter of grant. The Director of Finance will report any points of note to the University Policy and Resources Committee.

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

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

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

Affiliations and Donations

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

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

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

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

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

Complaints Procedure

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

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

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

Charity Law

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

Code of Practice

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

Information for prospective students

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

Approved by University Court, 13 June 2022 [TBC]

THE UNIVERSITY of EDINBURGH

UNIVERSITY COURT

13 June 2022

Donations and Legacies; Alumni Activities

Description of paper
1. A report on legacies and donations received by the University of Edinburgh Development Trust or directly by the University of Edinburgh from 1 April to 25 May 2022.

2. The paper also includes an update on current alumni relations activities.

3. 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
4. To note the legacies and donations received and the update on current alumni relations activities.

Paragraphs 5-7: Closed paper

8. Summary of current alumni relations activities.

Global Alumni Events
9. We plan to reintroduce the previously included list of upcoming global alumni events in future updates as more regular in-person activity resumes.

10. Our return to in-person international alumni events continued with two successful alumni events in Africa. In April over 40 alumni, current students, staff and partners joined Chloe Kippen, Director of College Advancement, and Assistant Principal Professor Geoff Simm and Global Academy of Agriculture and Food Systems colleagues, for an alumni reception in Nairobi. The event was hosted on the campus of one of our partners in the Jameel Observatory, the International Livestock Research Institute. The event reignited enthusiasm from local alumni keen to organise alumni activity in Kenya.

11. In May, the Principal hosted an alumni reception in Johannesburg as part of a delegation visit to partners the University of the Witwatersrand. Held at the Origins museum on the Wits campus, over 40 guests including alumni, current students, offer holders, partners and friends were welcomed by a piper. The Principal gave an update on developments at the University and other speakers included Nick Latta, an Edinburgh graduate and representative of the British High Commission, and Professor Imraan Valodia, Pro Vice-Chancellor Climate, Sustainability and Inequality at Wits.

12. Informal alumni events also took place in New York, Santiago, Riyadh and Stockholm in May, along with a further event in the virtual series launched by the

Scotland Africa Recruitment Group for alumni of Scottish universities from or with an interest in Africa.

Alumni support for student recruitment and engagement
13. We continue to actively facilitate alumni volunteer involvement in an array of events and activities for prospective and current students.

14. Over 40 alumni ambassadors will support five virtual events for postgraduate offer holders from across East Asia. The events will take place in June and alumni will have the opportunity to share reflections on their academic experience, living in Edinburgh and where their degree has taken them since graduation.

15. A combined alumni and current student panel session took place in May as part of Postgraduate Online Learning Open Days. Prospective students had the opportunity to put their questions directly to five panellists from across the world, with speakers based in the USA, Denmark, Myanmar and England.

16. The Edinburgh University Brussels Society hosted their 18th Careers Day event in May. Taking place virtually again this year, the event connects International and European Politics students with alumni and colleagues working in institutions and companies in Brussels.

Digital communications
17. April saw the relaunch of Enlightened, our digital magazine for alumni. The format sees Enlightened moving from the traditional alumni newsletter to an online publication featuring five long-read features. To read the magazine, just click the cover in the link here.

18. The latest edition of Multi Story Edinburgh, our newsletter for new graduates, was also sent in April and can be read here. As part of this the Multi Story Edinburgh podcast returns with new episodes looking at the theme of going back - whether that be to your hometown, the place where you studied, or somewhere else that means something to you. Listen to five graduates share their reflections here.

19. A special episode of the Sharing things podcast, and our first in-person recording since March 2020, was recorded in May. This episode features colleagues from the University of Porto, visiting as part of the Erasmus+ staff programme. Sharing things will return with a new season later this year, with our fourth new student intern appointed and joining us in June. In the meantime, you can read the latest Sharing things blog post from Lorna Hastings, an alumna who works for IntoUniversity in Glasgow, here. Lorna describes a typical day at work and explains her motivation for starting her career with IntoUniversity.

Class of 2022
20. Development of our bespoke support and communications plan for the Class of 2022 is well underway, featuring a dedicated website, tailored emails and social media content. A new publication is being developed as part of this work, which will be given to all of our summer graduates and include stories from recent alumni and information from the Careers Service.

Resource implications

21. 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

22. 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

23. 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 SDGs.'

Equality & Diversity

24. 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

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

Consultation

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

Further information

27. *Authors*
    Gregor Hall
    Finance Manager

    Natalie Fergusson
    Global Alumni Manager
    Development & Alumni

Freedom of Information

28. Closed paper

UNIVERSITY COURT

13 June 2022

Annual Recognition of Alumni Clubs

Description of paper
1. This paper recommends the annual formal recognition of University of Edinburgh alumni clubs.

2. Development & Alumni continue to identify and develop opportunities to engage alumni in programming that enables them to participate in facilitating the University's global impact and play a role in shaping the futures of our graduating students, both of which contribute to aspects of a number of the University's goals under Strategy 2030.

Action requested/Recommendation
3. To renew formal recognition of the nine University of Edinburgh alumni clubs currently recognised and note activity over the past 12 months.

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

5. Nine alumni clubs have been approved for formal recognition to date, an initial seven alumni clubs in June 2018 followed by two further clubs in October 2018 and June 2020 respectively.

6. In addition, we have over 50 active alumni groups and regional contacts connecting local alumni in locations across the world. This year we have seen the establishment of a new alumni group in Turkey, the revitalisation of our alumni group in Kenya and initial interest in starting a new alumni group in Sweden.

Discussion
7. Despite the ongoing impact of the pandemic over the past year, we have been pleased to see a gradual increase in activity across the alumni clubs and groups network.

8. As restrictions eased last year, we saw a number of in-person volunteer-led events take place, organised by well-established clubs such as Washington DC and Shenzhen and in new locations such as Zurich. While the Omicron wave meant that a number of clubs reluctantly decided to cancel their return to in-person Burns Night celebrations in January, the University of Edinburgh Alumni of Ukraine group were able to organise a small Burns Night dinner, despite such uncertain circumstances at that time.

9. A number of clubs continue to utilise the benefits of virtual engagement including the Edinburgh University Club of Toronto, who have hosted an online series of talks

featuring University speakers, and the Edinburgh University Brussels Society who successfully moved their annual event connecting International and European Politics students with alumni working in institutions and companies in Brussels online.

10. More recently, with the lifting of many restrictions across the world we are seeing the appetite for in-person activity increasing and many clubs planning for a more permanent return to pre-pandemic events. Our own return to international alumni events over the past few months, including the New York Tartan Day Parade, has supported groups with re-engaging their existing network and engaging new alumni and recent graduates as they look to re-start their own activities. As part of our international event planning, we will continue to look to support alumni clubs in this way, particularly in locations of strategic priority.

11. In addition to supporting clubs with their own activities, we continue to engage our alumni networks and volunteers in a range of strategic and priority programmes including support for student recruitment and student engagement initiatives such as the Insights Programme and forthcoming activity to support the graduating Class of 2022.

12. The following nine clubs are recommended for renewed formal recognition:
- Edinburgh University Club of Toronto (EDUCT)
- Edinburgh University Boston Club
- Edinburgh University Club of New York
- Edinburgh University Alumni Club of Washington DC
- Edinburgh University Club of London
- Edinburgh University Brussels Society
- University of Edinburgh London Alumni Network
- University of Edinburgh Alumni Association of Hong Kong
- University of Edinburgh Alumni Association of Shenzhen

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

Risk Management
14. There are no significant risk implications arising from this paper.

Responding to the Climate Emergency & Sustainable Development Goals
15. This paper is fulfilling operational governance. However, alumni relations programming, which enables the participation of our graduates in the life and work of the University, supporting the delivery of University strategy and objectives, will in a number of ways tie in with the University's work across climate mitigation and the SDG goals.

Equality & Diversity
16. No Equality and Diversity issues are identified.

Next steps/implications
17. We will continue to look to evolve our approach to ensure that we are enabling alumni in different parts of the world to engage with the University community in the

most meaningful way, while also ensuring alignment with wider alumni relations priorities and strategy.

18. We will continue to identify, develop and deliver engagement opportunities and initiatives to ensure our global alumni network continue to feel a strong connection to the University community and appropriately supported in organising their own activities.

Consultation
19. This paper has been prepared by the Alumni Relations team and reviewed and approved by Chris Cox, Vice-Principal Philanthropy & Advancement and Executive Director of Development & Alumni.

Further information
20. *Author*
    Natalie Fergusson
    Global Alumni Manager, Development & Alumni
    26 May 2022

Freedom of Information
21. Open paper.

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY COURT

13 June 2022

Draft Resolution: Code of Student Conduct

Description of paper
1. This paper invites Court to consider a draft Resolution containing an updated Code of Student Conduct and to refer this to the Senate, General Council and any other interested party for comment before it returns to Court for approval.

Action requested/Recommendation
2. To refer draft Resolution No. 117/2022: Code of Student Conduct to Senate and the General Council for observations.

Background and context
3. The Senatus Academicus ('Senate') has a formal responsibility to superintend student discipline at the University. The Code of Student Conduct provides the University's policy and procedure for handling allegations of misconduct against students of the University. Senate has delegated responsibility for the Code of Student Conduct to its Academic Policy and Regulations Committee (APRC). APRC has undertaken a periodic review of the Code of Student Conduct and approved amendments to the Code. The amendments are designed in particular to equip the Code to deal more appropriately with allegations of serious misconduct.

4. A draft Resolution (contained in Appendix 1 with all proposed changes from the current Code marked up) has been formulated to deal with the amendments to the Code of Student Conduct.

Discussion
5. The key changes to the Code of Student Conduct are as follows:
   - Clarifies that the Reporting Party in a case will be given the opportunity to respond to new evidence provided by the Respondent, where relevant;
   - Where the Student Discipline Committee withdraws from a Respondent the right to cross-examine directly the Reporting Party (in order to safeguard the wellbeing of the Reporting Party), an amendment clarifies the arrangements for ensuring that the Respondent retains the right to challenge the evidence presented by the Reporting Party, in order to maintain a fair process;
   - Clarifies the Reporting Party's right to complain about the way the discipline process has been conducted at the conclusion of the process;
   - Clarifies the nature of the decision made by a Conduct Investigator when they refer a case to the Student Discipline Committee, in order to prevent confusion regarding the fact that it is the Student Discipline Committee which makes the ultimate determination as to whether the allegations are proven;
   - Extends the length of the notice period given to Respondents in advance of a hearing of the Student Discipline Committee to ten working days, in order to allow Respondents a more appropriate length of time to prepare for a hearing;
   - Clarification that the Student Discipline Committee has discretion to decide which of the witnesses named by the Conduct Investigator should be invited to a hearing of the Committee;

- Establishes criteria for Respondents wishing to provide new evidence or bring forward new witnesses to the Student Discipline Committee, where such evidence or witnesses have not been presented or named during the Conduct Investigation process. This encourages more active engagement in the Conduct Investigation process by Respondents, and prevents the need for the Committee to have to carry out a frontline investigative process at the hearing, which imposes an unreasonable burden upon them;
- Adds provision for the Respondent to notify the Student Discipline Committee of any preliminary issues relating to a hearing five working days before the hearing. This will prevent procedural issues being raised on the day of the hearing, which can lead to adjournment, and cause delay for all parties;
- Extends the Student Discipline Committee's power to apply suspensions of specified privileges as a penalty to a student for up to the remainder of the student's studies (full suspension remains limited to one year). This may present the Committee with a reasonable alternative to permanent exclusion in some cases;
- Removes "requiring the Respondent to write an approved apology to any wronged party" from the range of penalties available to the Student Discipline Committee. This penalty is inappropriate in the kinds of serious cases considered by the Committee;
- Where the Student Discipline Committee upholds an allegation of misconduct against a Respondent who is on a programme which is subject to fitness to practise requirements, an amendment clarifies that the Committee will always refer the matter to the relevant Fitness to Practise Committee for consideration.

Resource implications
6. APRC has considered in detail the resource implications associated with the amendments to the Code of Student Conduct.

Risk Management
7. APRC has considered in detail any risks associated with the amendments to the Code of Student Conduct, and regards the level of risk as acceptable.

Responding to the Climate Emergency & Sustainable Development Goals
8. N/A

Equality & Diversity
9. APRC has considered in detail the equality and diversity implications of the amendments to the Code of Student Conduct. These amendments have the potential to deliver a positive impact from an equality perspective.

Next steps/implications
10. Senate and the General Council will be invited to comment on the draft Resolution and notice will be published on the website. The final Resolution will be submitted to Court on 5 December 2022 for approval.

Consultation

11. Academic Services have consulted widely on the amendments to the Code of Student Conduct among staff and the Students' Association. The University's Legal Services department have also provided legal advice on the amendments.

Further information

12. *Authors*

Dr Adam Bunni, Academic Services
Dr Kathryn Nicol, Academic Services

Freedom of Information

13. Open paper.

UNIVERSITY OF EDINBURGH

[DRAFT] Resolution of the University Court No. 117/2022

Code of Student Conduct

At Edinburgh, the Fifth day of December, Two thousand and twenty two.

WHEREAS the University Court, on the recommendation of the Senatus Academicus, deems it expedient to amend the regulations governing student conduct:

THEREFORE the Court, on the recommendation of the Senatus Academicus and in exercise of the powers conferred upon it by Section 3 of the Universities (Scotland) Act 1966, with special reference to paragraph 4 of Part II of Schedule 2 to that Act, hereby resolves:

1.   The attached Code of Student Conduct shall become operative in the University of Edinburgh.

2.   On the date on which this Resolution comes into force, Resolution 7/2019 shall be repealed.

3.   This Resolution shall come into force with effect on 1 January 2023.

For and on behalf of the University Court

SARAH SMITH

University Secretary

Code of Student Conduct

THE UNIVERSITY *of* EDINBURGH

Purpose of Policy

The primary purposes of the University are the advancement and application of knowledge and the education of its members; its central activities are teaching, learning and research. These purposes can be achieved only if the members of the University community have mutual trust and confidence and can live and work beside each other in conditions which permit freedom of thought and expression within a framework of respect for the rights of other persons. The University expects all students to conduct themselves in an appropriate manner in their day to day activities, including in their dealings with other students, staff and external organisations. Students are expected to comply with University policies and regulations. Where they do not comply with these requirements, and where they disrupt University activities, then the University will follow relevant procedures to resolve matters, including this Code of Student Conduct. Failure to comply with this Code will be treated as misconduct for the purposes of paragraph 12 below. The University aims to deal with all disciplinary issues in a fair and consistent manner. It recognises that, for the student and staff concerned, involvement in disciplinary procedures can be difficult and stressful. The University will therefore ensure that those involved are made aware of available guidance and support, and that disciplinary issues are dealt with as quickly as the specific circumstances allow.

Overview

The Code of Student Conduct states the University's expectations for student conduct; outlines examples of misconduct offences; and states how the University will handle such offences. It outlines specific responsibilities and actions for staff who investigate alleged offences and who apply disciplinary penalties. The Senatus Academicus (Senate) has responsibility for the Code of Student Conduct, which is governed by University Court resolution.

Scope

The Code of Student Conduct applies to all students of the University.

Contact Officer	Ailsa Taylor	Academic Services	ailsa.taylor@ed.ac.uk

Document control

Dates	Approved: 17.06.19	Starts: 01.08.19	Equality impact assessment: 14.06.19	Amendments:	Next Review: 2023/242025/26

Approving authority	Senate; CSPCAPRC and the University Court for the associated resolution.

Consultation undertaken	Academic Services have consulted widely on the amendments to the Code of Student Conduct among staff and the Students' Association. The University's Legal Services department have also provided legal advice on the amendments. The development of the Code was based on widespread consultation with the Discipline Committee, Authorised Officers, Standing Commission on Student Discipline, CSPC, EUSA, the University lawyers and those responsible for related procedures. Two senior judges commented as "critical friends". Benchmarking against other institutions. The University acknowledges, in particular, the relevant policies on student conduct and discipline of the Universities of Aberdeen, Glasgow and Sheffield.

Section responsible for policy	Academic Services

Related policies, procedures, guidelines & regulations	The operation of the Code of Student Conduct relates to other student regulations and general policies in the University. These relationships are clarified in guidance which supports the Code of Student Conduct. www.ed.ac.uk/schools-departments/academic-services/staff/discipline/code-discipline

UK Quality Code	n/a

Policies superseded by this policy	This Code supersedes the General Statement on Student Discipline and Code of Student Discipline, covered by University Court Resolution 3/2009 23.2.09. This version of the Code of Student Conduct supersedes the 01.08.19 24.4.14 version.

Code of Student Conduct

Scope

1.   The Code of Student Conduct applies to all students of the University. It applies to

   a.   activities in which they engage in their capacity as students of the University; or

   b.   services or facilities they enjoy by virtue of being a student of the University; or

   c.   their presence in the vicinity of, or their access to, any premises owned, leased or managed by the University, the Edinburgh University Students' Association or the Edinburgh University Sports Union (EUSU); or

   d.   any activity not covered by a), b) or c) above, which is considered to affect adversely the safety, interests or reputation of the University, its students, employees or authorised representatives, as outlined in this Code.

Basis of Jurisdiction

2.   Under the Universities (Scotland) Acts all students of the University are subject to the jurisdiction of the Senate, for their studies and for their conduct. The Senate has primary responsibility for student discipline and recommends to the University Court the University's disciplinary procedure[1].

3.   The processes set out in this Code of Student Conduct are internal processes and they do not have the same degree of formality as proceedings in a court of law. They are not adversarial in nature, but rather involve examination of available evidence as set out in this Code of Student Conduct. They task various members of the University community with responding to misconduct, including by investigating, determining and imposing penalties in respect of such misconduct.

3.4.   For students on programmes of study which are provided jointly between the University of Edinburgh and another institution, misconduct alleged to have been committed on the premises of either institution shall be dealt with under the relevant institution's discipline regulations. When the alleged misconduct is committed elsewhere, the University Secretary of the University and of the other institution, or their nominees, shall consult and decide whether the case shall proceed under the Code of Student Conduct of the University of Edinburgh or that of the other institution. Any alternative arrangements will be agreed in writing between the institutions.

Student Conduct

4.5.   The primary purposes of the University are the advancement and application of knowledge and the education of its members; its central activities are teaching, learning and research. These purposes can be achieved only if the members of the University community have mutual trust and confidence and can live and work beside each other in conditions which permit freedom of thought and expression within a framework of respect for the rights of other persons.

5.6.   All students of the University are required at all times to conduct themselves in an appropriate manner in their day to day activities, including in their dealings with other

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[1] http://www.legislation.gov.uk/ukpga/1966/13

students, staff and external organisations. Students are required to comply with University policies and regulations.

6.7.   By matriculating, or by enrolling on any University course or programme, a student becomes a member of the University community and is subject to University discipline. The University may also take action under this Code when the individual concerned is no longer registered or enrolled at the University.

7.8.   Students' behaviour may be affected by some health conditions or disabilities. However, the University has a duty to ensure that members of the University community are not subjected to unacceptable behaviour and any allegations of inappropriate behaviour will be investigated. Where health conditions or disabilities may be a contributing factor, reports or evidence of these will be taken into account. Where student conduct is found to be unacceptable as a result of a health condition or disability, the University will endeavour to offer appropriate support to assist the student but may take action under the Code of Student Conduct.

University responsibilities

8.9.   The University aims to deal with all disciplinary issues in a fair and consistent manner. It recognises that, for the students and staff concerned, involvement in disciplinary procedures can be difficult and stressful. The University will therefore ensure that those involved are made aware of available guidance and support, and that disciplinary issues are dealt with as quickly as the specific circumstances allow.

9.10. Considering and using disciplinary action at an early stage can prevent more serious offences or issues arising. The University views the Code of Student Conduct and discipline procedures as a part of a welfare approach: misconduct may be the first indicator of underlying problems. The process can provide students with an opportunity for reflection and learning.

10.11. The University will:

10.1.1.11.1.1.   Make this Code and associated guidance material available to all students and staff
www.ed.ac.uk/schools-departments/academic-services/staff/discipline/code-discipline

10.1.2.11.1.2.   Deal with student disciplinary issues in a proportionate and transparent way, as soon as issues become apparent

10.1.3.11.1.3.   Respect the need for confidentiality in relation to disciplinary issues

10.1.4.11.1.4.   Implement the Code of Student Conduct in line with all data protection legislation.

11.12. The Senate may devolve responsibility to relevant Senate committees, with appropriate student membership, for:

11.1.1.12.1.1.   Keeping the Code of Student Conduct under review, and proposing any amendments to the Senate and the University Court;

11.1.2.12.1.2.   Discussing, reviewing and approving appropriate student disciplinary procedures and guidance;

11.1.3.12.1.3.   Appointing members of the Student Discipline Committee and Student Discipline Officers (see paragraphs 2122 to 2728 for information about these roles; and

11.1.4.12.1.4.   Considering an Annual Report about the number, types and outcomes of cases of misconduct found to have been committed.

Misconduct Offences

12.13. Examples of student misconduct are provided below. This list is not exhaustive. The University may choose to investigate and take action on misconduct offences whether they take place on University, Edinburgh University Students' Association or EUSU premises or elsewhere, including online and in social media. Below, "Person", means any student of the University; any employee of the University; any visitor to the University; any subcontractor engaged by the University, or any other authorised representative of the University.

12.1.13.1.   Disrupting, or interfering with any academic, administrative, sporting, social or other University activities;

12.2.13.2.   Obstructing, or interfering with, the functions, duties or activities of any Person;

12.3.13.3.   Violent, indecent, disorderly, threatening or offensive behaviour or language towards any Person (whether expressed orally, in writing or electronically), (including via social media)), including sexual violence or abuse of any Person;

12.4.13.4.   Harassment of any Person whilst engaged in any University work, study or activity, including bullying and sexual harassment;

12.5.13.5.   Conduct which unjustifiably infringes freedom of thought or expression whilst on University premises or engaged in University work, study or activity;

12.6.13.6.   Fraud, deceit, falsification of documents, deception or dishonesty in relation to the University or its staff or in connection with holding any office in the University or in relation to being a student of the University;

12.7.13.7.   Behaving in a way likely to cause injury to any Person or to impair safety;

12.8.13.8.   Harassing, victimising or discriminating against any Person on grounds of age, disability, race, ethnic or national origin, religion or beliefs, sex, sexual orientation, gender identity, gender reassignment, pregnancy, maternity, marriage or civil partnership, colour or socio-economic background;

13.9. Failing to comply with any University rule, regulation or policy, including conditions issued under paragraph 45 of this Code of Student Conduct;

12.9 13.10.   Assessment offences, including making use of unfair means in any University assessment or assisting a student to make use of such unfair means;

12.10 13.11.   Misconduct in research;

12.11 13.12.   Damaging, defacing, stealing or misappropriating University property or the property of any Person, whether deliberately or recklessly;

12.12 13.13.   Misusing or making unauthorised use of University premises or items of property, including IT facilities or safety equipment;

12.13 13.14.   Deliberately doing, or failing to do, anything which thereby causes the University to be in breach of a statutory obligation;

12.14 13.15.   Behaving in a way which brings the University into disrepute (without prejudice to the right to fair and justified comment and criticism);

12.15 13.16.   Making false, frivolous, malicious or vexatious complaints;

12.16 13.17.   Failing, upon request, to disclose name and other relevant details to an officer or employee of the University in circumstances when it is reasonable to require that such information be given;

12.17 13.18.   Failing to comply with a previously-imposed penalty under this Code;

12.18 13.19.   Any misconduct prior to a student's enrolment at the University of Edinburgh which was not previously known to the University, which: raises questions about the fitness of the student to remain a member of the University community; suggests that the student poses a threat to any Person or the discipline and good order of the University; or raises questions about the student's fitness to be admitted to and to practise any particular profession to which the student's course or programme leads directly;

12.19 13.20.   Any other behaviour which: raises questions about the fitness of the student to remain a member of the University community; suggests that the student poses a threat to any Person or the discipline and good order of the University; or raises questions about the student's fitness to be admitted to and to practise any particular profession to which the student's course or programme leads directly.

13. 14. Detailed regulations and policies are published separately about, for example, University examinations, libraries, the use of computing facilities, the use of automatically processed personal data (in connection with academic work), academic misconduct, fitness to practise in a particular profession and University managed accommodation. Breaches of any of these or other University regulations or policies which amount to misconduct as outlined above, may be dealt with under the Code of Student Conduct.

Misconduct and criminal proceedings

14. 15. The University may report to the police any allegation that a criminal offence has been committed.

15.16. The University encourages any student who has been the victim of an alleged criminal offence to report this to the police, and, if relevant, to the University.

16.17. Where alleged misconduct constitutes a criminal offence, the University may investigate or take disciplinary action whether or not the matter has been referred to the police and whether or not criminal proceedings have begun or been completed.

17.18. The University may, at its discretion, suspend any internal investigation or disciplinary action on alleged criminal misconduct to await the outcome of any criminal proceedings. The decision whether or not to suspend the University's disciplinary process is taken collectively by the University Secretary or a Deputy Secretary or their nominee taking action with a designated Vice-Principal. The University Secretary or a Deputy Secretary or their nominee will inform the Secretary of the Student Discipline Committee of the decision to suspend an internal investigation or disciplinary action.

18.19. The University may investigate and take disciplinary action on alleged misconduct whatever the outcome of any external proceedings about the same matter and irrespective of whether external proceedings have been concluded.

19.20. Where a student is convicted of or cautioned or warned for an offence, this may be relied upon as evidence in any University proceedings provided that the circumstances leading to that conviction are relevant to those proceedings.

20.21. Any sentence or order pronounced by a court may be taken into account in the imposition of any disciplinary penalty.

Members of the University community involved in dealing with alleged misconduct cases

21.22. Members of the University community involved in dealing with alleged misconduct cases are:

21.1.1.22.1.1. **Conduct Investigators**. Allegations of student misconduct are investigated by Conduct Investigators. Each School, Service, College and Support Group may have one or more Conduct Investigators, who are appointed by their respective College or Support Group. Conduct Investigators will generally be members of staff from Academic Services staff but may also be appointed from the relevant School, Support or Professional Services Group. External Conduct Investigators may also be appointed.

21.1.2.22.1.2. **Student Discipline Officers** and **Student Discipline Committee.** University disciplinary action can be taken by Student Discipline Officers or by the Student Discipline Committee.

21.1.3.22.1.3. **Secretary of the Discipline Committee**. The University Secretary appoints a number of administrative staff to have the role of Secretary to the Discipline Committee, to support the Student Discipline Committee. A lead Secretary of the Discipline Committee, with responsibility for the student disciplinary process, is appointed by the Director of Academic Services.

21.1.4.22.1.4. **University Appeal Committee.** The University Appeal Committee deals with student appeals against a decision of a Student Discipline Officer or the Student

Discipline Committee. The grounds for appeal are specified in the University's Student Appeal Regulations.
www.ed.ac.uk/schools-departments/academic-services/staff/appeals/overview

22 23. The lead Secretary of the Student Discipline Committee maintains lists of current Conduct Investigators, Student Discipline Officers and members of the Student Discipline Committee, which are published on the University website.

23 24. The **Student Discipline Officers** are:

23.1.1 24.1.1.   The Heads of the Colleges and Heads of Support Groups;

23.1.2 24.1.2.   One or more members of the senior management in each College and Support Group, or their nominated representatives, to be appointed by the Curriculum and Student Progression Academic Policy and Regulations Committee on behalf of the Senate.

23.1.3 24.1.3.   The University Secretary, Deputy Secretaries and College Registrars, and any deputies they nominate to act on their behalf.

23.1.4 24.1.4.   Designated Vice-Principals.

24 25. The **Student Discipline Committee** consists of at least six members of staff of the University and at least six matriculated students of the University, who are appointed to the committee by the Curriculum and Student Progression Committee Academic Policy and Regulations Committee on behalf of the Senate. At least four of the staff members must be academics. The sabbatical officers of Edinburgh University Students' Association and current Student Discipline Officers are not eligible for membership of the Student Discipline Committee.

25 26. Student Discipline Committee members' period of office is three years. All members are eligible for re-appointment provided that no member serves for more than six years. The Curriculum and Student Progression Committee Academic Policy and Regulations Committee appoints the Convener and Vice-Convener from the staff members.

26 27. Meetings of the Student Discipline Committee must consist of not less than five members, including at least two staff members and at least two student members. All meetings must be attended by a **Secretary of the Student Discipline Committee**. The Convener, or in their absence the Vice-Convener, presides at all meetings, and has on all occasions both a deliberative and a casting vote.

27 28. No member of University staff involved in this procedure, and no student members appointed to the Student Discipline Committee, should have any conflict of interest in the matter, and should not take part if there is any reasonable perception of bias; and iIf a member of the Committee has been involved in a case at an earlier stage, they will not serve on the Committee when it considers that case.

Information regarding student cases

28.29. The University may share information provided by students, staff and other witnesses with people involved in the case, including the student under investigation, for transparency and to provide a fair process. This may be done at any stage of the process, paying due attention to confidentiality and data protection requirements (paragraph 10 above).

Reporting student misconduct allegations

29.30. With regard to reports of misconduct, these procedures distinguish between the following:

a) **Respondent**. This refers to the student who is alleged to have committed an act of misconduct under investigation via this Code.

b) **Reporting Party**. This is the individual (who may be a student, staff member, or member of the public) who has raised the allegation of misconduct against the Respondent.

Frontline resolution

30.31. Students and members of the public may report allegations of student misconduct to any member of staff. Where students or members of the public are aware of misconduct occurring in a Service or Support Group, they may refer it to a relevant point, for example the Student Information Point, or a helpdesk.

31.32. It is possible to resolve some misconduct allegations at an early stage. Staff who receive allegations may exercise their discretion on whether to seek to resolve matters locally, for example intervening to stop poor behaviour in University buildings. Where the staff member receiving the allegation considers localfrontline resolution is not possible or appropriate, they should advise the student that they can request an investigation.

Requesting an investigation

32.33. Staff may report allegations of student misconduct to their Head of School, Head of College or the Head of the relevant Service or Support Group (or their respective nominee). The relevant Head of School, Head of College, or the Head of the relevant Service or Support Group (or their respective nominee) will determine whether to pass the report to the University Secretary or a Deputy Secretary (or their nominee).

33.34. A student or a member of the public who wishes to request an investigation into an allegation of misconduct is encouraged to use the Complaint Handling Procedure:

http://www.ed.ac.uk/university-secretary-group/complaint-handling-procedure

34.35. Alternatively, students may wish to report allegations of student misconduct to their Student Support Team or Graduate School and request an investigation. The member of staff receiving the report will raise this with the University Secretary or a Deputy Secretary (or their nominee).

Screening of reports of alleged misconduct

35.36. On receipt of a report alleging misconduct, the University Secretary or a Deputy Secretary (or their nominee) will decide whether to initiate an investigation into the alleged misconduct.

37. If the University Secretary or a Deputy Secretary (or their nominee) considers that the matter may be appropriately resolved under the frontline resolution process set out in paragraphs 31 and 32, and the matter has not already been considered under that process, they may refer that matter to frontline resolution rather than make a determination on initiating an investigation. Should frontline resolution fail to resolve the matter, the person who reported the allegation may subsequently request that the matter is re-considered for investigation under paragraph 36 above.

~~36.~~38. The University will initiate an investigation where:

   a) The report relates to an allegation which, if proven, could plausibly be regarded as a potential breach of the Code; and
   b) The information provided suggests that there is a realistic prospect that sufficient evidence will be available to determine whether or not the alleged incident has occurred.

~~37.~~39. Where the University Secretary or a Deputy Secretary (or their nominee) decides not to initiate an investigation, they will communicate the reasons for this to the Reporting Party.

Allocating the case to a Conduct Investigator

~~38.~~40. Where the University Secretary or a Deputy Secretary (or their nominee) decides to initiate an investigation, they will pass the report to a relevant Conduct Investigator and ask them to investigate the case.

~~39.~~41. The Conduct Investigator is usually a member of staff within Academic Services (but may also be a member of staff within the College in which the Respondent is a student, or of the relevant ~~Service~~Professional Services or Support Group~~.~~, or be external to the University). Where there are multiple Respondents in a case who come from different Colleges or where the alleged misconduct applies to more than one area, the Heads of the relevant Colleges and/or Support Groups agree which Conduct Investigator should be asked to investigate the case.

~~40.~~42. The University Secretary or a Deputy Secretary (or their nominee) may appoint two Conduct Investigators in particularly complex cases. Where two Conduct Investigators are appointed, one will be designated as Lead Investigator. In the event that either Conduct Investigator is unable to conclude the investigation, the University Secretary or a Deputy Secretary (or their nominee) will determine whether to appoint another Conduct Investigator, or continue the investigation with the one remaining Conduct Investigator. Where two Conduct Investigators acting in a case are unable to agree a finding, the decision of the Lead Investigator is final.

Precautionary suspension

~~41.~~43. When initiating an investigation into an allegation of misconduct, the University will consider whether it is necessary to take any precautionary action to suspend the Respondent pending the conclusion of proceedings under this Code.

~~42.~~44. Suspension pending the conclusion of proceedings under this Code is not used as a penalty. The power to suspend is used to protect the members of the University community or a particular member or members, or members of the general public, or to ensure that a full

and proper investigation can be carried out. The power shall be used only where it is urgent and necessary to take such action. The University Secretary or Deputy Secretary (or their nominee) will record written reasons for the decision and send these to the Respondent.

43.45. In urgent situations, the University Secretary or a Deputy Secretary or their nominee, taking action with a designated Vice-Principal, may decide to immediately suspend a Respondent:

43.1.1.45.1.1. who is a danger to themselves or others; or

43.1.2.45.1.2. who is the subject of a misconduct allegation; or

43.1.3.45.1.3. against whom a criminal charge is pending; or

43.1.4.45.1.4. who is the subject of a police investigation.

The decision can be made at any stage of the University's student disciplinary process under this Code. This suspension may be a total or a selective restriction on attending the University or accessing its facilities or participating in University activities. It may also include a requirement that the Respondent should have no contact with named individuals.

44.46. Any Respondent suspended under the provisions of this section must be given an opportunity within five working days to make representations in person and/or through a member of the University community, including a member of Edinburgh University Students' Association staff, to the relevant University Secretary or Deputy Secretary (or their nominee) and the designated Vice-Principal. Where it is not possible for the Respondent to attend in person, they are entitled to make written representations.

45.47. Any decision to immediately suspend the Respondent is subject to review every twenty working days. Such a review will not involve a hearing or submissions made in person, but the student is entitled to submit written representations. Taking account of any written representations from the Respondent, and any other relevant factors, the University Secretary or Deputy Secretary or their nominee will decide whether it is reasonable and proportionate to retain the suspension, or to alter or remove it. The University Secretary or Deputy Secretary or their nominee will record their decision and inform the Respondent of the outcome in writing.

46.48. A decision to permit the Respondent's return following a period of suspension may be made subject to conditions. The University Secretary or Deputy Secretary or their nominee will provide the Respondent with information to support their reintroduction and any conditions which they need to meet.

Investigating student misconduct

49. The Conduct Investigator will investigate the alleged misconduct, in accordance with this Code.

50. As soon as practicable the Conduct Investigator will write to the Respondent to provide details of the alleged misconduct. The Conduct Investigator will give the Respondent the opportunity to respond to the allegations and will invite the Respondent to admit or deny responsibility.

51. The Conduct Investigator will decide whether it is necessary to interview the Respondent and/or the Reporting Party (as applicable).

52. At the Conduct Investigator's discretion, the investigation may also include interviews with the Reporting Party, members of staff and students of the University and, if necessary, members of the public. People may provide

53. The Conduct Investigator will normally invite the Respondent and, separately, the Reporting Party (as applicable) to identify any persons from whom they would wish the Conduct Investigator to seek evidence to the . The Conduct Investigator has a discretion as to whether to seek evidence from persons identified to them.

54. The Conduct Investigator will also normally invite the Respondent and the Reporting Party (as applicable) to submit any documentary evidence to them which they would wish the Conduct Investigator to consider.

47. 55. Evidence may be taken by the Conduct Investigator in writing in addition to, or instead of, attending an by interview. The Conduct Investigator may decide to interview or request evidence in writing from any individual on more than one occasion, where this supports their the investigation. This may include speaking on more than one occasion with the Respondent and/or Reporting Party should the Conduct Investigator consider it is appropriate for them to comment on any new evidence obtained in the course of the Conduct Investigator's investigation.

48. 1. As soon as practicable the Conduct Investigator will write to the Respondent to provide details of the alleged misconduct and, if appropriate, of the requirement to attend for interview. The Conduct Investigator will give the Respondent the opportunity to respond to the allegations and will invite the Respondent to admit or deny responsibility.

49. 56. The Respondent is encouraged to contact Edinburgh University Students' Association, or the Secretary to the Student Discipline Committee for advice about the student discipline procedure.

50. 57. Any person attending an interview as part of an investigation has the right to be accompanied and/or represented at any interview by a member of the University community, including a member of Edinburgh University Students' Association staff. A person attending an interview may in addition be accompanied by a specialist provider of health or wellbeing support with the agreement of the Conduct Investigator. The Conduct Investigator has the right to question the person directly, where necessary. Those accompanying or representing the person being interviewed will be given the opportunity to contribute at the Conduct Investigator's invitation. The Conduct Investigator invites the person being interviewed, or any representative, to make a statement. The Conduct Investigator may be assisted by a note-taker who will take a record of the meeting.

51. 58. If the Respondent does not appear on the date appointed for their interview and the Conduct Investigator is satisfied that they have been given due notice to appear, the Investigator may deal with the alleged misconduct in their absence. However, the Investigator may not draw any adverse inference from the Respondent's failure to appear.

52. 59. If the Respondent admits responsibility or if the Conduct Investigator is satisfied that the allegations are well-founded then disciplinary action may be taken.

53.60. After investigation, the Conduct Investigator decides whether the alleged misconduct has occurred, and whether it constitutes a breach of the Code of Student Conduct. The Conduct Investigator writes a report setting out the case and their decision on the alleged misconduct. The length and detail in the report is appropriate to the nature or gravity of the case. The Investigator may:

> 53.1.1.60.1.1.   Dismiss the allegation of misconduct, in which case the Conduct Investigator writes to the Respondent to confirm this and sends the Respondent a copy of the report; or

> 60.1.2.   Conclude that in relation to the allegation of misconduct that it is proven,more likely than not that the Respondent has breached the Code of Student Conduct and:
>
>> (i) where the Conduct Investigator assesses that the allegation relates to less serious misconduct, pass the report to a Student Discipline Officer for any disciplinary action to be takenconsidered; or
>>
>> Conclude(ii) where the Conduct Investigator assesses that the allegation ofrelates to serious misconduct is proven, and, pass the report to the Secretary to the Student Discipline Committee forin order that the Student Discipline Committee can determine whether the alleged misconduct occurred and constituted a breach of the Code of Student Conduct and, if so, take any disciplinary action to be taken.

61.   The Conduct Investigator will notify the Reporting Party of the decision they have reached under paragraph 60 after that decision has been communicated to the Respondent

Disciplinary action: Student Discipline Officers

54.62. The Student Discipline Officer receives the report of the case from the Conduct Investigator and sends the Respondent the Conduct Investigator's report. The Student Discipline Officer does not reinvestigate the case.

55.63. The Student Discipline Officer decides whether to take disciplinary action, and if so, what penalty to apply.

56.64. The Student Discipline Officer may decide to take disciplinary action without meeting the Respondent. Alternatively, the Student Discipline Officer may invite the Respondent to attend a meeting. The Respondent has the right to be accompanied and/or represented at the interview by a member of the University community, including a member of Edinburgh University Students' Association staff. The Respondent may in addition be accompanied by a specialist provider of health or wellbeing support with the agreement of the Student Discipline Officer. The Student Discipline Officer has the right to question the Respondent directly, where necessary. Those accompanying or representing the Respondent will be given the opportunity to contribute at the Student Discipline Officer's invitation. The Student Discipline Officer will be assisted by a note-taker who will take a record of the meeting.

57.65. The Student Discipline Officer will invite the Respondent, or any representative, to make a statement in explanation or extenuation of the misconduct or in mitigation of any possible penalty.

58.66. If the Respondent does not appear on the date appointed for the meeting and the Student Discipline Officer is satisfied that they have been given due notice to appear, the Officer may deal with the alleged misconduct and impose a penalty in the Respondent's absence. However, the Student Discipline Officer may not draw any adverse inference from the Respondent's failure to appear.

59.67. The Student Discipline Officer may (notwithstanding that a matter has been referred to them under paragraph 60.1.2 (i)) decide that due to the nature or gravity of the case it is more appropriate for the Student Discipline Committee to take disciplinary action. They will discuss this with the Secretary to the Discipline Committee and, if this is agreed, will refer the case to the Student Discipline Committee for a hearing and will inform the Respondent. In this situation the Student Discipline Officer takes no disciplinary action. The Reporting Party shall also be notified that the matter has been referred to the Student Discipline Committee, but only after the Respondent has been so notified.

60.68. Student Discipline Officers may impose penalties in line with those established by the relevant Senate committee. In deciding what penalties will apply, the Student Discipline Officer will consider the Respondent's disciplinary record. The penalties are some or all of:

60.1.1.68.1.1.   a fine;

60.1.2.68.1.2.   a reprimand;

60.1.3.68.1.3.   suspension of specified privileges for a specified period that does not exceed three months (this may include suspension from the University Library, computing facilities, particular premises, placements);

60.1.4.68.1.4.   require the Respondent to make good in whole or in part, the cost of any damage caused;

60.1.5.68.1.5.   rescind the result of an assessment or examination diet, for academic misconduct offences;

60.1.6.68.1.6.   impose an academic penalty in the case of an academic offence;

60.1.7.68.1.7.   terminate the occupancy of University managed accommodation by any resident on giving a month's notice in writing. In the case of gross misconduct or misdemeanour, the Student Discipline Officer may order the termination of occupancy within 24 hours;

60.1.8.68.1.8.   require the Respondent to write an approved apology to any wronged party;

60.1.9.68.1.9.   place the Respondent "on probation" for a specified period not exceeding three months with relevant stated conditions (e.g. the requirement to attend specified training, which may be provided by the University).

61.69. If the Student Discipline Officer places the Respondent on probation, they will provide the Respondent with a statement outlining the conditions and length of their probation, and

assign them to a key contact within the University, who will monitor their compliance with these conditions during the period of probation.

62. 70. The Student Discipline Officer will inform the Respondent of the penalty decision within three working days of the decision and will remind them of their right of appeal (see paragraphs 95-99112-116).

63. 71. The Student Discipline Officer will send a record of the offence and the penalty to the Secretary of the Student Discipline Committee. Any assessment penalty under paragraph 6068 is reported to the relevant Boards of Examiners.

Disciplinary action: Student Discipline Committee

Arrangements for Student Discipline Committee hearings

64. 72. The Student Discipline Committee receives cases from Conduct Investigators under paragraph 60.1.1 (ii) and Student Discipline Officers under paragraph 67. The Secretary of the Student Discipline Committee must agree that the nature or gravity of the case justifies action by the Student Discipline Committee.

65. 73. The Conduct Investigator provides the Student Discipline Committee with a report on the case, which includes copies of any documents referred to in, or pertinent to, the case. The Conduct Investigator also provides the Student Discipline Committee with the names and contact details of witnesses who may be called in support of the alleged misconduct.

66. 74. The Secretary of the Student Discipline Committee writes to the Respondent, providing at least seventen working days' notice, requiring them to appear at a hearing before the Student Discipline Committee at a specified time and place. At the same time, the Secretary to the Student Discipline Committee sends the Respondent a copy of the Conduct Investigator's report, and a list of the witnesses that the Conduct Investigator plans to call to the hearing. Contact details of witnesses are not sent to the Respondent.

67. 75. The Student Discipline Committee may hold physical hearings or virtual hearings (or a mix of both). The Convener and Secretary of the Student Discipline Committee will make a decision about the nature of hearings with due consideration of fairness, accessibility and the ability of all involved to participate fully. Where the Respondent waives the right to a hearing, the Student Discipline Committee may decide a case based on written representations without holding a hearing.

76.   Following receipt of the report provided by the Conduct Investigator, the Convenor of the Student Discipline Committee will determine which, if any, of the witnesses identified by the Conduct Investigator as persons who may be called in support of the alleged misconduct, ought to be invited to attend the hearing. Where the Student Discipline Committee decides to invite witnesses named by the Conduct Investigator, the Secretary to the Student Discipline Committee will contact those witnesses to invite them to attend the hearing.

68. 77. If the Respondent wishes to admit the alleged misconduct in advance of the hearing, they may do so in writing to the Secretary of the Student Discipline Committee. They may then be required to appear before the Committee for the imposition of a penalty.

69 78. The Respondent may request a postponement of the hearing where they are unable to attend for good reason. Where possible, the Respondent should make their request for postponement at least one working day in advance of the hearing, providing their reasons and any relevant evidence to support their request. The Convener of the Student Discipline Committee will decide whether to postpone the hearing, taking account of the following factors:

    i)   Whether there is evidence that the Respondent will be unavoidably unable to participate appropriately in the hearing on the appointed date due to ill health, lack of availability, or some other reason;

    ii)   The likelihood that the Respondent will be able to participate appropriately in a hearing on a subsequent date; and

    iii)   Whether it is likely to be possible to reschedule the hearing for a time at which the Respondent, the members of the Student Discipline Committee, the Conduct Investigator, and all witnesses (including the Reporting Party, where relevant) would be able to attend.

70 79. The Respondent may call witnesses to attend the hearing and, if intending to do so, must inform the Secretary of the Student Discipline Committee, at least two 5 working days in advance of the hearing, of the names and contact details of their witnesses. The Respondent must also submit any documents which they wish to present to the Student Discipline Committee at least two 5 working days in advance of the hearing.

80. The identities of any witnesses whom the Respondent intends to call, and copies of any documents submitted by the Respondent will be shared with the Conduct Investigator.

81. Documents submitted by the Respondent will not be shared with the Reporting Party. However, where the Student Discipline Committee considers that the Respondent has provided evidence which it considers the Reporting Party should have the opportunity to respond to, or they wish to question the Reporting Party about such evidence, they will provide as much information as is reasonably required in order to facilitate this. Any evidence provided to the Reporting Party under this paragraph 81 is provided on a strictly confidential basis and the Reporting Party must not share it with any third party (other than for the purposes of seeking professional advice or as may be required by law).

71 82. Where the Respondent seeks to call a witness to attend the hearing who was not identified by them to the Conduct Investigator as a person from whom the Respondent would wish the Conduct Investigator to seek evidence pursuant to paragraph 53, that witness will not be permitted to attend the hearing, or to submit evidence to the Student Discipline Committee unless the Student Discipline Committee is satisfied that:

    (i)   the Respondent could not reasonably have been expected to identify that person to the Conduct Investigator during the Conduct Investigator's investigation as a person who could provide potentially relevant evidence; and

    (ii)   the evidence which the witness can be expected to provide is relevant to the issues to be considered by the Student Discipline Committee.

83. Where the Respondent seeks to submit documentary evidence to the Student Discipline Committee which they did not submit to the Conduct Investigator pursuant to paragraph 54 ;

that documentary evidence will not be accepted or considered by the Student Discipline Committee unless the Student Discipline Committee is satisfied that:

(i)   the Respondent could not reasonably have been expected to submit that documentary evidence to the Conduct Investigator during the Conduct Investigator's investigation; and

(ii)   the documentary evidence is potentially relevant to the issues to be considered by the Student Discipline Committee.

84.   The Respondent must give at least 5 working days' written notice to the Secretary of the Student Discipline Committee of any procedural or preliminary issue (e.g. any issues relating to the procedure to be followed at the Student Discipline Committee) they wish to raise before the Student Discipline Committee.

72.85. The Student Discipline Committee may extend the time for intimating names of witnesses or submitting documents, and may adjourn, continue, or postpone a hearing at its discretion.

73.86. The Student Discipline Committee may request additional information, for example medical evidence of a student's the Respondent's fitness to study.

74.87. The Respondent, the Reporting Party, or any witnesses (where they are in attendance) may be accompanied and/or represented at the hearing by another member of the University community, including a member of Edinburgh University Students' Association staff. The Respondent, the Reporting Party, or any witnesses (where they are in attendance) may in addition be accompanied by a specialist provider of health or wellbeing support with the agreement of the Convener of the Student Discipline Committee.

75.88. The Convener of the Student Discipline Committee may agree to make special arrangements to allow witnesses to give evidence to the Committee from a separate location, e.g. via video link. Any evidence provided to the Committee via special arrangements will also be made available to the Respondent.

Student Discipline Committee: Procedure at hearings

76.89. The Respondent (and any person accompanying or representing them) is entitled to attend for the duration of the hearing, except where the Convener of the Student Discipline Committee asks the Respondent to withdraw while the Committee deliberates. The Convener will invite any witnesses called, including the Reporting Party (where they are in attendance), to attend part of the meeting in order to give evidence, but they will not normally attend the duration of the hearing.

77.90. The Convener of the Student Discipline Committee will open the hearing by outlining the procedure at the hearing. The Convener will then read out the allegation(s) against the Respondent and will invite them to state whether they admit or deny the charges.

78.91. If the Respondent does not admit the alleged misconduct, the case against them will be presented by the Conduct Investigator at the hearing. The Respondent, and the members of the Student Discipline Committee have the right to question the Conduct Investigator, where necessary. The Convener of the Student Discipline Committee will invite any witnesses named by the Conduct Investigator (including the Reporting Party, where they are in attendance) to comment on the allegation of misconduct.

79.92. The Convener of the Student Discipline Committee will then invite the Respondent (or their representative) to present their evidence. The Convener of the Student Discipline Committee will invite any witnesses named by the Respondent to comment on the allegation of misconduct. The members of the Student Discipline Committee have the right to question the Respondent and/or their representative directly, where necessary.

93. The members of the Student Discipline Committee and the Respondent and/or their representative may examine, cross-examine, and re-examine witnesses.

94. The Convener of the Student Discipline Committee may withdraw from the Respondent or their representative the right to examine, cross-examine, and re-examine certain witnesses, where it is reasonable and proportionate in the circumstances of the case. In cases relating to allegations of sexual misconduct, the Respondent or their representative will not normally be permitted to cross-examine the Reporting Party.

80.95. Where the Convener of the Student Discipline Committee withdraws from the Respondent or their representative the right to cross-examine a witness or witnesses (including the Reporting Party), the Convener will make alternative arrangements in order to allow the Respondent or their representative to challenge the evidence presented by the witnesses. The members of the Student Discipline Committee also have the right to question the Respondent and/or their representative directly, where necessary. This can include, but is not limited to, inviting the Respondent or their representative to suggest questions that the Student Discipline Committee should put to a witness or witnesses (including the Reporting Party). The Student Discipline Committee, subject to its obligation to ensure the hearing is fair, retains a discretion not to put such questions as suggested by the Respondent or their representative, if it considers them unnecessary in deciding the issues before it.

96. Where, the Student Discipline Committee considers that it wishes to hear from a witness who has not attended the hearing, the Student Discipline Committee may adjourn the hearing in order that that witness can be invited to attend, or to submit evidence.

81.97. The Conduct Investigator and the Respondent or their representative may make a final address, the Respondent or their representative having the last word.

82.98. The Conduct Investigator, the Respondent and any person accompanying or representing them, and any witnesses withdraw while the Committee considers its decision. The Committee's role is to decide whether the alleged misconduct has occurred, and whether it constitutes a breach of the Code of Student Conduct. The Secretary of the Student Discipline Committee records the Committee's decision and its reasons for reaching this decision. Those reasons must be provided in writing to the Respondent.

83.99. If the Committee decides that the alleged misconduct is proved, the Respondent, or any representative, is invited to make a statement in explanation or extenuation of the misconduct or in mitigation of any possible penalty, before a penalty is imposed.

84.100. If the Respondent does not appear at the hearing on the date appointed and the Student Discipline Committee is satisfied that they have received due notice to appear, the Committee may deal with the alleged misconduct and, if it is found to be proved, impose a penalty in the Respondent's absence. However, the Student Discipline Committee may not draw any adverse inference from the Respondent's failure to appear.

Student Discipline Committee: Penalties

85.101.   The Student Discipline Committee may impose penalties in line with those established by the relevant Senate committee. Penalties may be imposed on a "deferred" basis. In deciding what penalties will apply, the Student Discipline Committee will consider the Respondent's disciplinary record. The penalties are some or all of:

85.1.1.101.1.1. a fine;

85.1.2.101.1.2. a reprimand;

85.1.3.101.1.3. suspension of specified privileges for a specified period that does not exceed one year (this may include suspension from the University Library, computing facilities, particular premises, placements; a bar on registering, matriculating, or graduating; or, for a period of no longer than one year, a complete suspension from study, research and attendance at the University) – see paragraphs 85102 and 86103;

85.1.4.101.1.4. require the Respondent to make good in whole or in part, the cost of any damage caused;

85.1.5.101.1.5. rescind the result of an assessment or examination diet or diets, for academic misconduct offences;

85.1.6.101.1.6. impose an academic penalty in the case of an academic offence;

85.1.7.101.1.7. terminate the occupancy of University managed accommodation by any resident on giving a month's notice in writing. In the case of gross misconduct or misdemeanour, the Student Discipline Committee may order the termination of occupancy within 24 hours;

85.1.8.   require the Respondent to write an approved apology to any wronged party;

85.1.9.101.1.8. in relation to research misconduct in a research degree, the Respondent may be deemed to have failed the degree where the misconduct applies and/or will not be permitted to submit work for this or any other research degree of the University;

85.1.10.101.1.9.place the Respondent "on probation" for a specified period with relevant stated conditions (e.g. the requirement to attend specified training, which may be provided by the University);

85.1.11.101.1.10.   immediate permanent exclusion from the University with no eligibility for re-admittance to the University on any course or degree programme.

86.102.   Where the Student Discipline Committee imposes a suspension of specified privileges or a complete suspension, it may require the Respondent to meet specified conditions before the University ends the suspension. For example, in the event that medical circumstances formed part of the evidence of the case, the Student Discipline Committee may make it a condition of ending the suspension that the Respondent provide medical information confirming that they are fit to return to study. The Student Discipline Committee which imposes the suspension decides who (e.g. the University Secretary; a Deputy

Secretary and a designated Vice Principal; the Student Discipline Committee) will decide whether the Respondent has satisfied any conditions.

87.103.   If the University considers it necessary to extend a student's suspension beyond a year then it is necessary to hold a new Student Discipline Committee hearing. This hearing does not need to take the same format as the original hearing, e.g. the membership could be different.

88.104.   If the Student Discipline Committee places the Respondent on probation, it will provide the Respondent with a statement outlining the conditions and length of their probation, and assigning them to a key contact within the University, who will monitor their compliance with these conditions during the period of probation.

89.105.   Any assessment penalty under paragraph 84101 is reported to the relevant Boards of Examiners by the Secretary of the Student Discipline Committee.

90.106.   In discipliningWhere the Student Discipline Committee finds that the alleged misconduct is proved in relation to a student pursuing a course or programme leading directly to a qualification which confers authorisation to practise a profession (such as in Medicine, Nursing, Teaching or Veterinary Medicine) the Student Discipline Committee may consider the relevance of the misconduct in relation to the student's fitness to practise that profession. The Committee maywill remit the case to the relevant Fitness to Practise Committee for action or advice. The Student Discipline Committee will notify the Respondent that they will adjourn the hearing for this purpose and will not determine the appropriate penalty (if any) for it to impose until the relevant Fitness to Practise Committee advises the Secretary of the Student Discipline Committee of its determination or advice.

91.107.   The Secretary of the Student Discipline Committee informs the Respondent of the Committee's penalty decision, with a written statement of the reasons for the decision, within three working days of the decision and reminds them of their right of appeal.

92.108.   A summary of the offence, proceedings and the evidence heard and the penalty decision is kept by the Secretary of the Student Discipline Committee.

Deferred Penalties

93.109.   A deferred penalty is one which does not take effect immediately but which is postponed for a period of time during which the Respondent's conduct will continue to be monitored. When the Student Discipline Committee imposes a deferred penalty then the written statement informing the Respondent about the penalty will specify the period of the deferral and explain what will happen if the penalty needs to be put into effect. During the period of the deferred penalty, if the Respondent's conduct is called into question then they will receive a statement in writing that this conduct is being reported to the Student Discipline Committee. This statement may come from a Conduct Investigator, Student Discipline Officer or the Secretary of the Discipline Committee. Evidence of the misconduct is sent to the Student Discipline Committee and the Secretary of the Student Discipline Committee will offer the Respondent the opportunity to comment in writing on this evidence. The Secretary and Convener of the Student Discipline Committee decide whether the Student Discipline Committee needs to reconvene a meeting, with or without the Respondent, or whether the deferred penalty is put into immediate effect. If the penalty is put into immediate effect then the Secretary of the Student Discipline Committee will report this to the Student Discipline

Committee. If the Respondent's conduct is not called into question during the period of the deferred penalty then, at the end of the period, the Secretary of the Discipline Committee will confirm to the Respondent that the penalty will not be imposed.

Standard of Proof

94.110.   An allegation of misconduct can only be upheld if there is proof that the Respondent has engaged in the misconduct alleged.

95.111.   The standard of proof that shall be used in all discipline cases is the balance of probabilities, which is the standard of proof that is used in civil law. This means that a Conduct Investigator, Student Discipline Officer or Student Discipline Committee will be satisfied that an event occurred if they consider that, on the evidence available, the occurrence of the event was more likely than not.

Appeals
www.ed.ac.uk/schools-departments/academic-services/staff/appeals/overview

96.112.   If an allegation has been upheld, the Respondent may submit an appeal on the decision of the Student Discipline Officer or the Student Discipline Committee within ten working days of the decision being issued. The Respondent should submit any appeal to the Secretary of the University's Appeal Committee. The grounds for appeal are specified in the University's Student Appeal Regulations.

97.113.   The appeal is handled under the University's appeal procedures.

98.114.   The decision of the Appeal Committee is final and there is no further opportunity for appeal against that decision within the University.

99.115.   If an appeal is upheld then the Appeal Committee will refer the student discipline case to either the Student Discipline Officer or Student Discipline Committee to review their decision.

100.116.   Any penalties imposed by the Student Discipline Officer or Student Discipline Committee remain in force until the outcome of any review of the decision.

Communication with the Reporting Party

101.117.   The University will endeavour to provide the Reporting Party with as much information about the status and outcome of an investigation as is reasonably possible, including relevant information regarding any precautionary suspension imposed upon the Respondent. In determining what information to provide to the Reporting Party, the University will take account of the need to balance the interests of the Respondent, the Reporting Party, and any other witnesses, and the University's obligations under relevant data protection legislation.

118. If the Reporting Party is dissatisfied with the way the Code of Student Conduct procedure has been followed, they may be able to raise a complaint using the University's Complaints Handling Procedure. More information about this procedure is available at https://www.ed.ac.uk/students/academic-life/complaints

Reporting and recording

102.119.   The lead Secretary of the Student Discipline Committee keeps a record of student misconduct offences and penalties and informs the relevant Senate committee annually of all cases considered by Student Discipline Officers and the Student Discipline Committee.

103.120.   Details of any discipline penalty imposed on a student are held on the relevant student's recordby Academic Services and will not appear on the Respondent'sEUCLID Student Record, except where the Respondent is subject to a complete suspension from study (under paragraph 101.1.3), or permanently excluded from the University (under paragraph 101.1.10).

Independent review

104.121.   Once the appeal has been completed, the Respondent is entitled to ask the Scottish Public Services Ombudsman (SPSO) to look at their appeal. The SPSO considers complaints from people who remain dissatisfied at the conclusion of the appeal process. The SPSO looks at issues such as service failure and maladministration (administrative fault) as well as the way the University has handled the appeal.   Information on how to complain to the SPSO will be provided to the student on completion of the appeal. Full information on the SPSO and on how it handles complaints can be found at the SPSO website: Scottish Public Services Ombudsman.

24 January 2019

X [Month]2022

THE UNIVERSITY of EDINBURGH

V2

UNIVERSITY COURT

13 June 2022

Resolutions: Degree Programme Regulations

Description of paper
1. This paper invites Court to approve two Resolutions presented in final form, containing annual updates for the degree programme regulations.

Action requested/Recommendation
2. To approve the following Resolutions presented in final format:
    *   Resolution No. 13/2022: Undergraduate Degree Programme Regulations
    *   Resolution No. 14/2022: Postgraduate Degree Programme Regulations

Background and context
3. The Universities (Scotland) Act 1966 enables the Court to exercise by Resolution approval for 'any additions or amendment to regulations for existing degrees' on the recommendation of the Senate, with Senate having delegated responsibility for detailed work on the academic regulatory framework to its Academic Policy & Regulations Committee (APRC). APRC has undertaken its annual review of the undergraduate and postgraduate regulations and has recommended some changes. Resolutions have been formulated to incorporate the recommended changes and attached to these Resolutions are a list of degrees to which these regulations apply.

Discussion
4. The key changes proposed to the Degree Programme Regulations were presented to the Court meeting on 25 April 2022, where it was agreed to circulate the draft Resolutions to the General Council and Senate for observations.

5. As a reminder, the key changes to the Undergraduate Degree Programme Regulations 2022/23 are as follows (as per the draft version presented to Court in April):

6. Links within the regulations to other information have been updated as necessary.

Regulation Updated	What has changed
Various	Added "Director of Teaching" and "Student Adviser" to list of named contact roles for students, reflecting changes to student support arrangements for taught students.
5 Disclosure of criminal offences	Amended to "Student Conduct Team" to named contacts and remove "Student Support Team" and "Graduate School" from named contacts.

Regulation Updated	What has changed
24 Attendance and Participation	Amended to add clarification that students are expected to attend and participate in person, unless they are on a designated online or distance learning programme, or remote participation has been specifically stated as permissible for an activity.
26 Leave of absence	Amended to add clarification that leave of absence can affect the visa conditions of some students.
93 Bachelor of Veterinary Medicine and Surgery (BVM&S) Distinction at graduation	Amended to reflect planned changes to criteria for Distinction at graduation, which will affect students entering the BVM&S from 2022/23. The new criteria will be published in the relevant programme handbook. Any equality and diversity implications of revised criteria will be subject to consideration by the School and College, as necessary.
122-126 Professional requirements: School of Engineering	Amendment and clarification regarding the use of resits for professional purposes on accredited degree programmes in the School of Engineering. These amendments reflect requirements stipulated by accrediting bodies.

7. The key changes proposed to the Postgraduate Degree Programme Regulations 2022/23 are as follows (as per the draft version presented to Court in April):

8. Links within the regulations to other information have been updated as necessary.

Regulation Updated	What has changed
Throughout	Added "Director of Teaching," "Cohort Lead" and "Student Adviser" to list of named contact roles for students, reflecting changes to student support arrangements for taught students.
7 Disclosure of criminal offences	Amended to "Student Conduct Team" to named contacts and remove "Student Support Team" and "Graduate School" from named contacts.

24 Attendance and Participation	Amended to add clarification that students are expected to attend and participate in person, unless they are on a designated online or distance learning programme, or remote participation has been specifically stated as permissible for an activity.
30 Leave of absence	Amended to add clarification that leave of absence can affect the visa conditions of some students.
31 Withdrawal and Exclusion	Amended to remove "permanently" from the regulation
60 Application for Associated Postgraduate Diploma or Masters **(also 16 Recognition of Prior Learning)**	Amended to add clarification that credit for courses completed previously, which form part of the Degree Programme Table for the new programme, does not count against the credit allowance for Recognition of Prior Learning (RPL).
85a Diploma in Professional Legal Practice: Grounds for Award	Amended to reflect practice which requires students to achieve a mark of 60% for pass and exemption to be offered. Relevant courses are named in the regulation.
110 – 114 MSc Engineering degrees: profession requirements	**New** College specific regulations setting out requirements where MSc courses are required for reasons associated with breadth of professional knowledge and/or the stipulation(s) of one or more of the Professional Accreditation bodies. Includes requirements for resits for professional purposes and options for award of unaccredited degree.

9. The draft Resolutions were circulated to General Council with no observations received and were considered by Senate at its meeting on 25 May, where one comment was made, with two comments made subsequently by email. The comments have been reviewed by Dr Paul Norris, the Convener of the Senate Academic Policy & Regulations Committee and Dean of Quality Assurance and Curriculum Validation in the College of Arts, Humanities and Social Sciences, with Dr Norris' response to the comments included below:

10. The comments and responses are:
   - Comment: A Senate member noted that Regulation 24 of the Postgraduate Degree Regulations state that students are expected to attend and participate in-

person. It was suggested that flexibility around this point may be of benefit to students. An example was given where students may be required to conduct research abroad or have built valuable connections in their home country which they can utilise in conducting their research.

- Comment: It was queried whether the revisions to Regulation 24 of the Undergraduate and Postgraduate Degree Regulations consider the lessons learnt throughout the pandemic and allow suitable flexibility for students who experience barriers to in-person attendance, where suitable accommodations can be made without compromising learning.
- Response to the two comments above: The design of individual programmes would determine whether there is flexibility to study remotely and therefore it would not be for the University to say this flexibility exists if it is not compatible with the programme. The regulation also includes a sentence allowing for programme-specific requirements to be set out in the Degree Programme Table and programme handbook: "The Degree Programme Table and programme handbook sets out programme requirements for attendance and participation". With regard to disability, there is provision to make reasonable adjustments via the Schedule of Adjustment process. Where a programme does allow for flexibility around study location (either temporarily or longer term), there is provision to deal with this via the Leave of Absence process. The Academic Policy & Regulations Committee will be made aware of these comments at the first meeting of 2022/23.
- Comment: It was queried whether the revisions to Regulation 26 of the Undergraduate Degree Regulations, and Regulation 30 of the Postgraduate Degree Regulations are appropriate matters for inclusion in degree regulations.
- Response: There are numerous references to visas in the Degree and Assessment Regulations, and this information is included because visa implications can add a constraint or modification to what is stated in the regulations. For example, visa implications reduce the number of resit opportunities a student can have. It is not suggested that visa matters can be determined by the University, though it is important to include information like this so that affected students are aware that additional constraints apply. he Academic Policy & Regulations Committee will be made aware of these comments at the first meeting of 2022/23.

11. As the draft degree regulations are very lengthy and are mainly unchanged, with the key changes summarised above, these are not appended to this paper but are instead included in full under the 'Additional Information' section of the Court secure site should members wish to review these.

Resource implications
12. There are none to be raised to Court.

Risk Management
13. 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
14. Relevant to SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Equality & Diversity

15. Degree Regulations – there are no specific equality and diversity issues associated with the proposed amendments.

Next steps/implications

16. Senate and the General Council will be informed of the approval of the final Resolutions. The list of approved Resolutions is annually reviewed and published on the University's website.

Consultation

17. Academic Services consulted widely on the revisions to the degree regulations and these were reviewed and recommended for approval by Senate's Academic Policy & Regulations Committee. Senate and the General Council were then asked for observations on the draft Resolutions before returning to Court for approval.

Further information

18. *Authors*

Dr Adam Bunni, Ms Susan Hunter, Ms Ailsa Taylor, and Ms Olivia Hayes
Academic Services

Ms Kirstie Graham, Court Services
June 2022

Freedom of Information

19. Open paper.

THE UNIVERSITY of EDINBURGH

V3

UNIVERSITY COURT

13 June 2022

Resolutions – Chairs

Description of paper
1. This paper invites Court to approve Resolutions to establish Chairs (i.e. professorial positions) in accordance with agreed arrangements and the requirements set out in the Universities (Scotland) Act 1966. This paper contributes to the Strategy 2030 outcome 'We will be a destination of choice, based on our clear "Edinburgh Offer"'.

Action requested/Recommendation
2. To approve the following Resolutions presented in final format:
     No. 7/2022: Foundation of a Personal Chair of Energy Systems
     No. 8/2022: Foundation of a Personal Chair of Matter and Motion
     No. 9/2022: Foundation of a Personal Chair of Ecology
     No. 10/2022: Foundation of a Chair of Epidemiological Statistics
     No. 11/2022: Foundation of a Personal Chair of Politics and Gender
     No. 12/2022: Foundation of a Personal Chair of Politics and International Relations
     No.15/2022: Foundation of a Personal Chair of English Literature
     No. 16/2022: Foundation of a Personal Chair of Societal Aspects of Credit
     No. 17/2022: Foundation of a Personal Chair of Sociology
     No. 18/2022: Foundation of a Personal Chair of Women's and Gender History
     No. 19/2022: Foundation of a Personal Chair of Student Engagement in Higher Education
     No. 20/2022: Foundation of a Personal Chair of Sustainable Architecture
     No. 21/2022: Foundation of a Personal Chair of Sociology of Emotions and Relationships
     No. 22/2022: Foundation of a Personal Chair of Innovation
     No. 23/2022: Foundation of a Personal Chair of Data Science
     No. 24/2022: Foundation of a Personal Chair of Kantian Philosophy
     No. 25/2022: Foundation of a Personal Chair of Modern and Contemporary Literature
     No. 26/2022: Foundation of a Personal Chair of Experimental Linguistics
     No. 27/2022: Foundation of a Personal Chair of European Politics
     No. 28/2022: Foundation of a Personal Chair of the History of Medicine
     No. 29/2022: Foundation of a Personal Chair of International Child Protection Research
     No. 30/2022: Foundation of a Personal Chair of Contemporary Curating
     No. 31/2022: Foundation of a Personal Chair of Modern Poetry
     No. 32/2022: Foundation of a Personal Chair of Sociology of Medicine and Technology
     No. 33/2022: Foundation of a Personal Chair of Sociolinguistics
     No. 34/2022: Foundation of a Personal Chair of Historical Phonology
     No. 35/2022: Foundation of a Personal Chair of Bible and Literature
     No. 36/2022: Foundation of a Personal Chair of Music and Politics
     No. 37/2022: Foundation of a Personal Chair of Gaelic Ethnology and Linguistics

No. 38/2022: Foundation of a Personal Chair of History and Theory of Psychology

No. 39/2022: Foundation of a Personal Chair of Human-Data Interaction

No. 40/2022: Foundation of a Personal Chair of Children and Technology

No. 41/2022: Foundation of a Personal Chair of Romantic Literature and Philosophy

No. 42/2022: Foundation of a Personal Chair of Comparative Social Policy

No. 43/2022: Foundation of a Personal Chair of Physical Activity

No. 44/2022: Foundation of a Personal Chair of Organisational Behaviour

No. 45/2022: Foundation of a Personal Chair of Language and Cognition

No. 46/2022: Foundation of a Personal Chair of Student Learning (Interdisciplinary Education)

No. 47/2022: Foundation of a Personal Chair of Private International Law

No. 48/2022: Foundation of a Personal Chair of Political Theory

No. 49/2022: Foundation of a Personal Chair of Modern Literature and Critical Theory

No. 50/2022: Foundation of a Personal Chair of Modern and Contemporary German Art

No. 51/2022: Foundation of a Personal Chair of African Religions and World Christianity

No. 52/2022: Foundation of a Personal Chair of Chinese Art

No. 53/2022: Foundation of a Personal Chair of Clinical Education

No. 54/2022: Foundation of a Personal Chair of Translational Neuroscience

No. 55/2022: Foundation of a Personal Chair of Medical Cardiology

No. 56/2022: Foundation of a Personal Chair of Translational Farm Animal Biology

No. 57/2022: Foundation of a Personal Chair of Colorectal Cancer Genetics

No. 58/2022: Foundation of a Personal Chair of Molecular Epidemiology and Global Cancer Prevention

No. 59/2022: Foundation of a Personal Chair of Mathematical Modelling and Global Food Systems

No. 60/2022: Foundation of a Personal Chair of Global Health and Nutrition

No. 61/2022: Foundation of a Personal Chair of Equine Cardiovascular Medicine

No. 62/2022: Foundation of a Personal Chair of Molecular Epidemiology of Aging

No. 63/2022: Foundation of a Personal Chair of Avian Reproductive Technologies

No. 64/2022: Foundation of a Personal Chair of Cilia Biology

No. 65/2022: Foundation of a Personal Chair of Molecular Neuroscience

No. 66/2022: Foundation of a Personal Chair of Veterinary Surgery and Remote and Rural Medicine

No. 67/2022: Foundation of a Personal Chair of Visual Neuroscience

No. 68/2022: Foundation of a Personal Chair of Veterinary Radiology

No. 69/2022: Foundation of a Personal Chair of Nucleolar Signalling and Cancer Prevention

No. 70/2022: Foundation of a Personal Chair of Maternal and Fetal Health

No. 71/2022: Foundation of a Personal Chair of Medical Dermatology

No. 72/2022: Foundation of a Personal Chair of Molecular Anatomy

No. 73/2022: Foundation of a Personal Chair of RNA and Infection Biology

No. 74/2022: Foundation of a Personal Chair of Programme Languages and Systems

No. 75/2022: Foundation of a Personal Chair of Research Software Policy and Practice

No. 76/2022: Foundation of a Personal Chair of Structural Biology and Gene Expression

No. 77/2022: Foundation of a Personal Chair of Biogeochemistry

No. 78/2022: Foundation of a Personal Chair of Electrical Power Systems

No. 79/2022: Foundation of a Personal Chair of Artificial Intelligence

No. 80/2022: Foundation of a Personal Chair of Applied Geophysics and Computational Electrodynamics

No. 81/2022: Foundation of a Personal Chair of Quantitative Genetics

No. 82/2022: Foundation of a Personal Chair of Computational Physics

No. 83/2022: Foundation of a Personal Chair of Chromosome Organisation

No. 84/2022: Foundation of a Personal Chair of Categorical Symmetry

No. 85/2022: Foundation of a Personal Chair of Agile Energy Systems

No. 86/2022: Foundation of a Personal Chair of Regenerative Neurobiology

No. 87/2022: Foundation of a Personal Chair of Supramolecular Chemistry

No. 88/2022: Foundation of a Personal Chair of Applied Electromagnetic Theory

No. 89/2022: Foundation of a Personal Chair of Net Zero Emission Technologies

No. 90/2022: Foundation of a Personal Chair of Biomolecular Simulation

No. 91/2022: Foundation of a Personal Chair of Climate Change Ecology

No. 92/2022: Foundation of a Personal Chair of Parallel Computer Architecture

No. 93/2022: Foundation of a Personal Chair of Digital Health

No. 94/2022: Foundation of a Personal Chair of Evolutionary Genetics

No. 95/2022: Foundation of a Personal Chair of Theoretical Particle Physics

No. 96/2022: Foundation of a Personal Chair of Disease Ecology

No. 97/2022: Foundation of a Personal Chair of Theoretical High Energy Physics

No. 98/2022: Foundation of a Personal Chair of Derived Algebraic Geometry

No. 99/2022: Foundation of a Personal Chair of Stochastic Analysis and Algorithms

No. 100/2022: Foundation of a Personal Chair of Computational Psychiatry

No. 101/2022: Foundation of a Personal Chair of Mirror Symmetry

No. 102/2022: Foundation of a Personal Chair of Noncommutative Algebra

No. 103/2022: Foundation of a Personal Chair of Planetary Astronomy

No. 104/2022: Foundation of a Personal Chair of Bioinspired Engineering

No. 105/2022: Foundation of a Personal Chair of Mathematics of Machine Learning

No. 106/2022: Foundation of a Personal Chair of Sustainable Catalysis

No. 107/2022: Foundation of a Personal Chair of Natural Language Processing

No. 108/2022: Foundation of a Personal Chair of Fluid Mechanics and Bioinspired Engineering

No. 109/2022: Foundation of a Personal Chair of Biological Education

No. 110/2022: Foundation of a Personal Chair of Engineering Education

No. 111/2022: Foundation of a Personal Chair of Energy and Society

No. 112/2022: Foundation of a Personal Chair of Public Law

No. 113/2022: Foundation of a Personal Chair of European Archaeology

No. 114/2022: Foundation of a Personal Chair of Meta Science and Translational Medicine

No. 115/2022: Foundation of a Personal Chair of Structural Cell Biology

No. 116/2022: Foundation of a Personal Chair of Financial Computing (Risk Modelling)

Background and context

3. The Universities (Scotland) Act 1966 enabled Court to exercise by Resolution a wide range of powers, including the creation of Chairs. The Act sets out the procedure for making Resolutions. This includes a period of consultation with the Senate, the General Council and any other body or person having an interest.

4. The circumstances leading to the creation of a Chair are typically either:
    i. the creation of a Personal Chair as a result of an individual's promotion, which has been approved by the Central Academic Promotions Committee; or,
    ii. the creation of a Personal Chair as a result of an approved recruitment exercise at a professorial level, where the new appointment will have input into their appropriate Chair title;
    iii. the creation of a substantive Chair, where the Chair title is not linked to an individual. This requires support from the relevant Head of College and the University Executive before the draft Resolution is circulated for formal consultation and approval.

Discussion

5. Resolution No. 10/2022 concerns the creation of a substantive Chair. The creation of this Chair was approved by the University Executive at its meeting on 15 March 2022. The remaining Resolutions are for Personal Chairs and were approved by Central Academic Promotions Committee

6. The draft Resolutions were circulated to General Council and Senate for observations, with no observations received. At the request of the Chair holder, there is a minor change to a Chair title between the circulation of the draft Resolutions and the presentation of the Resolutions in their final form for Court approval. This is as follows: Draft Resolution No.69/2022 Personal Chair of Nucleolar Signalling and Cancer Prevention has been amended to Resolution No. 69/2022 Personal Chair of Cancer Cell Signalling and Prevention.

7. Resolutions creating Personal Chairs all follow the same format, so Resolution No. 7/2022 is attached as an example of all the Personal Chair Resolutions. All the remaining Resolutions follow the same format, with the exception that the date they come into effect is from 1 August 2022. Resolution No. 10/2022 creating a substantive Chair is also attached to this paper

Resource implications

8. Part of the approval process for new Chairs involved confirmation of the funding in place to support the posts.

Risk Management

9. There are reputational considerations, which are considered as part of the University's approval processes..

Responding to the Climate Emergency & Sustainable Development Goals

10. This paper does not directly contribute to the climate emergency or SDGs as it is fulfilling a legislative requirement.

Equality & Diversity

11. There are no specific equality and diversity issues associated with this paper. However equality and diversity best practice and agreed procedures are adopted in appointing individuals to Chairs.

Next steps/implications

12. Senate and the General Council will be informed of the approval of the final Resolutions. The list of approved Resolutions is annually reviewed and published on the University's website.

Consultation

13. Senate and the General Council are asked for observations on Resolutions and a notice is published online to enable observation from any other body or person having an interest to express observations.

Further information

14. *Author*
    Kirstie Graham
    Court Services Office
    6 June 2022

Freedom of Information

15. Open paper.

UNIVERSITY OF EDINBURGH

Resolution of the University Court No. 7/2022

Foundation of a Personal Chair of Energy Systems

At Edinburgh, the Thirteenth day of June, Two thousand and twenty two.

WHEREAS the University Court deems it expedient to found a Personal Chair of Energy Systems:

THEREFORE the University Court, after consultation with the Senatus Academicus and in exercise of the powers conferred upon it by Section 3 of the Universities (Scotland) Act, 1966, with special reference to paragraph 5 of Part II of Schedule 2 to that Act, hereby resolves:

1.   There shall be a Personal Chair of Energy Systems in the University of Edinburgh.

2.   The patronage of the Chair shall be vested in and exercised by the University Court of the University of Edinburgh.

3.   Notwithstanding the personal nature of this Chair, the terms and conditions of appointment and tenure which by Statute, Ordinance and otherwise apply to other Chairs in the University shall be deemed to apply in like manner to the Personal Chair of Energy Systems together with all other rights, privileges and duties attaching to the office of Professor.

4.   This Resolution shall come into force with effect from 1 February Two thousand and twenty two.

For and on behalf of the University Court

SARAH SMITH

University Secretary

UNIVERSITY OF EDINBURGH

Resolution of the University Court No. 10/2022

Foundation of a Chair of Epidemiological Statistics

At Edinburgh, the Thirteen day of June, Two thousand and twenty two.

WHEREAS the University Court deems it expedient to found a Chair of Epidemiological Statistics.

THEREFORE the University Court, after consultation with the Senatus Academicus and in exercise of the powers conferred upon it by Section 3 of the Universities (Scotland) Act, 1966, with special reference to paragraph 5 of Part II of Schedule 2 to that Act, hereby resolves:

1.   There shall be a Chair of Epidemiological Statistics in the University of Edinburgh.

2.   The patronage of the Chair shall be vested in and exercised by the University Court of the University of Edinburgh.

3.   This Resolution shall come into force with effect from 1 August Two thousand and twenty two.

For and on behalf of the University Court

SARAH SMITH

University Secretary