THE UNIVERSITY of EDINBURGH

University Court
Laurie Liddell Clubhouse, Peffermill
Tuesday, 4 October 2022

AGENDA

OPENING ITEMS

1   Minute   **A1**
To *approve* the minute of the meeting held on 13 June 2022

2   Matters Arising & Review of Action Log   **A2**
To *raise* any other matters arising and *review* the Action Log

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

4   Committee Business
- Senior Lay Member's Overview   **Verbal**
- Exception Committee   **C1**
- Policy & Resources Committee   **C2**
- Nominations Committee   **C3**
- Audit & Risk Committee   **C4**
- Senate   **C5**

KEY ITEMS FOR DISCUSSION/DECISION

5   National Student Survey Results 2022   **D**
To *consider* a paper presented by Colm Harmon, Vice-Principal Students

6   Students' Association and Sports Union Reports
To *consider* the reports presented by Niamh Roberts, EUSA President
- **Students' Association Report**   **E1**
- **Sports Union Report**   **E2**

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

8   Student Recruitment – 2022/23 entry   **G**
To *consider* a paper presented by Rona Smith, Director of Strategic
Planning & Insight

9   Scottish Funding Council Research Excellence Grant uplift: **H**
Proposed Approach
To *approve* a paper presented by Kim Graham, Provost and Christina
Boswell, Vice-Principal Research & Enterprise

10   International Risk Mitigation   **I**
To *consider* a paper presented by Alan Mackay, Deputy Vice-Principal
International

ITEMS FOR NOTING OR FORMAL APPROVAL

11   **Microsoft Agreement**   **J**
      To *approve*

12   **Enhancement-Led Institutional Review (ELIR) Follow-up Report**   **K**
      To *endorse*

13   **Annual Report to the Scottish Funding Council on Institution-led**   **L**
      Review and Enhancement Activity 2021/22
      To *approve*

14   **Donations and Legacies; Alumni Activities**   **M**
      To *note*

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

16   **Date of Next Meeting**
      Monday, 5 December 2022, 14.00-17.00

THE UNIVERSITY of EDINBURGH

UNIVERSITY COURT

13 June 2022, John McIntyre Conference Centre, Pollock Halls

Web Version

[DRAFT] Minute

Members Present: Debora Kayembe, Rector (in Chair)
Janet Legrand, Senior Lay Member
Douglas Alexander, General Council Assessor (by videocall)
Frank Armstrong, Co-opted Member
Sarah Cooper, Senatus Assessor
Alastair Dunlop, Chancellor's Assessor (by videocall)
Perdita Fraser, Co-opted Member
Ruth Girardet, Co-opted Member
Toby Kelly, Academic Staff Member
David Law, Co-opted Member
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
Niamh Roberts, Students' Association President
Alistair Smith, Co-opted Member (by videocall)
Isi Williams, Students' Association Vice-President Community
Sarah Wolffe, General Council Assessor

Member Apologies: Joyce Anderson, Trade Union Professional Services Staff Member

In Attendance: Sophia Lycouris, Rector's Assessor (by videocall)
Sarah Smith, Vice-Principal Strategic Change and Governance; and University Secretary

Presenters & Observers: Lewis Allan, Head of Court Services
Shereen Benjamin, Senate Assessor-elect
Richard Blythe, Senate Assessor-elect
Leigh Chalmers, Deputy Secretary Governace & Legal
Lisa Dawson, Interim Deputy Secretary Students (to 12 June 2022)
Lucy Evans, Deputy Secretary Students
Kim Graham, Provost
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
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
Tina Harrison, Assistant Principal, Academic Standards and Quality
Assurance (for Item 8)

OPENING ITEMS

1   Confidential Item   **Paper A**

Secretary's note: this item was withdrawn prior to the meeting.

2   Minute   **Papers B1, B2**

Debora Kayembe, Rector, welcomed members and attendees and noted apologies.

New members Toby Kelly, Academic Staff Member; Niamh Roberts, Students'
Association President; Isi Williams, Students' Association Vice-President
Community; and new attendees Kim Graham, Provost, and Lucy Evans, Deputy
Secretary Students, were welcomed to their first meeting, along with observers
Shereen Benjamin and Richard Blythe, both Senate Assessors-elect.

Departing members Claire Phillips and Sarah Cooper, both Senate Assessors, and
departing attendees Sarah Smith, Vice-Principal Strategic Change and Governance;
and University Secretary (continuing as Vice-Principal Leadership Development);
Jonathan Seckl, Senior Vice-Principal; Dorothy Miell, Vice-Principal & Head of
College of Arts, Humanities & Social Sciences; Dave Robertson, Vice-Principal &
Head of College of Science & Engineering; Lisa Dawson, Interim Deputy Secretary
Students (continuing as Director of Student Systems and Administration) and Sabira
Akram (in absentia), Governance Apprentice Programme, were thanked for their
services to the Court and to University on the occasion of their last meeting and
wished well for the future.

The minute of the meeting and note of the seminar held on 25 April 2022 were
approved.

3   Matters Arising & Review of Action Log   **Paper B3**

The action log was noted and the following matters arising from the minute of the last
meeting raised: including the development of relevant benchmarked metrics for
student experience and communications and marketing within the Action Log.

4   Principal's Report   **Paper C**

A summary of the Principal's main activities since the last Court meeting was noted,
with the following points raised:
  • The positive outcome of the Research Excellence Framework 2021 (covered
    in Item 13 below) and the likely uplift to the University's allocation from the
    Scottish Funding Council's Research Excellence Grant as a result of this. The
    Principal recorded his gratitude to all staff involved in the outcome and to

Jonathan Seckl, Senior Vice-Principal, as senior lead for the Research Excellence Framework submission;

- The University's position in the QS (Quacquarelli Symonds) World University Rankings 2023 has risen to a new high of 15th;
- The local branch of the University & College Union will not extend its action short of a strike to include a marking boycott and constructive discussions are continuing with the branch on a range of matters. A sector-wide aggregated ballot on possible industrial action relating to the 2021/22 and 2022/23 pay offer is expected and staff morale and student experience continue to be key areas of focus; and,
- The Principal recorded his appreciation to all members of the senior team completing their terms of office this summer for their service to the University and welcomed those joining.

5   Vice-Principal and University Secretary Appointment   Paper D

All attendees and observers aside from the Vice-Principal Strategic Change & Governance; and University Secretary and the Head of Court Services absented themselves from the meeting for Items 5 and 6.

Following recommendation by the Selection Panel and by the Nominations Committee, Court approved the appointment of Leigh Chalmers as Vice-Principal and University Secretary from 1 September 2022. It was noted that the University Secretary appointment is open-ended, with the Vice-Principal title for a five year term in the first instance, in common with others holding the title of Vice-Principal.

6   Vice-Principals and Senior Staff   Paper E

Following recommendation by the Principal, the extension of the term of office for the title of Vice-Principal or Deputy Vice-Principal for five years and a nomination to the Development Trust was approved for:
- 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; and,
- Provost, Professor Kim Graham, to be a Trustee of the University of Edinburgh Development Trust.

7   Committee Business
   - **Senior Lay Member's Overview**

Janet Legrand, Senior Lay Member, provided an update on activity since the last meeting, including the resumption of in-person meetings for a number of committees, the resumption of the annual Court dinner and attendance at the Sports Union's Blues and Colours dinner along with Jock Millican, General Council Assessor. The

Senior Lay Member added a personal thanks to departing members and senior staff, including to Sarah Smith for her close support as University Secretary, and welcomed those joining, with the next Court dinner to provide an opportunity for recognising the invaluable service of departing members and senior staff.

- **Policy & Resources Committee**   **Paper F1**

The report was noted.

- **Nominations Committee**   **Paper F2**

The report was noted and the following appointments approved:

University Court
Douglas Millican appointed as a co-opted member for a four year term of office from 1 August 2022 to 31 July 2026.

Audit & Risk Committee
Douglas Millican appointed for a three year term of office from 1 August 2022 to 31 July 2025.

Policy & Resources Committee
Ruth Girardet appointed for a three year term of office from 1 August 2022 to 31 July 2025 (and to demit membership of the Audit & Risk Committee on 31 July 2022 to facilitate this).

Curators of Patronage
Professor Sarah Prescott, Vice-Principal and Head of College of Arts, Humanities & Social Sciences from 1 August 2022 and Professor Iain Gordon, Vice-Principal and Head of College of Science & Engineering from 1 August 2022, both appointed as Curators of Patronage for three year terms of office from 1 August 2022 to 31 July 2025.

- **Audit & Risk Committee**   **Paper F3**

The report was noted and the following approved:
- Internal Audit Plan 2022-23;
- External Audit Annual Plan 2021-22; and,
- External Audit Fee for the 2021-22 audit.

- **Knowledge Strategy Committee**   **Paper F4**

The report was noted and minor updates to the University Computing Regulations were approved.

- **Senate**   **Paper F5**

The report, including the annual report from the Senate Standing Committees, was noted. It was noted that the Senate meeting of 25 May 2022 had been inquorate and

that an additional meeting has been requested to consider business that could not be approved at the meeting.

Members discussed the following points arising from the committee reports as a whole:
- Considering concentration risk at a future meeting – this will be further considered by Audit & Risk Committee and then by Court;
- Potential UK government legislation or regulation on the disclosure of foreign funding as it might apply to the higher education sector;
- The role of the Court Universities Superannuation Scheme (USS) Sub-Group – which meets to review planned responses to employer consultations, with stakeholder engagement the responsibility of executive staff. The Sub-Group will meet to consider any consultation following the next USS valuation; and,
- Vacancies arising on committees for staff members of Court will be considered over the summer period following engagement with all new and continuing staff members of Court.

KEY ITEMS FOR DISCUSSION/DECISION

**8   Student Experience: Enhancement-Led Institutional Review (ELIR)   Paper G
Action Plan Update**

Tina Harrison, Assistant Principal Academic Standards and Quality Assurance, introduced an update on the Action Plan developed in response to the Enhancement-Led Institutional Review (ELIR), with a twelve month follow-up report to be endorsed by Court in October 2022 before submission to the Quality Assurance Agency Scotland. The follow-up report will show progress made in a range of areas and in particular on:
- Greater institutional oversight and planning and monitoring of student numbers and actions taken to support areas with increased student numbers – the 2022/23 admissions process is being closely monitored; additional investment has been made to support the larger intakes of the current year and the preceding year; recruitment of Wellbeing Advisors and Student Support Advisors is underway;
- 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 a phased early implementation in some Schools for new students from September 2022; and,
- Assessment and feedback – an Assessment & Feedback Task Group has reported to the Senate Education Committee, with an overall approach approved at its meeting in May. Work is also progressing on a recommendation for a single Common Marking Scheme, with staff consultation planned before a new marking schema is proposed by the end of the year.

The following points were raised in discussion:
- Training for postgraduate research students who teach: whether tutors are consulted on proposals in this area and whether they are compensated for their time doing so and the wider issue of providing greater resourcing as well

as training in this area – it will be confirmed whether tutors are part of the network. There is compensation for mandatory training undertaken but not for participation in wider career development work;

- Ensuring that there is successful implementation of changes in response to the ELIR report on a University-wide basis – there is recognition from Heads of School and all concerned with responding to the report on the need to respond in a consistent way. This is seen in the development of a common marking scheme and the new student support model;
- The balance between devolved and centralised approaches in responding to ELIR – the approach taken for the new student support model has employed a combination of both, with implementation using the devolved model but in a manner that responds to the desire from students for a consistent professionalised support system across all Schools. For academic support for students, there is recognition that it should be tailored to the discipline and will vary as a result of this.

9   Students' Association and Sports Union Reports   Papers H1, H2

Regular reports from the Students' Association and Sports Union were noted. It was highlighted that student housing and the rising cost of living will continue to be a key priority for the Students' Association. The expansion of the University's rent guarantor scheme for the coming academic year was welcomed.

10   Finance
- **Director of Finance's Report   Paper I1**

An update on the financial forecast, the outline draft (unaudited) Statement of Comprehensive Income and Expenditure, the half-year financial results of University subsidiary companies and capital grant funding from the City Region Deal was received. The use of the March 2020 valuation of the Universities Superannuation Scheme (USS) to calculate the University's share of the USS deficit recovery plan was queried – it was confirmed that this is sector-wide practice in order to provide a consistent point of comparison.

- **Long-Term Debt Review   Paper I2**

An update on work completed to review the University's long-term debt arrangements and the development of a formal repayment strategy was considered.

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

Work undertaken to conclude the triennial Edinburgh University Staff Benefits Scheme (SBS) (the in-house pension scheme for professional services staff in grades 1-5) valuation was reviewed. Noting that both sides have reached an Agreement in Principle to conclude the 2021 valuation following constructive negotiations, the Agreement in Principle and a rise in the total future service cost of the scheme to 34.9% per annum was approved.

11   Planning and Budgeting: 2022-23 Proposals   Paper J

Budget proposals for the 2022-23 year were considered. It was noted that these had been set within a five year context to 2026-27 and structured around the strategic performance framework for Strategy 2030, with the intention to an exceed a baseline EBITDA (Earnings Before Interest, Taxes, Depreciation, and Amortisation) level to create further capacity for pre-planned strategic investment each year, as well as capacity to respond to emerging issues and opportunities. Assessing the optimum level of cash balances was raised, with further work to be undertaken on this separately.

The University Group level budget for 2022-23 was approved as set out in the paper.

12   Edinburgh Futures Institute   Paper K

An update on the construction of the Edinburgh Futures Institute was presented. It was noted that, as work has progressed, the old Royal Infirmary building has been found to be in poorer condition and more structurally complex than first anticipated. Technical work to rectify this has been affected by delays and significant cost increases in the construction sector resulting from the pandemic and Brexit, leading to a request for additional funding to complete the project. The following points were discussed:
- An updated business plan is being prepared for Estates Committee and will be made available to Court when completed; and,
- The long-term benefit of the project to the University and the city and the importance of its completion was agreed.

Court approved additional funding to complete the project.

13   REF2021: the results   Paper L

A summary of the outcomes from the UK's Research Excellence Framework (REF) 2021 results were presented. The University has achieved a stronger fourth position in the UK for research power (the measure most closely related to the Scottish Funding Council (SFC)'s Research Excellence Grant (REG) grant allocations), with 5 of the 28 submissions placing first, a further 16 in the top five, and all submissions in the top 21 of 157 institutions in the UK.

The outcome was welcomed and the following points raised in discussion:
- The focus on research power as the most suitable measure was agreed but it was noted that performance on the grade point average measure was less positive and whether there are risks associated with this given its use by some other institutions – it was posited that grade point average can produce distortions and that research power is recognised by funders and leading research-intensive institutions as the most suitable measure;
- Whether further analysis can be provided to Court in due course – this will be developed and submitted;
- Whether the REF outcome and future REF outcomes are included within the Strategy 2030 Key Performance Indicators – REF performance is one

measure used but there is no set target for a position in the REF exercise or for any university league table; and,

- The funding system creates incentives for institutions to increase the volume of research but with a fixed funding total available diminishing returns must exist – the University's very strong performance relative to other Scottish institutions will likely lead to an increase in the REG allocation and increased scale can and has been achieved through joint submissions with other institutions where appropriate. There is also a second stream of research grant funding through the competitive award of research grants on a project-by-project basis and it is important to maintain access to both streams as these help balance each other.

ITEMS FOR NOTING OR FORMAL APPROVAL

14   Digital Estate
- **Procurement and Implementation of New Timetabling Systems   Paper M1**

A total project budget was approved for the procurement and implementation of new timetabling systems to replace existing legacy end-of-life systems.

It was confirmed that updated costs to include increased backfilling for Schools and Colleges had been calculated through analysis of the grades and the expected time commitment of staff involved.

- **Data Resilience: Recoverability of University Data   Paper M2**

A total budget was approved for a project to deliver additional recoverability to the existing two main centralised University services that hold University services and research data.

15   Elsevier Journals Licence Renewal   Paper N

A three year renewal agreement for Elsevier Journals was approved.

16   University Digital Strategy Update   Paper O

An update on work to develop a University Digital Strategy was noted. How change will be embedded and measured was raised, with a second round of consultation to take place and an implementation plan to be developed that will include Key Performance Indicators. The governance of digital projects more generally was raised, with the intention to bring together governance and decision-making for physical and digital estate projects.

17   Delegated Authority Schedule – Review and Update   Paper P

Proposed updates to the Delegated Authority Schedule, principally to clarify the implementation of delegation within the People & Money System, were approved.

18   Blackie Memorial Prize Endowment   **Paper Q**

A proposal from the School of Languages, Literatures and Cultures to use accumulated income and a proportion of capital funds to fund a five year Senior Lectureship in Celtic Linguistics, in addition to the continued award of Blackie Memorial student prizes in perpetuity, was approved.

19   Prevent Duty   **Paper R**

An annual update on the University's implementation of the Prevent duty in line with Home Office guidance was noted. The Students' Association President reiterated the long-standing opposition of the Students' Association to the Prevent duty with a concern that it disproportionately affects some student groups. It was noted that compliance with the Prevent duty is a legal obligation and the University seeks to do so in a proportionate manner, as illustrated by the statistics included in the paper.

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

The Students' Association Certificate of Assurance to demonstrate compliance with the requirements of the Education Act 1994 was noted.

21   Donations and Legacies; Alumni Activities   **Paper T**

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

22   Annual Recognition of Alumni Clubs   **Paper U**

The formal recognition of the nine University of Edinburgh alumni clubs currently recognised was renewed and the activity of the clubs over the previous 12 months was noted.

23   Resolutions
       - **Draft Resolution: Code of Student Conduct**   **Paper V1**

The following draft Resolution was referred to the Senate and to the General Council for observations: Draft Resolution No. 117/2022: Code of Student Conduct.

       - **Resolutions: Degree Programme Regulations**   **Paper V2**

Resolutions containing annual updates for the degree programme regulations were approved:
       - No. 13/2022: Undergraduate Degree Programme Regulations
       - No. 14/2022: Postgraduate Degree Programme Regulations

       - **Resolutions: Chairs**   **Paper V3**

The following Resolutions to establish Chairs were approved:
       - 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)

24 Any Other Business

There was no other business.

25 Date of Next Meeting

Tuesday, 4 October 2022

UNIVERSITY COURT

4 October 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. 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. It has been a busy period since my last report to Court and it is difficult to know where to start. However, it feels most appropriate to begin with the sad death of Her Majesty Queen Elizabeth II. I was proud to be able to represent the University at the official civic events that were held in Edinburgh in her memory and also at the proclamation for our new King on Sunday 11th of September. The Queen visited the University on a number of occasions, most recently just over a year ago, and met many students and staff through the years. We will remember her with great fondness and admiration. Our thoughts are also with our Chancellor at such a difficult time.

6. These sad events were taking place in close proximity to our own welcome ceremonies for our latest cohort of new students, it was very pleasing to see so many Court members at these in person events. Of course earlier this year we also welcomed some 7000 students to our summer graduations and we continue to build capacity to offer ceremonies in the Spring to around 8000 graduates focussing on those who were unable to participate in ceremonies due to the pandemic.

7. There have also been challenges with the start of Semester including with accommodation, particularly the supply of private rented availability in the city. Our own accommodation guarantee, to house all new students who do not live in Edinburgh, has been met. An additional 1800 University bed spaces have also being provided by our exceptional accommodation team, who are very experienced in managing this busy period. We continue to monitor the situation closely and work with those still looking for accommodation, at this time of year additional beds do become available as some students do not arrive to take up their place or change their plans relatively quickly. Our longer term residential strategy is in development under the leadership of Vice-Principal Catherine Martin we will of course include representatives from our Students' Association in these discussions.

8. The significant rise in the cost of living is also of concern for both students and staff. Within our own accommodation it is worth noting that there is a fixed annual fee for utility charges in University housing which will protect against forecasted increases in energy prices over the course of the year. Other support that we have in place includes increased levels of funding to our financial support and also help to address wellbeing issues – information has been brought together in one place to make accessing the services easier at https://www.ed.ac.uk/students/finance/cost-of-living.

9. The annual sector-wide pay award for higher education staff was implemented by the University from 1 August, although all three recognised unions have rejected the offer. Ballots over industrial action have been moving forward.

10. The University & College Union (UCU) opened their nationally aggregated ballot for strike action on 6 September, and campaigning for two mandates for strike action, for the four fights (pay, workload, equality and anti-casualisation) and for pensions, will continue until 21 October when the ballot closes. An existing mandate for strike action and action short of a strike is in place until 7 October.

11. Unite have confirmed the end of a consultation with their members on whether to reject the pay offer and ballot for strike action, with 92.5% rejection of the pay offer and 77% in favour of strike action. Formal ballot notification was received on 20 September with an end date also of 21 October. If strike action proceeds it will largely impact our technician community.

12. The recent Unison ballot did not reach the turnover threshold of 50% which means that no action will take place by Unison members. It is worth noting though that there was an increase in those voting to strike against the January ballot results.

13. Active consideration of ways to support our staff is high on the agenda for the senior leadership team and we continue to work with all three Unions on matters which are within our control including on fixed term contract use, gender and ethnicity pay gaps and a review of reward and recognition.

14. Further afield the latest Shanghai Ranking of World Universities was published in August and Edinburgh now ranks 35 in the world compared to 38 in last year's edition. What struck me most for this latest table is the universities either side of us, and the rapid changes in ranking that they are exhibiting with the growth of China. Our research excellence continues to be recognised internationally and I would like to record my thanks to everyone that is contributing to the excellence of Edinburgh. I also note a rise to 10th position in the recent, UK based, The Times Good University Guide.

15. The University's allocation within the Scottish Funding Council's Research Excellence Grant will see a significant uplift owing to the strong performance in the Research Excellence Framework 2021. However, the equivalent grant funding for institutions in England is increasing at a greater rate and consequential funding has not been made available to the Scottish Funding Council that might replicate this.

16. To remind Court that in the lead up to the world's highest profile climate conference, the United Nations Climate Change Conference (COP26), held in Scotland last autumn

2021, the University made a multimillion-pound commitment to remove almost 1.5 million tonnes of carbon dioxide from the atmosphere over 50 years by investing in tree planting and restoring peatlands with partners across Scotland. We also launched the Edinburgh Earth Initiative on the first day of the conference, an ambitious framework to help find solutions to the impacts of climate change. Our latest initiatives are part of our package of plans to be Carbon-Zero by 2040, which also includes attention to our own Estate, removing investments in fossil fuels, reducing our domestic and international flights and investing in our own solar farm.

17. Since Court last met we also have a new Prime Minister and Cabinet. I have written to congratulate the key appointments including Prime Minister Liz Truss, Chancellor of the Exchequer, Kwasi Kwarteng, Secretary of State for Business, Energy and Industrial Strategy, Jacob Rees-Mogg and Secretary of State for Education, Kit Malthouse.

18. Court will be aware of my new and refreshed senior team who are now in place, we also have many new Heads of School and Professional Service leads who have joined us recently. I'd like to welcome them all, and record my thanks to their predecessors, I look forward to working with the new team to make this wonderful University an even better place to work and study.

19. Finally, I'd like to end on a high note with congratulations to our student Commonwealth Games medallists. Athletes with a connection to the University won three medals Sarah Adlington - Judo, Gold; Grace Reid - diving, Gold; Stephen Clegg - swimming, silver.

Selected meetings and events from mid-June to end September
20. *University*
- Welcomed Minister McKee MSP, Minister for Business, Trade, Tourism and Enterprise and NASA Administrator, Senator Bill Nelson, on a visit the Bayes Centre to learn more about Edinburgh's ambition to become the Space Data capital of Europe
- Welcomed delegates to the Teaching and Learning Conference organised by the Institute for Academic Development
- Introductory meeting with Dame Julia Unwin, Chair of the Smart Data Foundry.
- Participated in our Sustainability and Circular Economy Industry Dinner, at the National Museum of Scotland, held to thank our industry partners for their continued support of the University and to celebrate the past year's successes
- Participated in the summer General Council meeting
- Visited the St Abbs Marine Station for the signing of a new 5-year Collaboration Agreement
- Participated in a Global Data Institute for Child Safety Steering Group Board meeting
- Met the incoming Students' Association Sabbaticals and have continued to meet regularly with them since
- Participated in a roundtable dinner, organised by Professor Stephen J Wigmore, Regius Chair of Clinical Surgery, to discuss Sport and Health, attendees included: Maree Todd the Minister for Public Health Women's Health and Sport; Fiona Bull Head of Physical Activity at the World Health Organisation; Jiri Dvorak Chief Medical Officer for the Federation Internationale de Football Association

(FIFA); Martin Slumbers, Chief Executive Officer of the Royal and Ancient Golf Club of St Andrews
- Participated in an introductory dinner with Associate Director and Arup Edinburgh Office Leader, Gary Wilkie, and key members of Arup along with other leaders from around Edinburgh
- Participated in a Glasgow – Edinburgh Universities collaboration discussion dinner, hosted by Professor Sir Anton Muscatelli, Principal and Vice Chancellor, University of Glasgow
- Participated in a number of events relating to HM The Queen's death and HM The King's accession: Proclamation of the Accession of The King of the People of Scotland at the Mercat Cross; the Service of Thanksgiving in St Giles' Cathedral; the Motion of Condolence at the Scottish Parliament
- Participated in the Ethical Finance Global Summer dinner which was part of a two day Summit in Edinburgh

21. *Edinburgh and Scotland*
- The Principals of Edinburgh's four universities continue to meet monthly to share progress on various activities
- Participated in a meeting of the Edinburgh and South East Scotland City Region deal Leaders Group meeting and Joint Committee
- Participated in a reception hosted by the Consul General of France in Edinburgh and Glasgow, Laurence Païs, to commemorate the 80th anniversary of the opening of the Scottish Free French House by Général de Gaulle
- Participated in a lunch hosted by Consul General of the United States, Jack Hillmeyer, to celebrate the history of Scottish influence on the White House and connections between Scotland and the United Sates
- Participated in an Edinburgh Chamber of Commerce organised dinner with the Mayor of Greater Manchester, Andy Burnham

22. *Sector and Public Affairs*
- Participated in various Russell Group meetings including: a Board meeting; a call with the then Secretary of State for Education, Michelle Donelan MP, to discuss her latest priorities, the Race Equality Charter, the next steps on the Augar package, cost of living, amongst other issues
- Participated in various Universities UK meetings and events including: the Annual Conference, hosted by the University of Leicester; as a panel member at the PVC Research Seminar, the topic under discussion was International Collaboration and security; USS pensions discussions
- Participated in a Scottish Funding Council Board 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 Student Enterprise Scotland Briefing & Information Session for College & University Principals

- Participated in an MI5 event where the MI5 Director General Ken McCallum and FBI Director Christopher Wray spoke about the global threats impacting economic and national security
- Welcomed the then Minister Nadhim Zahawi, Secretary of State for Education (UK Government), Shirley-Anne Somerville, Cabinet Secretary for Education (Scottish Government), Jeremy Miles, Minister for Education & Welsh Language (Welsh Government), and Michelle McIlveen, Minister for Education (Northern Ireland Executive) to the Edinburgh Climate Change Institute which they were using as a neutral base for their intergovernmental meetings

23. *International*
- Welcomed Professor Oluwatoyin Ogundipe, Vice-Chancellor, University of Lago, and his colleagues during their visit to the University of Edinburgh
- Participated in an introductory meeting with Tibor Csaba Szendrei, Deputy Head of Mission at the Consulate General of Hungary in Edinburgh
- Welcomed Gregor Majdič, Rector, University of Ljubljana, during his visit to the University to discuss possible collaboration
- Welcomed Rector Magnificus, Professor Hester Bijl, Leiden University and his senior team on a visit to the University to discuss strengthening collaboration
- Participated in a Climate Alliance 2022 Executive Committee Meeting

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

Risk Management
25. 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
26. 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
27. No specific Equality and Diversity issues are identified.

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

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

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

31. *Author & Presenter*
Professor Peter Mathieson
Principal and Vice-Chancellor
October 2022

Freedom of Information

32. Open version

THE UNIVERSITY of EDINBURGH

UNIVERSITY COURT

4 October 2022

Exception Committee Report

Committee Name
1. Exception Committee

Dates of Meetings
2. The Committee considered business by correspondence on two occasions since the last Court meeting: 8-15 July and 31 August-5 September.

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

Key points
8-15 July 2022
Property Insurance Renewal 2022/23
4. The acceptance of a replacement property insurer and the annual premium for 2022/23 was approved as set out in the paper.

Convener of Audit & Risk Committee
5. Noting the intention of David Law, Convener of Audit & Risk Committee, to demit office as a member of Court following the next meeting of Audit & Risk Committee on 8 September 2022 and following review and recommendation by Nominations Committee, the appointment of Douglas Millican as the Convener of Audit & Risk Committee for an initial three year term of office from 9 September 2022 was approved.

31 August – 5 September 2022
Staff Memberships of Court Committees
6. Exception Committee noted that:
   - Four of Court's committees (Exception; Nominations; Policy & Resources; and, Remuneration) have positions reserved for staff members of Court and one joint Court-Senate committee (Knowledge Strategy) has positions open to any category of Court member;
   - All four positions reserved for staff members and a position on Knowledge Strategy Committee (in addition to an existing vacancy being carried on Knowledge Strategy Committee) become available over the summer period as the Court staff members holding these positions completed their terms of office;
   - As the full complement of Court staff members was not known at the time of Nominations Committee's last scheduled meeting given an on-going election for one of the positions, Nominations Committee agreed to review this over the summer period so that all staff members could be considered;
   - Expressions of interest and any supporting information, e.g. relevant skills and experience, were sought from the staff members;
   - Nominations Committee then reviewed the expressions of interest and supporting information and having matched these against the available

positions, Nominations Committee agreed a recommendation to Exception Committee to enable every staff member to join a Court committee, recognising that not every staff member would be able to join their first choice committee given the preferences expressed; and,

- The recommendation was then confirmed with the staff members before progressing to Exception Committee.

7. Exception Committee approved the following appointments with retrospective effect from 1 September 2022 with terms of office of three years unless a staff member's remaining Court term of office is under three years, in which case the committee term was matched to the remaining term on Court:

Knowledge Strategy Committee
- Richard Blythe to be appointed for a three year term
- Joyce Anderson to be appointed for a two year term
- Shereen Benjamin to be appointed for a three year term
  (with Kathryn Nash to demit membership of Knowledge Strategy Committee)

Policy & Resources Committee
- Kathryn Nash to be appointed for a two year term

Exception Committee
- Kathryn Nash to be appointed for a two year term

Remuneration Committee
- Toby Kelly to be appointed for a three year term

Nominations Committee
- Sarah McAllister to be appointed for a two year term

Estates, Digital & Infrastructure Committee
8. Following approval by Policy & Resources Committee to create an Estates, Digital & Infrastructure Committee and approval from Nominations Committee to make appointments to the new Committee for newly created positions within its remit, Exception Committee approved:
- on the recommendation of Nominations Committee, a two year extension of Frank Armstrong's term of office as a Court member from 31 July 2023 to 31 July 2025 to enable Frank Armstrong to serve as the new Committee's first Convener for a three year term and provide continuity of leadership; and,
- on the recommendation of Policy & Resources Committee, consequential amendments to the Delegated Authority Schedule linked to the new approved terms of reference for the Estates, Digital & Infrastructure Committee, as set out in the appendix to the paper and summarised as:
  o Amending existing references to Estates Committee to Estates, Digital & Infrastructure Committee;
  o Granting authority to the new Committee to approve digital estate projects between £2m and £10m (with Court retaining approval authority for projects above £10m, as it does for physical estates projects); and,

- o Granting signing authority to the Deputy Convener (the Provost) of the new Committee for documents relating to projects that have been approved by the new Committee.

Further information

9. *Author*

Lewis Allan
Head of Court Services

Presenter

Janet Legrand
Convener, Exception Committee

Freedom of Information

10. Open version.

THE UNIVERSITY of EDINBURGH

UNIVERSITY COURT

4 October 2022

Policy & Resources Committee Report

Committee Name
1. Policy & Resources Committee

Dates of Meetings
2. 30 June-6 July (by correspondence); 17-23 August (by correspondence); 5 September (scheduled meeting).

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

Key points
30 June-6 July 2022
Property Insurance Renewal 2022/23
4. The Committee reviewed a briefing note and draft paper for Exception Committee.

5. The proposed approach and the submission of a recommendation to Exception Committee to renew the property insurance was approved as set out in the paper. It was suggested that the insurance brokers conduct a similar exercise next year to ensure continuing value for money.

17-23 August 2022
Estates, Digital & Infrastructure Committee
6. The Committee reviewed proposals to: expand the remit of the Estates Committee to include the Digital Estate under a new name of Estates, Digital & Infrastructure Committee; move to the Convener of the Committee being an independent ('lay') member rather than a member of University staff; and, other associated changes.

7. The proposed changes to the current Terms of Reference for Estates Committee to create an expanded Estates, Digital & Infrastructure Committee were approved as set out in the paper.

8. It was further agreed to:
    *   recommend for approval by Exception Committee consequential changes to the Delegated Authority Schedule as set out in the paper; and,
    *   request to Court at a future meeting that the Policy & Resources Committee's approval powers for infrastructure projects be increased from the present level of zero to £30m, as is common for equivalent committees at peer institutions. *Secretary's note: it is planned to incorporate this proposal within a wider review of delegated authority to be submitted to Court.*

Student Recruitment – 2022/23 entry

9. An overview of the likely outturn of the student recruitment cycle for 2022/23 entry was reviewed. It was noted that the main priorities for the cycle were to meet the planned intake targets having, in common with peer institutions, exceeded these in the previous two years, and to increase the number and proportion of students from widening access backgrounds. While the finalised figures will not be available until October, initial indications are that the planned intake targets will be met very closely, along with a significant increase in students from the least advantaged 20% of Scottish postcodes and from care experienced backgrounds.

Director of Finance's Report

10. The Director of Finance's Report was reviewed, including a revised draft (unaudited) Statement of Comprehensive Income and Expenditure (COSI) for 2021-22 and updates on the annual insurance renewal and on the long term debt position, including a recommendation to establish a long-term debt repayment vehicle.

11. It was agreed to recommend to Court the establishment of a long-term debt repayment vehicle.

People Report

12. The report was reviewed, including an update on potential industrial action and statistical information on academic promotions, salary increment contribution awards, lump sum awards and a gender pay analysis following the contribution awards. The gender pay analysis was discussed, noting the improving position in Grades 3-8 in particular as a result of the contribution awards and factors affecting the Grade 10 staff profile.

Scottish Funding Council Research Excellence Grant uplift: Proposed Approach

13. An overview of the proposed approach to the deployment of the expected Research Excellence Grant uplift over 2022-23 to 2026-27 was considered. The intention is to continue with the main 'core' allocation to Schools that will, from 2023-24 and beyond, reflect changes in performance between the Research Excellence Framework 2014 and 2021 exercises and consequently Scottish Funding Council formulaically-driven attribution figures. This is to be accompanied by a portion of the uplift ring-fenced for investment in strategic priorities identified by each of the three Colleges and through the University-wide Research Strategy Group. These strategic investments will allow for more funding for collaborative, interdisciplinary activities, new initiatives and investment in research talent such as the Chancellor's Fellows scheme.

14. The following points were raised in discussion:
*   Continued pressure on government budgets and the importance of demonstrating to government and the Scottish Funding Council the impact of the funding;
*   Linkages to Strategy 2030, considering the appropriate level of investment in higher risk/higher impact areas and balancing top-down/bottom-up approaches, innovation funding for commercialisation broadly defined; and,
*   The intention to increase the proportion of female and ethnic minority Chancellor's Fellows in future recruitment rounds.

15. Noting that fuller papers will be considered by the University Executive and then by Court, the high-level approach as set out in the paper was supported.

Research and Commercialisation Statistics Annual Report
16. The annual report detailing research and commercialisation statistics in the 2021-22 academic year was presented. It was noted that research grant applications submitted by staff had remained at a similar volume as the previous year but awards made had reduced, mirroring a sector-wide trend given a sudden reduction in Official Development Assistance (ODA) funding and uncertainty surrounding access to the EU's Horizon Europe scheme, with a lag before successful Horizon Europe applicants are transferred to the UK Research & Innovation guarantee scheme. It was noted that the commericalisation statistics were broadly encouraging and the committee's Commercialisation Sub-Group intends to consider intellectual property matters at a future meeting.

People & Money Systems Update
17. An update on the implementation of the People & Money System was reviewed. It was noted that the final phase, phase 3, launched as planned on 31 August and work will continue over the next two months to resolve remaining known issues and other issues that might arise following user feedback. All those involved in the successful launch and for ensuring that programme remained within its contingency were thanked for their work.

Microsoft Agreement
18. A new contract for the University-wide use of Microsoft services and software was recommended to Court for approval, with a delegation of authority to be sought for:
    i) the Principal to approve the contract when the finalised value has been determined; and,
    ii) the Chief Information Officer and Librarian to the University to sign the contract.

Other items
19. The Principal provided a verbal update to the Committee including noting that student accommodation, particularly private rented accommodation for returning students, is an area of concern. The supply of private rental accommodation in the city has fallen, with an associated increase in private rental prices, coupled with a large cohort of returning students increasing demand. More encouragingly, the accommodation guarantee for the provision of University accommodation for most new students will be met, with an additional 1,800 students not in the scope of the accommodation guarantee also being housed in University accommodation. It was noted that there is a fixed annual fee for utility charges in University housing, which will protect against forecast increases in energy prices over the course of the year.

20. The Students' Association President highlighted the urgency of the current student accommodation situation in the city and welcomed engagement from the senior team on this, with a meeting scheduled for the following day. Underlying factors were discussed, noting that the supply of affordable private student accommodation in the city has been deteriorating for a number of years, with a competing growth in short-term holiday lets and regulatory changes that have

disincentivised landlords, coupled with larger student intakes in 2020 and 2021 that have led to greater demand from returning students for private accommodation this autumn. In response, some University accommodation has been made available on a temporary basis to returning students while they seek private accommodation for the new academic year, as well as increasing the number of returning students housed in University accommodation for the duration of the academic year. In the longer term, the University will continue to seek to expand the number of rooms that can be offered. Increasing accommodation while meeting the net zero by 2040 carbon target was raised along with potential wider impacts of accommodation problems on mental health and academic performance.

Further information

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

Freedom of Information

22. Open version.

THE UNIVERSITY of EDINBURGH

UNIVERSITY COURT

4 October 2022

Nominations Committee Report

Committee Name
1. Nominations Committee

Dates of Meetings
2. 30 June-1 July (by correspondence); 11 August (by videocall); 23-29 August (by correspondence).

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

Key points
30 June-1 July 2022
Convener of Audit & Risk Committee
4. It was noted that David Law had decided to demit office as a member of Court and that this would take effect after the Audit & Risk Committee's next meeting on 8 September 2022 to support a transition for a new Committee Convener. Following review, it was agreed to recommend to Exception Committee the appointment of Douglas Millican as Convener of Audit & Risk Committee for an initial three year term of office from 9 September 2022.

11 August 2022
Staff Memberships of Court committees
5. It was noted that vacancies have arisen for staff members on Court committees and that expressions of interest had been invited and received for these. Having reviewed the expressions of interest and supporting information provided, such as relevant skills and experience, and matching these against the positions available, the Committee agreed a recommendation to enable every staff member to join a Court committee.

6. Subject to confirmation with the individuals recommended, the proposed appointments were recommended to Exception Committee for approval with immediate effect with terms of office of three years (unless the member's term of office on Court is under three years, in which case the committee term would be matched to the remaining term on Court).

Knowledge Strategy Committee
*   Richard Blythe to be appointed for a three year term
*   Joyce Anderson to be appointed for a two year term
*   Shereen Benjamin to be appointed for a three year term
    with Kathryn Nash to demit membership of the Committee

Policy & Resources Committee
*   Kathryn Nash to be appointed for a two year term

Exception Committee
- Kathryn Nash to be appointed for a two year term

Remuneration Committee
- Toby Kelly to be appointed for a three year term

Nominations Committee
- Sarah McAllister to be appointed for a two year term

23-29 August 2022
Estates, Digital & Infrastructure Committee
7. The Committee noted that:
- Policy & Resources Committee approved on 23 August 2022 changes to the terms of reference of the Estates Committee (a thematic committee of Court overseen by Policy & Resources Committee, a standing committee of Court), principally to expand its remit to include both digital and physical infrastructure, to create an Estates, Digital and Infrastructure Committee;
- the changes to the terms of reference include provision for an independent lay Committee Convener and for an external member with professional expertise in the new areas covered by the expanded remit of the Committee; and,
- Nominations Committee is responsible for the appointment of lay and external members to the thematic committees of Court and for the recommendation to Court/Exception Committee for any extensions of terms of office for lay members of Court.

8. Following review of the proposals, the Committee agreed to:
- to recommend to Exception Committee that Frank Armstrong's term of office as a lay member of Court be extended by 2 years from 31 July 2023 to 31 July 2025 to provide continuity of leadership for Estates, Digital and Infrastructure Committee;
- subject to Exception Committee approval of the extension to the term of office, to appoint Frank Armstrong as Convener of the new Estates, Digital and Infrastructure Committee for a period of 3 years to 31 July 2025;
- to appoint independent IT professional Sue Currie as an external member of the new Estates, Digital and Infrastructure Committee for a 3 year term of office to 31 July 2025.

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

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

Freedom of Information
11. Open paper.

UNIVERSITY COURT

4 October 2022

Audit & Risk Committee Report

Committee Name
1.   Audit & Risk Committee.

Date of Meeting
2.   8 September 2022.

Action Required
3.   Court is invited to note the key points from the meeting and to approve an update to the Risk Management Policy and Risk Appetite Statement to reflect the use of EBITDA (Earnings Before Interest, Taxes, Depreciation, and Amortisation) as a key financial metric.

Paragraphs 4-12: Closed section

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

Further information
14. *Author*   *Presenter*
     Kirstie Graham   Douglas Millican
     Court Services Office   Convener, Audit & Risk Committee
     September 2022

Freedom of Information
15. Closed paper.

THE UNIVERSITY of EDINBURGH

UNIVERSITY COURT

4 October 2022

Senatus Academicus Report

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

Date of Meeting
2. Special Meeting of Senate held by videoconference on 11 August 2022.

Action Required
3. To note the key points from the Special meeting of Senate.

4. This report is drawn from the unconfirmed minutes of the 11 August meeting of Senate, the full record of the meeting is available at Agendas, Papers and Minutes. Senate will consider the minutes of the 11 August meeting at the next Ordinary meeting, to be held on 12 October. Any substantive amendment to the record of the 11 August meeting will be included in Senate's routine report to be submitted to the next meeting of Court.

Key points
5. Acting Convener, Vice-Principal Professor Colm Harmon opened the meeting and confirmed that Senate had reached quorum. Principal and Chair, Professor Peter Mathieson was unwell and Vice-Principal Harmon convened the special meeting of Senate in his absence. Senate extended its best wishes to Professor Mathieson for a speedy recovery. Members were reminded of the etiquette for Senate meetings conducted online.

Senate Minutes
6. Senate approved the amended minutes of the 9 February and 25 May meetings, and the report of e-Senate held 27 April – 11 May subject to agreeing one amendment to the minutes of the February meeting and two amendments to the minutes of the May meeting. An amendment to item 6 of the 9 February meeting was moved, seconded, and passed by a majority vote. As a result of this amendment, Item 6 in the minutes of the 9 February meeting would be amended by replacing: *"There was some objection to the Chair's decision to take a vote on a contentious issue."*
with *"The Chair acknowledged concerns about his improvisatory approach to chairing, in this instance taking a vote on whether to consider a duly proposed and seconded amendment."*

7. An amendment to the minutes of the 25 May meeting was moved and seconded and passed by majority vote. The minutes of the 25 May meeting would be amended by inserting the bold text as follows:
*"A hybrid meeting may facilitate quorum. It was emphasised that Senate has been quorate when meeting in a remote format over the past two years. **It was noted that multiple colleagues with disabilities, medical vulnerabilities, and other barriers to attendance requested and were denied the reasonable accommodation of a***

hybrid or remote meeting. *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."*

8. Two amendments to the minutes of the 25 May meeting were moved and accepted by the Convener as uncontentious. Item 17 of the minutes of the 25 May meeting would be amended to remove the struck out text as follows:
"A continuation of the previously approved terms of reference would continue in the interim. The Convener proposed that a continuation of the previously approved terms of reference continue until a new set are approved, no objections to this were raised at the time."
Item 28 of the minutes of the 25 May meeting would be amended to remove the struck out text as follows: *no objections to this were raised at the time."*

9. In relation to item 14.2.3 of the 25 May meeting, the Vice-Principal Students, Professor Harmon agreed to update Senate on the costs of the Curriculum Transformation Programme at the next Ordinary meeting. In relation to item 16, the Convener of Academic Policy & Regulations Committee, Dr Norris agreed to update Senate on external examiner concessions associated with the industrial action at the next Ordinary meeting of Senate.

10. Senate also agreed that an amendment be incorporated in the 25 May minutes to acknowledge the impact of the Student Support model on pre-Honours students. The Acting Convener would liaise with the Senate Clerk to incorporate this point.

Revocation of Honorary Degree
11. Deputy Secretary Students Lucy Evans introduced the paper which invited Senate to approve the recommendation from the Honorary Degrees Committee to withdraw an Honorary Degree. The recommendation follows the Honorary Degree Withdrawal Procedure.

12. While members were generally supportive of the recommendations, the following points were made:
- A concern was raised regarding the revocation of an Honorary Degree in relation to actions undertaken after the award.
- There is limited precedent for the withdrawal of an Honorary Degree and the Honorary Degree Withdrawal Procedure is the only procedure available to inform the Honorary Degrees Committee and Senate.

13. Senate approved the recommendation to withdraw the Honorary Degree. The Deputy Secretary Students indicated that she will arrange for a review of the Honorary Degree Withdrawal Procedure, to present to a future Senate meeting. Senate also suggested that the University should update its processes for awarding Honorary Degrees, in order to indicate that any recipient of an Honorary Degree should uphold the principles and values of the University and that the University has the power to withdraw Honorary Degrees should a recipient not adhere to this.

Annual Report of the Senate Standing Committees
14. Senate noted the major items of committee business from 2021-22. At the request of Senate, each of the Standing Committee Conveners' expanded on the priorities for the next academic year identified in section 6 of the paper, and said that they were happy to answer Senate members' questions about the business of the committees at future Senate meetings and between meetings. Senate members said that the detailed verbal explanation of the work of the Standing Committees and priorities for the year ahead was valuable, and asked that a greater level of detail be included in the reports in future years. Senate approved the plans of Senate Standing Committees for the next academic year, subject to one amendment.

15. An amendment was moved and seconded. The amendment proposed that a priority be added to Section 6 of the paper, under each committee's list of activities: *"Examine and report to Senate on the implications of staff workload, casualisation, pay disparity, and past and possible future industrial action for the matters under its remit."*

16. Discussion on the proposed amendment took place. The following points were made:
- While the consideration of staffing, workload and resource issues are not the formal responsibility of Senate, they may be relevant to work being undertaken or considered by the Senate Standing Committees.
- While the Standing Committees currently give consideration to staffing and resource implications, they cannot consider items which fall outside their remit.
- Any amendment should duly reflect on what is deliverable and within the remit of the relevant Standing Committee - providing an explanation of the consideration of these matters will be challenging where related issues fall outside of the Committees' powers.
- There were opposing views on the requirement to explicitly state each of the items for consideration as presented in the proposed amendment.
- Matters relating to staff workload lack a single 'home' in the University – but Senate cannot provide this 'home'

The spirit of the amendment was supported. However, rather than approving the specific wording of the amendment, Senate considered alternate wording proposed by the Convener, and agreed that the Convener would refine this formulation and add a revised version with the Standing Committee Conveners, taking account of the discussion the minutes, giving consideration to what is deliverable by the Committees and in consultation with Standing Committee Conveners.
Post-meeting update on the wording for the amendment: Senate Standing Committees agreed to ensure due consideration of key issues of staff concern are factored into discussions and recommendations of Committees, inter alia, staff workload and resourcing, when considering business that falls within their remit.

Senate Standing Committees: Membership and Terms of Reference
17. The item was introduced by Vice-Principal Harmon, Acting Senate Convener and Senate Education Committee Convener. It was noted that there is a meeting scheduled with the Standing Committee Conveners and a group of elected Senate members to discuss some specific issues related to the membership and terms of reference of Standing Committees.

18. Members made the following points in response to the paper:
    - There is a desire among some Senate members for greater visibility of, access to and oversight of work being undertaken by Senate Standing Committees.
    - There are two dimensions to the relationship between Senate and its Standing Committees: delegation of authority and composition of the committees.
    - The Committee have already taken actions, such as circulating a notification regarding the availability of Standing Committee papers, to increase the visibility of the work of Standing Committees and provide an opportunity for Senate members to feed into the work undertaken by the Committees.

19. An amendment (Amendment 1) was moved and seconded. In the terms of reference for each committee, it proposed to substitute the following for item 3.1 under Operation:
3.1. The Committee reports to Senate, acting with delegated authority to advise and take decisions on operational matters within existing strategy and policy and to develop, consult, formulate, and propose to Senate changes to strategy and policy within its remit.

20. Discussion on Amendment 1 took place. The following points were made:
    - The wording as proposed could capture nearly all work undertaken by the Standing Committees – meaning that Senate itself may need to make decisions on a far wider range of issues than at present. This would have far-reaching implications.
    - These include would have substantial resource and operational implications for the work of Standing Committees and the Senate Exception Committee. For example, it would be likely to require Senate to meet more than the current pattern of three Ordinary meetings per year. In addition, unless Senate is able to meet very frequently, the University may find it difficult to respond appropriately to urgent issues (for example, short-notice changes to laws and regulations).
    - The specific wording in the Amendment is not sufficiently precise to allow the Standing Committees to determine where they have delegated power to make decisions and where they would need to make recommendations to Senate – for example, what constitutes an operational matter as opposed to a policy.
    - Relevant professional services areas are represented on the Standing Committees in order to ensure the committees have the appropriate range of expertise. Senate's composition has limited scope for professional services representation – meaning that, were Senate to approve the amendment, it may need to make decisions on issues on which it does not have the appropriate range of expertise.
    - The desire for greater transparency and oversight may be achieved by expanding the composition of Standing Committees to include three elected members of Senate (see Amendment 3), rather than reversing the current delegation of a range of responsibilities to the Standing Committees. This would provide the scrutiny requested without raising the broader resource and operational implications for Senate associated with Amendment 1.

21. An amendment (Amendment 2) was moved and seconded. Under "4. Composition" for each committee, it proposed to add:
The following preliminary committee compositions are to allow the committees to begin work prior to the next Ordinary Meeting of Senate and shall expire at that time. An updated committee composition shall be proposed for approval at that meeting that reflects consideration of representation of elected Academic Staff and elected Student members, BAME members of Senate and the university community, and recognised trade unions.

22. An amendment (Amendment 3) was moved and seconded. Under "4. Composition" for each committee, it proposed to add:
3 x members of staff chosen by elected academic members of Senate plus Senate Assessors and the Academic Staff Member of Court from among their number.

23. Discussion on Amendments 2 and 3 took place. The following points were made:
- Senate would need to agree how to approach the practical arrangements for operation, were it to adopt Amendments 2 and/or 3.
- Senate Standing Committees have three co-opted spaces which Convener's may be able to use to expand the membership as a short-term solution whilst practical arrangements are finalised.
- Senate could establish an electoral process for filling the three positions on each Committee for the elected academic Senate members.
- The proposed addition of elected Senate members to Standing Committees would have a workload implication for those elected members - the Standing Committees meet around five times per year.

24. Senate approved the amended Membership and Terms of Reference for Senate Standing Committees, on the following basis:
- It agreed to adopt Amendment 2.
- It agreed to the principle of Amendment 3, and agreed that the practical considerations required to adopt this amendment would be considered at a meeting of the Standing Committee Conveners and elected Senate members, and presented to the October meeting of Senate.
- It gave time-limited approval to the membership of Senate Standing Committees, which would expire at the next Ordinary meeting of Senate.
- Amendment 1 requires further discussion and would be deferred for consideration at the October meeting of Senate.

25. Senate also recognised that the planned External Effectiveness Review would provide an opportunity to consider the range of issues associated with the relationship between Senate and its Standing Committees

Proposal to bring forward External Effectiveness Review
26. This item was introduced by Tom Ward, Director of Academic Services. He noted that Senate had considered the paper at its 25 May meeting and had confirmed its unanimous support to bring forward the External Effectiveness Review to 2022-23. However, while it had provided comments on the approach to the review, it had not approved the terms of reference due to lacking quorum. Mr Ward

indicated that, taking account of that earlier discussion, the University Secretary had confirmed that there will be a standard tendering process to appoint an external reviewer, which will explicitly state that expertise in academic governance is required. While there is no formal requirement for Senate to approve the process or Terms of Reference for the external review, Senate confirmed its support for the Terms of Reference and way forward.

Guidelines for Senate Committee Papers
27. This item was introduced by Dr Michael Barany. The paper was prepared following a discussion with Senate Standing Committee Conveners in relation to closed papers presented to Senate Standing Committees. The guidelines give consideration to data security and the handling of sensitive personal information.

28. Members were invited to comment on the paper as presented and the following points were made:
- At present, the vast majority of Senate Standing Committee papers are open by default.
- The proposed guidelines raise a question regarding circumstances where there is highly sensitive information and the University is not the sole stakeholder or owner of that information – for example proposals for partnerships with other organisations. In those cases, the views and interests of external stakeholders will need to be considered on a proposal to share a paper, either in full or redacted form.

29. Senate approved the Guidelines for Senate Committee Papers as presented in the paper with the addition of an acknowledgement that there may be exceptional circumstances where the Convener is required to make a judgement regarding the sensitive nature of a closed paper which cannot be shared in redacted form. In these instances it will be stated why the paper cannot be shared, and this will deemed sufficient and give Senate members confidence that there is good reason for this. In addition, Senate noted that the guidelines are applicable to whole-committee papers, rather than items normally considered by Convener's Action, such as individual student concession requests.

Senate Exception Committee Terms of Reference and Membership 2022-23
30. This item was not considered as the meeting was no longer quorate.
This item will be presented at the next quorate meeting of Senate.

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

Equality & Diversity
32. All paper authors are asked to consider and identify equality and diversity implications. Two items considered at the 11 August meeting of Senate have equality and diversity implications. A proposed amendment to the composition of Senate Standing Committees has implications for equality and diversity.
Senate adopted a series of Guidelines for Senate Committee Papers which will have resourcing implications.

Further information

33. *Author*
    Olivia Hayes
    Academic Policy Officer
    Academic Services

    Presenters
    Peter Mathieson
    Principal & Vice-Chancellor

    Colm Harmon
    Vice-Principal Students & Acting
    Convener for 11 August meeting of
    Senatus Academicus

Freedom of Information

34. Open paper.

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY COURT

4 October 2022

National Student Survey Results 2022

Description of paper

1. This paper reports the findings from the National Student Survey (NSS) 2022 and sets out the discussion points to take action to improve student experience going forwards. This paper has been discussed with the University Executive with support for the proposed next steps.

2. The reflections and proposals in this paper reflect our ambitions for an excellent student experience as set out in Strategy 2030, with impact on the following strategic areas to demonstrate our success:

   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 more user-friendly processes and efficient systems to support our work.
   v)   Multidisciplinary postgraduate education pathways will support flexible whole-life learning.

Action requested/Recommendation

3. To note the findings presented in this paper and to comment on the proposals for how the University should respond to the findings of the NSS and improvements to the quality of the student experience.

Paragraphs 4-47: Closed section

Responding to the Climate Emergency & Sustainable Development Goals

48. As part the strategic objective to improve student experience, the proposals in this paper would support SDG goal 4: *Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*

49. The proposals would not hinder the achievement of any other UN SDGs or exacerbate the Climate Emergency.

Equality & Diversity

50. An Equality Impact Assessment will be required as plans are developed. The work undertaken will support greater equality, diversity and inclusion for students within our community.

Paragraphs 51-52: Closed section

Consultation

53. University Executive and Academic Strategy Group.

Further information

54. _Authors_   _Presenter_
    Lucy Evans   Professor Colm Harmon
    Deputy Secretary Students   Vice-Principal Students

    Professor Colm Harmon
    Vice-Principal Students

Freedom of Information

55. Closed paper – commercially confidential.

UNIVERSITY COURT

4 October 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: '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'.

3. The paper is accompanied by an appendix detailing the priorities and objectives of the 2022-23 Sabbatical Officers.

Action requested/Recommendation
4. 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
5. 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.

Discussion
6. I am pleased to present my first President's report of the academic year. I would like to note some particular topics to the Court:

- In August, one of our students was racially harassed on the Meadows. This was the second time they had experienced racism while studying here. We think this speaks to the need to increase support for students who experience harassment or assault, and student feedback to us suggests trust in University procedures is very low.
- You will see in this paper that all Sabbatical Officers have been working on our response to the Cost of Living crisis. Students and staff most want clear, consistent communication about what is practically being done now, and what the University is learning from this crisis to improve its strategy. In the last Presidential report, Ellen warned of students being priced out of University, and this is only becoming more common.
- There are many motivated new University staff who are spurred by their excitement to be part of our community. This can be seen as an opportunity to implement stronger incentives and accountability so that all staff are encouraged to innovate and contribute to projects, even when their personal motivation may wane. This is in line with the NOUS Student Experience paper

[25 April 2022 meeting, Paper D, Student Experience Framework] and would promote work towards our other targets.

Sabbatical Officer Updates – Niamh Roberts, President
7. Since July, I have attended two conferences and a training session on ethical finance. The NUS Lead and Change event was an excellent opportunity to network with other officers; and I am very pleased to say we have revived the students' union arm of the Russell Group. At both events, there was a focus on the cost of living and the climate crisis. This was a serious concern to all officers though some did not have such a severe crisis in their area. One solution which I hope to investigate with teaching staff is removing hidden course costs such as materials and mandatory excursions or work experience. While we have excellent schemes such as the Insights project, this does not provide adequate work experience opportunities for all students who have to take a summer excursion.

8. As some of you will know from our committees, I have been consistently highlighting the risk that increasing student numbers poses on student experience of healthcare, housing, and teaching quality. At the University Secretary's Group Leaders meeting, I took the lead at presenting our Sabbatical Officers' priorities which we used to steer discussion. Attached to this report is a summary of these for the next year. We'd be happy to discuss further should any Court member wish to contact us directly.

9. Lauren and I have worked with student groups who campaign for better support for victim-survivors of sexual violence. We have been liaising between them, the Advice Place, and staff from the University to find solutions to our reporting and support systems. Alongside these conversations, I have created an action-plan for writing and presenting our case for mandatory consent modules to the University leadership. I look forward to updating you on this.

10. Other highlights have been writing and presenting a speech at both of the Principal's Welcome Talks, and working at the Information Hut over Welcome Week. Meeting students and amplifying the presence of the Association's services has been a pleasure. I am genuinely very excited by the potential this academic year brings.

Natalia Ellingham, Vice-President Activities and Services
11. Natalia's main focus has been Welcome Week. She assisted in organising the Wellbeing Space in McEwan Hall and two society quizzes. She attended two Activities Fairs to meet societies, answer questions and promote the Students' Association along with the other sabbaticals and staff.

12. Additionally, Natalia has begun investigating EUSA services at King's Buildings (KB) – linking to her manifesto point to optimise student services, and she has pursued this after receiving several student enquiries about it. She and Steve Hubbard, our Chief Executive, met with students to discuss KB fitness facilities; these facilities are currently in 'hibernation' due to our financial constraints and the need for subsidy which we can no longer provide. It was a productive conversation and Natalia fed back to her sabbatical colleagues. Since then, there have been other student enquiries regarding KB facilities - there is general dissatisfaction with

facilities on the KB campus. We have set up a specific working group to develop options that are within both our control and financial viability to better support students at King's Buildings.

13. As a Sabbatical team, we have worked with the University's Senior Leadership Team on cost of living support and addressing the housing crisis for students. Given the urgency of this issue, it transcends any individual's remit and we have all been involved in these conversations. Talks are ongoing, though we have made some progress with the University on communication with students on this issue, and some accommodation provisions.

14. Natalia and I have worked together on the progressing Teviot Redevelopment Project, recognising the significant impact these works could have on students. We have expressed these concerns and enquired about mitigations for students, and financial support for the Students' Association were closure required.

15. To update on Natalia's previous report, some of the former Sense of Belonging group met and Natalia asked members from this original group to share where they thought we could focus going forward. Heather Gault, Sports' Union President, and Lucy Evans, Deputy Secretary Students, are new to the group's work, so there was opportunity to marry the previous work with new ideas. Before their next meeting in late September, they agreed to identify possible changes that could be made.

Isi Williams, Vice President Community
16. Isi Williams, Vice-President Community, leads the Association's response to the cost-of-living (CoL) crisis. She and Lauren attended meetings with MSPs and MPs to encourage consideration of students' experience of the CoL crisis, and to create solutions at a government level to alleviate the strain on students. She presented, alongside Lucy Evans (the University's Deputy Secretary Students), to the Poverty Commission Working Group on the key areas affecting students with regards to the crisis, highlighting isolation as one of the biggest problems that students might face as they are drawn into financial hardship. She has also been working on developing a community food pantry which would be available to students AND staff who are struggling with food poverty.

17. Isi has led the Association's response to the housing crisis. She has attended meetings and pushed to ensure that all students under the accommodation guarantee can be housed in safe and accessible accommodation, and, with that ensured, has begun to tackle wider issues with housing in the city. Isi has been pushing MSPs to instate more restrictions on short-term lets to ensure that the private rental market has sufficient stock to meet demand. She has also been fighting for rent control zones in Edinburgh and is happy with the First Minister's decision to put this into action.

18. Isi has worked with various groups in the University to tackle the climate crisis and reduce the role of the University in contributing to it. She represents student interests in the Climate Strategy Operations Working Group, the Good Food Policy Working Group and the COP Steering Group. At the Students' Association, Isi restarted the Sustainability Working Group which had a successful first meeting in early September. Isi is now focusing on her Students' Sustainability Forum which will

bring together student groups, the University's Department of Social Responsibility & Sustainability and the Students' Association. She hopes there will be an emphasis on co-creation and community within the group but is keen for students to shape it to suit their needs.

19. Isi also created new flyers and keyrings for Welcome Week which bring attention to the Association's safety initiatives which are not widely known to students post-pandemic. One of these initiatives is the Emergency Taxi Scheme, which can help students, especially LGBTQ+, women, minority genders and people of the global majority, feel safer in the city at night.

Sam Mccallum, Vice President Education
20. Sam has continued to work with the Curriculum Transformation Programme and has been co-chairing the Student Engagement Strategy Group with Professor Cathy Bovill. Leading up to the academic year, Sam has been planning the content of monthly School Representative Forums, using this to improve the use of student voice across the University. These meetings will provide School Reps with a platform to escalate any issues and share examples of good practice from their respective Schools. Sam is in the process of securing times and dates to share the space with members of staff interested in having guest speaking slots within these meetings. The School and Programme representatives training has also been updated, and will be rolled out to students over the next month. As postgraduate School Representatives are elected in October, Sam is encouraging students to run for election and hopes this year will strengthen the use of student voice in teaching and learning decisions.

21. As the start of the academic year coincides with the initiation of the next Senate governance cycle, Sam has been having meetings with convenors of the three Senate committees (Education Committee, Quality Assurance Committee and Academic Policies and Regulations Committee). Sam brought their priorities for the year in the form of a paper which they presented at each committee, voicing their concern over the return to in-person assessment and the risk posed to student wellbeing and academic performance. This has initiated further conversations with University staff about in-person assessment.

22. Following a review of Assessment and Feedback practices in the last year, Sam wrote a blogpost for Teaching Matters about inclusive assessment design, as part of a series introducing the new guidelines, facilitated by Professor Tina Harrison. Sam also contributed to the Senate Quality Assurance Sub-Group which reviews the School Annual Quality Reports. These discussions were insightful in assessing good practice and potential areas for improvement, including Student Voice, Student Support, and in-person teaching. In August, Sam attended a Student Partnerships in Quality (sparqs) residential event in Dundee, meeting staff from Quality Assurance Agency Scotland and other Education student officers from other Scottish Universities and Colleges. Sam continues their work with assurance practices in the University and has received an invitation to join a Joint Advisory Group for sparqs, providing further sectoral context to their role.

Lauren Byrne Vice President Welfare
23. Lauren has been helping to shape the new Student Support Model, advocating

for preventative rather than reactive support and fighting to ensure that the model is equipped to deal with diverse student needs. She will be part of the evaluation and monitoring group during the academic year, and will continue to focus on communication between services, ensuring all students are aware of the changes and feel supported.

24. Recently, Lauren collected student feedback to for the Scottish Government's consultation on their Mental Health and Wellbeing Strategy. She pushed for funding increases for students to receive clinical intervention as a preventative - not emergency - measure. She is planning a revised focus for #Let'sTalk this year, which will involve moving from a week-long format to a year-long focus on destigmatising taboo mental health difficulties, alongside the importance of student wellbeing to prevent burnout.

25. In August, Lauren restarted the Widening Participation Student Steering Group to give these students a place to voice concerns and feed into the University's Widening Participation Strategy. She took these concerns to the University's Leaders Group meeting; emphasising the disproportionate risk of the cost of living crisis on Widening Participation students. She is also advocating for trans and non-binary students within University spaces, challenging policies around academic freedom. She is developing a strategy with support from the Liberation campaign.

26. With University staff, Lauren has continued to review the university's system for reporting sexual violence, exploring how we guide students through it. She is supporting this work through the Student's Association by exploring a revised focus for the #NoExcuse campaign, promoting consent literacy.

27. Lauren and Isi met with MPs and MSPs to address the cost of living crisis, advocating for more safe and affordable accommodation in Edinburgh, and energy caps at Westminster. She continually requested that the University provided better messaging on this issue when we met with them as a team.

28. Lauren represents the student voice on the task group reviewing Extensions and Special Circumstances, and has pushed for a system that doesn't discourage students from using it, and that is as equitable as possible across schools. She has pushed back on ideas to limit the times students can apply for extensions, taking into consideration students' accessibility needs.

Welcome Week
29. Saturday 10th to Sunday 18th saw students arriving to take part on Welcome Week. The Students' Association, and student-led groups contributed c500 events to help students find their way around the city, the university, and to connect with each other and into our student community. The programme included social mixers for different student communities, student-led tours of the city and places of interest, society and sports tasters and meet-ups, as well as a range of night time activities. The majority (over 70%) of our events programme was free for students to participate in, which we hope has allowed wider access and supported in some way the cost of living impact on students.

30. We once again re-introduced the 'Gem' space into Bristo Square, a large covered space that brought students together to visit our Sports, and Activities Fairs, a plant market, and a variety of alcohol-free evening events, including singalong movie screenings, mini golf, and a Harry Potter themed quiz evening. This complemented the evening programme across Teviot and Potterrow which included live music, quizzes, board game nights, nightclub activity, and even a roller-disco! The Gem served as a landmark supporting Bristo Square as an obvious hub of student community and activity, with Teviot, Potterrow, and McEwan Hall all hosting core Welcome Week activity, around the Gem itself. The Gem itself hosted c45,000 visitors during the week, demonstrating just how much students want to connect. We also met many returning students during the week, who told us they were determined to make this year count after the pandemic impacts on teaching and learning, and student community over the last two years.

31. At the same time, our Advice Place also operated from the opening weekend and throughout the week, with the primary issue being the higher than expected number of students with nowhere to stay – and with previous fall-back options also at capacity this remains an ongoing issue – clearly those students are not yet in a position to feel well oriented or connected whilst the lack of a home is their immediate priority.

Civic remembrance of HM the Queen
32. Welcome Week also coincided with the city being a focal point of civic remembrance of Her Majesty the Queen, following the news of her death on Thursday 8th September. The queue of public wishing to see the Queen lying at rest in St Giles Cathedral from 12-13th September passed along Bristo Square, beside Potterrow and the Gem, which was not without its challenges. The Association provided much-welcomed toilet and café facilities to the queuing public over the 24-hour period in Potterrow (over 8,000 people used the toilets in Potterrow overnight). We cancelled the planned night time activity in both Potterrow and the Gem for that period to facilitate that overnight support in an appropriate way, although we continued with our daytime fairs to ensure new and returning students could still connect with societies, whilst ensuring we managed the events respectfully. The atmosphere of the queue during the day was in fact quite positive, with many students taking the opportunity to participate, and non-student visitors interested in and pleased to see the student activity in Bristo Square.

33. The Association closed a majority of our spaces in line with the University's closure for the state funeral on 19th September, although Teviot Row House remained open to provide a space for students to come together, with the funeral being screened. We also provided an online Advice Place service given the continuing demand particularly for support on housing and potential homelessness.

Semester 1 activity
34. Attention now turns to the delivery of Semester 1 activity: we have over 2,500 pre-booked society activities, meetings and events taking place in our spaces this semester; our peer learning and support schemes will be operating in schools from week 1 onwards; around 1,200 Programme Representatives are being recruited in schools and trained by the Association; Student Council resumes on a monthly basis for the year; our programme of training and development opportunities for our

student leaders continues throughout the year; and our October elections will see postgraduate research and postgraduate taught School reps elected. In addition, the planned projects and campaigns aligned to the sabbaticals' objectives will be a key area of focus.

Financial Update
35. Our latest financial results at the time of writing are for July. August results take some time to finalise due to the volume of Festival business across all of our sites.

High Level Summary

£ 000's	YTD			Current Month		
	Actual	Budget	Variance	Actual	Budget	Variance
Commercial net income	(494)	(501)	7	(388)	(224)	(163)
Block Grant	1,015	1,015	(0)	254	254	(0)
Total net income	521	514	7	(134)	29	(163)
Membership Engagement & People Development	(361)	(420)	59	(94)	(99)	5
Corporate Services	(439)	(424)	(15)	(71)	(85)	14
Marketing & Member Communication	(112)	(119)	7	(28)	(29)	1
Central Overheads	(209)	(176)	(33)	(43)	(41)	(2)
Total non-commercial expenditure	(1,122)	(1,140)	18	(238)	(255)	17
Surplus / (deficit)	(600)	(626)	26	(372)	(225)	(146)

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

36. The overall position was a deficit in July of £372k and this is adverse to the budget by £146k. This is due to higher costs, which were all Festival related and were budget phasing impacts as we acted to bring forward installations and staff support, rather than being an underlying overspend. Other trading operations of retail and hospitality continue to perform well. This takes our year to date deficit to £600k against a budgeted deficit of £626k. Utilities costs were actually decreasing, particularly heat, as usage fell across all our buildings, although this will clearly change as we move into the autumn and winter period. A level of staff vacancies remain across the teams which is further improving the overall financial position, although this is not sustainable and impacts capacity and delivery across the organisation.

Forecast for 2022/23
37. The latest reforecast of the full year expected position, after taking the Period 3 actuals into account, indicates a full year surplus of £150k, which is nearly the same as the budgeted surplus of £156k. The Period 3 year to date actuals included some degree of lower trading activity which was being actively managed by keeping costs to a minimum. This trend is now reflected in the full year outcome along with higher utility and other costs compared to our original expectations. Even taking these higher costs into account, the lower year to date staff costs are helping to offset this resulting in the little overall change from the budgeted position.

38. The next reforecast will be completed once the September (Period 6) actuals are known as this will take account of both the Festival and Welcome Week activity, both of which are key factors in determining our likely full year outcome. The development of the budget for Festival was established on the assumption that post COVID trading levels would broadly resume. Whilst we had an ambitious target of £2.8 million in income, the budgeted contribution of £341k was conservative compared with 2019 actual of £550k, although we knew costs were significantly higher. Festival ticket sales across the city have not reached the 2019 levels and there remains some risk from a sales perspective where we have fallen short and there are ongoing pressures on the cost base due to inflationary and supply chain factors which are outwith our direct control.

39. There have been some monumental challenges this year and we have been impacted at every turn with late decisions, supply chain shortages and extreme lead times as well as the well-publicised hospitality staff shortages. Forecasting these challenges, significant effort went into our staff recruitment campaign which launched back in April. The efforts have undoubtedly paid off as we had sufficient core staffing levels to manage our festival operation, and continuing into Semester One, with the majority of the workforce being made up of University of Edinburgh students. Extensive training support was provided for all grades of staff including some external "customer service/journey" training which was particularly well received, and we hope will help to support engagement with staff and reflect through to the service provided to colleagues and customers alike into Semester One. Overall, our teams have pulled together across the organisation and overcome various obstacles with some genuinely creative approaches which will stand us in good stead for semester operations for the year ahead and for the planning of festival 2023.

Strategy and Planning
40. We are beginning to look ahead to our next financial year from April, with our annual cycle of budgeting and planning starting at the end of November. We are considering our key assumptions for next year, with some challenges ahead: we have some services operating at a reduced level due to resource constraints, such as at King's Buildings noted earlier in my report, which we have a desire and student demand, but no resource, to re-activate; we are aiming to deliver a new pay framework for our staff, which will bring c £100k of additional cost (recurrent) for us to deliver in full, although not to do so would prolong some current challenges with retention, motivation, morale, and future recruitment; we have two years left of our Real Living Wage implementation strategy, which brings with it above inflation costs and we hope to accelerate to achieve 'early' in April 2023, although this is increasingly unlikely; and we have the uncertainty of potential closure of Teviot Row House for redevelopment. These are all ongoing issues which will crystallise over the semester and make for a challenging 2023/24.

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

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

Responding to the Climate Emergency & Sustainable Development Goals
43. Several of the activities outlined do support a wide variety of the Sustainable Development Goals.

Equality & Diversity
44. 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
45. There are no next steps to be taken as a result of this paper.

Consultation
46. Consultation on this paper was not required.

Further information
47. *Author and Presenter*
     Niamh Roberts
      President 22-23
      September 2022

Freedom of Information
48. Open paper.

Sabbatical Officer Priorities & Objectives 2022-23

Sabbatical Team Priorities 2022-23

Integrity & Transparency
Student input & co-creation, welfare & wellbeing, curriculum transformation, clearer academic expectations and sustainability

Student Support & Accessibility
An equitable support system addressing housing, food poverty, mental health, accessible experiential learning and safety, equality & advocacy for minority groups

Community & Collaboration
Stronger sense of community, connectedness between students, the University and the Students' Association, improve access to events

Edinburgh University Students' Association

President's Objectives

Niamh Roberts (she/they)

Creating Learners
Providing skills as well as knowledge, and leaning into students' strengths with more academic flexibility

Creating Advocates
Utilising the power of student movements and creating global citizens through anti-violence workshops and co-creation in University governance

Creating Paths
Providing financial and wellbeing support, and guiding students as they join and leave the University

Edinburgh University Students' Association

Vice President Activities and Services' Objectives

Natalia Ellingham (she/her)

Connectedness
between students, the University and the Students' Association through better communication, visibility on campuses and optimised services that work for everyone

Consistency
in support services by expanding school-based services, support for international students and improving peer support groups

Clearer
access to social events through a central events platform, offering inclusive events and supporting societies to achieve their goals

Edinburgh University Students' Association

Vice President Community's Objectives

Isi Williams (she/her)

Supporting
students from lower socio-economic backgrounds by tackling poverty in our community and encouraging more accessibility for widening participation students

Encouraging
sustainability at the Students' Association and University by engaging more students and motivating staff participation

Lobbying
the University and the Scottish Government on the housing and cost of living crises

Edinburgh University **Students' Association**

Vice President Education's Objectives

Sam Maccallum (they/them)

Working towards a more accessible and inclusive curriculum,
involving student voices in curriculum decisions, prioritising decolonisation and experiential learning opportunities

Increasing academic transparency and student academic support,
recognising post-pandemic assessment literacy and clarifying grading processes and expectations

Improving staff and student engagement with the academic representation system,
ensuring that student reps have agency in learning and teaching decisions

Edinburgh University **Students' Association**

Vice President Welfare's Objectives

Lauren Byrne (she/her)

Provide
connected, comprehensive and accessible mental health support for all students

Prioritise
safety, equality and advocacy for all minority groups

Affirm
intersectional and transparent approaches to student welfare and wellbeing on campus

Edinburgh University Students' Association

Contact details

President – Niamh Roberts: **president@eusa.ed.ac.uk**

Vice President Activities and Services – Natalia Ellingham: **eusavpa@ed.ac.uk**

Vice President Community – Isi Williams: **eusavpc@ed.ac.uk**

Vice President Education – Sam Maccallum: **eusavpe@ed.ac.uk**

Vice President Welfare – Lauren Byrne: **eusavpw@ed.ac.uk**

Edinburgh
University
Students'
Association

UNIVERSITY COURT

4 October 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. 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 Edinburgh University Student's Association's report.

Discussion
Welcome Week
5. The Sports Fair returned to the Gem in Bristo Square on Monday of Welcome Week, with close to 8,000 students passing through the fair to speak to clubs. The high attendance and buzz of conversation at the fair showed that the appetite for taking part in sport at university is strong. Despite clubs no longer facing tight hall-capacity restrictions, clubs found taster sessions to be filling up quickly with some adding extra taster sessions and even extra teams to cope with demand.

6. The University's Student Participation Grant has been well-received by clubs and shared widely with new and returning members. We will continue to monitor any trends relating to membership purchases and feed this back to the University.

Recreational and Inclusive Sport

7. This year, one of our focuses is the promotion of recreational and inclusive sport. We recognise that taking part in physical activity promotes positive physical and mental wellbeing and want to make sure every student who wants to take part in sport can do so.

8. Our Inclusion Officer for International Students has set up a new 'International Students Sport Club' which aims to bring together International Students, a traditionally underrepresented group, to try new sports and watch games. We have also started weekly 'inclusive sport' sessions which will provide a platform to facilitate accessible sport options such as Sitting Volleyball.

9. Alongside Sport & Exercise we recently presented to the new Wellbeing Advisor team, to ensure the sport and physical activity offer at Edinburgh is embedded into the advice offered to students seeking wellbeing support. We hope to continue to work with this group to help connect students to the sporting and physical activity community.

10. Whilst physical hall capacity constraints remain a challenge for many clubs, we have been supporting clubs in finding creative solutions, including utilising outdoor space such as the Meadows. Our Intramural Sport Programme is seeing the addition of Touch Rugby and Table Tennis, after a successful trial last year, and we also hope to introduce Volleyball this year. However, despite these efforts, many clubs are at capacity and unable to cater for the number of students who want to take part in sport. We are working to collate and publish a list of clubs with extra capacity, to help students find space in a club.

11. We have recently secured funding from the University in the 2021/22 planning round for extra administrative staffing capacity to facilitate expanding our recreational sport offering. We hope to begin recruiting for this role shortly, and once in post the holder will be able to provide professional support to our existing programmes and allow us to expand into new areas (see point 26).

Sense of Belonging and Community

12. With support from the University, we will be once again offering staff and students the chance to take part in the Edinburgh Winter Run in Holyrood on the 21st January as part of a University of Edinburgh contingent. Together we will be looking to subsidise the first 500 University of Edinburgh entrants and build on the success of the 2020 event which brought together hundreds of members of the University community.

13. To improve the supporter base of our sports clubs, we have invested in new livestreaming equipment, and aim to livestream at least one game every Wednesday to our YouTube channel.

Birmingham Commonwealth Games 2022

14. The Commonwealth Games in Birmingham saw 56 members of our University community (including students, alumni, and staff) at the games as athletes, coaches, officials and support staff. This includes 18 current Edinburgh University students, most of whom made their Commonwealth Games debuts.

15. The Edinburgh contingent brought back three medals: a silver from Edinburgh swimmer Stephen Clegg in the men's S13 50m Freestyle, and golds from alumna Sarah Adlington in Judo and student Grace Reid in the mixed 3m Synchro Diving.

Club Conference
16. In the first week of September, we saw over 120 club committee members attend the annual EUSU Club Conference, held in-person for the first time since 2019. Our committee members attended sessions throughout the day on topics including conflict resolution, inclusion in sport, wellbeing, and developing partnerships. This was also used as an opportunity to introduce Sports Union policy and procedure to ensure that club committee members were confident in this ahead of Welcome Week. We received positive feedback from committee members, who told us the conference cleared up many questions they had and left them inspired.

BUCS and SSS Update
17. The conclusion of the 2021/22 British University and College Sport (BUCS) and Scottish Student Sport (SSS) seasons saw the University of Edinburgh yet again positioned as one of the top UK sporting universities, finishing 4th in the overall BUCS standings and 1st in the SSS standings.

18. At the SSS Awards we saw the BUCS National championship-winning Men's Waterpolo 1st Team crowned Team of the Year, along with Scott Gibson winning Male Athlete of the Year. At the BUCS Awards we had members shortlisted in three categories, with Abd Al-Rahman Al-Remal (EUSU Vice-President Intramural 2021/22) in the Special Recognition Award shortlist, Hannah Campbell (EUSU Coaching & Volunteering Intern 2021/22) in the Unsung Hero shortlist, and the Men's Waterpolo 1st Team in the Team of the Year shortlist.

19. Nine athletes were selected to compete at the European Universities Games in Lodz, Poland, with climber Hannah Smith returning with two medals.

Staffing
20. July saw the Sports Union Presidency handover from Gregor Malcolm to Heather Gault. Gregor oversaw the return to sport after a difficult year of limited activity, ending his term with a record number of Sports Union members. Everyone at EUSU wishes Gregor the best of luck for the future.

Gender Based and Sexual Violence
21. We hope to be university leaders in this area, making the sporting environment as safe and inclusive as possible. In collaboration with the University's Sport & Exercise Department and with funding from the University, we have commissioned LimeCulture to undertake a review of the training and procedures related to Gender Based and Sexual Violence across Sport at Edinburgh. LimeCulture conducted fieldwork over the summer with the final report currently scheduled to be released later in October.

22. In the lead up to Welcome Week, we have worked to ensure that clubs are as informed and aware as possible in this area. We have created a new page on our website for Wellbeing and Reporting, and have discussed our wellbeing and

reporting procedures with clubs individually in start of year meetings and collectively at Club Conference. We have continued to work with the University to provide Active Bystander training for clubs, making this compulsory for at least two committee members per club and all Social Secretaries, whilst encouraging as many committee members to attend as possible.

New Clubs
23. EUSU has grown by two clubs since the last academic year. The addition of the popular school-yard game of Rounders and the more unusual sport of Underwater Hockey, bring the total number of clubs in the Sports Union to 67. Both clubs had a successful Welcome Week and cannot wait to get started with training and competitions.

Resource implications
24. 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 offers two versions 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 Coaching and Volunteering Academy, which works to achieve people development through learning and volunteering. We work closely with Scottish Student Sport and British Universities and Colleges Sport 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 Vice President Inclusion and the rest of the Inclusion Committee represent traditionally underrepresented groups, including women in sport, and work to ensure women are empowered across our Sports Union, through various initiatives and fundraisers. We also support clubs in running their own sessions and initiatives. Similarly, our Volunteer Zambia programme has restarted last year after a two year hiatus due to COVID-19, and we sent six students and one staff member on the programme this summer. This saw our volunteers work with female coaches in Lusaka to upskill these individuals and empower them to become better leaders. We will be continuing to work the Wallace Group to run the programme again this academic year.

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. We support internal staff development by providing

Continuing Professional Development opportunities through our Coaching & Volunteering Academy and our partners at Sport & Exercise. EUSU ensures that Continuing Professional Development opportunities are utilised fully to maximise impact for staff as well as student members.

SDG 10: Reduce inequality within and among countries
Our Inclusion Committee contains representatives from a variety of previous underrepresented groups, including LGBT+; Trans and Non-Binary; International Students; Disabled Students; Postgraduate Students; Ethnic Minorities; Women in Sport and Widening Access. This group works to represent students who identify into these groups, and promote best practice within clubs and the wider Sports Union.

SDG 12: Ensure sustainable consumption and production patterns
We have a huge drive for all our clubs' playing kits 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
25. Equality and Diversity considerations are implicitly included in this paper. EUSU are committed to offering opportunities to students regardless of their background, working alongside our Inclusion Committee to break down barriers to sport and physical activity for underrepresented groups. EUSU represents the interests of a diversity of student groups and must ensure we maintain the equal representation of students and student groups.

Next steps/implications
26. An implication of this paper which Court are asked to consider is the role that sport, physical activity and the Sports Union can play in the wider University, including the curriculum, wellbeing, and sense of belonging and community. We have been grateful for our inclusion and involvement in these areas so far, and would like to remind Court that we are continually looking for ways in which we can support the University in furthering these aspects of the student experience.

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

Consultation
28. Consultation on this paper was not required.

Further information
29. *Author*
      Heather Gault
      Sports Union President
      September 2022

Freedom of Information
30. Open paper.

UNIVERSITY COURT

4 October 2022

Director of Finance's Report

Description of paper
1. This paper presents a revised draft (unaudited) Statement of Comprehensive Income and Expenditure (COSI) for 2021-22 as well as an update on our long term debt position and a recommendation to establish a long-term debt repayment vehicle.

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 note the latest update. Court is further asked to note the Long-Term debt update and to approve the recommendation therein.

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

Paragraphs 5-31: Closed section

Responding to the Climate Emergency & Sustainable Development Goals
32. 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
33. 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
34. We would welcome feedback as outlined in the discussion above.

Paragraph 35: Closed section

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

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

       26 September 2022

Freedom of Information
37. Closed paper – commercially confidential.

THE UNIVERSITY of EDINBURGH

UNIVERSITY COURT

4 October 2022

Student Recruitment – 2022/23 entry

Description of paper
1. This paper gives an overview of the likely outturn of the 2022/23 entry student recruitment cycle, the actions taken to mitigate the risk of under- and particularly over-recruitment, and implications for the 2023/24 cycle. It focusses on undergraduate student recruitment. It is provided to Court in the context of 2022 being an important 're-set' recruitment cycle, following several cycles which experienced significant disruption.

2. The University's student recruitment performance is critical to delivery of Strategy 2030. Good operational and strategic decision-making in this area is necessary to deliver on the following strategic priorities:
    i)   We will be leading Scotland's commitment to widening participation.
    ii)   We will be a destination of choice, based on our clear "Edinburgh Offer".
    iii)   We will have more user-friendly processes and efficient systems to support our work.

Action requested/Recommendation
3. To note the forecast position for this 're-set' recruitment cycle, taking into consideration the fact that figures provided are still settling ahead of our end of October standard 'census' date.

Paragraphs 4-28: Closed section

Responding to Sustainable Development Goals
29. The mitigating actions identified in the 2022/23 cycle were consistent with the University's commitments to widening participation, sustainable recruitment, and reducing inequality. As such, they deliver against SDGs 4 (*Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*), 5 (*Achieve gender equality and empower all women and girls) and 10 (Reduce inequality within and among countries)*.

Equality & Diversity
30. Despite pressure on places and challenges of the selection, the University maintained its commitment to widening participation throughout the cycle, evidenced by an anticipated increase in SIMD20 (Scottish Index of Multiple Deprivation least advantaged 20% of postcodes) intake.

Paragraph 31: Closed section

Further information

32. *Author* *Presenter*
    Rebecca Gaukroger   Rona Smith
    Director   Director of Strategic Planning & Insight
    Student Recruitment & Admissions
    23 September 2022

With thanks to Jim Galbraith, James Walkinshaw and John Tullis for provision of data.

Freedom of Information

33. Closed paper. Release of recruitment information prior to completion of the cycle has the potential to impact on competitor and applicant behaviour. Our approach to Brexit and Covid mitigation as well as any other market consideration is commercially sensitive.

UNIVERSITY COURT

4 October 2022

Scottish Funding Council Research Excellence Grant uplift: Proposed Approach

Description of paper

1. The purpose of this paper is to provide Court members with an overview of the proposed approach to deploy our Scottish Funding Council (SFC) Research Excellence Grant (REG) uplift over 2022-23 to 2026-27.

2. The SFC REG is a critical part of the dual support research funding arrangements for institutions in Scotland, which we are dependent on to deliver against our Strategy 2030 'Research' focus area ambition to *"deliver a step change in innovation and research".* The REG is a formula driven funding stream – based on Research Excellence Framework (REF) results combined with research income data – that is designed to serve the following principles, as set out by SFC:

- *Support excellence wherever it is found in the research base.*
- *Ensure research in Scottish universities is developed and enhanced to ensure Scotland remains globally competitive and attractive to the best researchers*
- *Recognise and reward the effective translation of research 'impact' as measured by the Research Excellence Framework, including effective business support by universities.*
- *Uphold the principles of the dual support system, including contributions to the full economic costs from Research Council, charity, European and other research income (including private, public and the third sector (charities, voluntary and social enterprise) to retain confidence in the Scottish university research base.*
- *Address our responsibilities to support the personal, professional and career development of researchers.*

Action requested/Recommendation

3. To consider and approve the proposed approach to deploying our SFC REG uplift over 2022-23 to 2026-27, as set out in this paper.

Paragraphs 4-24: Closed section

Further information

25. *Authors*   *Presenters*

Rona Smith, Director of Strategic Planning & Insight   Kim Graham, Provost

Christina Boswell, Vice-Principal, Research & Enterprise   Christina Boswell, Vice-Principal, Research & Enterprise

David Argyle, Acting Head of College of Medicine and Veterinary Medicine

Iain Gordon, Vice-Principal and Head of College of Science and Engineering

Sarah Prescott, Vice-Principal and Head
of College of Arts, Humanities and Social
Sciences
Kim Graham, Provost
20 September 2022

Freedom of Information
26. Closed paper.

UNIVERSITY COURT

4 October 2022

International Risk Mitigation

Description of paper
1. Risk mitigation and international portfolio amidst a changing geopolitical situation.

Action requested/Recommendation
2. To discuss the paper and risk mitigation.

Paragraphs 3-30: Closed paper

Further information
31. <u>*Author & Presenter*</u>
      Alan Mackay
      Deputy Vice-Principal International

Freedom of Information
32. Closed paper – commercially confidential.

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY COURT

4 October 2022

Microsoft Agreement

Description of paper
1. This paper requests approval by Court of the delegation of authority to the Principal for contract approval and to the Chief Information Officer for contract signing of a new three year Microsoft agreement.

2*.* This investment supports Strategy 2030 by providing a digital estate which is fit for purpose, and by underpinning our digital learning and teaching, and digital and data intensive research.

Action requested/Recommendation
3. To approve the granting of delegation of authority to:
    i) the Principal to approve the contract; and,
    ii) the Chief Information Officer and Librarian to the University to sign the contract.

Paragraphs 4-15: Closed section

Responding to the Climate Emergency & Sustainable Development Goals
16. The procurement will be conducted through University sustainable procurement processes.

Equality & Diversity
17. There are no direct equality and diversity implications from this paper. Equality impact assessments will be performed for any relevant service changes. By using a standard procurement framework we ensure that suppliers adhere to appropriate equality and diversity requirements.

Paragraphs: 18-21: Closed section

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

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

Freedom of Information
23. This paper is closed due to ongoing procurement.

UNIVERSITY COURT

4 October 2022

Enhancement-Led Institutional Review (ELIR) Follow-up Report

Description of paper
1.   This paper provides a progress summary of the University's Enhancement-led Institutional Review (ELIR) Action Plan as set out in the institutional year-on Follow-up Report submitted to the Quality Assurance Agency Scotland (QAAS).

Action requested/Recommendation
2. To endorse the report.

Background and context
3. ELIR is the method used by 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 in July 2021. 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 was 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 Students; 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.

Discussion
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. An update on the Action Plan was presented to the University Executive (10 May 2022), Senate Quality Assurance Committee (19 May 2022), Senate (25 May 2022), and Court (13 June 2022). The final follow-up report was produced in the light of comments received from these meetings and then approved by the ELIR Oversight Group. The report was submitted to QAAS on 14 July 2022 with the proviso that it would need to be endorsed by Court before the final version is published.

8. The full report is included in an Appendix and is summarised below.

9. The report provides an update on progress to date against each of the ELIR themed recommendations:
    - Assessment and Feedback;
    - Student Support;
    - Oversight and planning for growth of student numbers;
    - Learning and Teaching Strategy;
    - Change management;
    - Oversight and implementation of policy and practice;
    - Training for postgraduate research students who teach;
    - Developing and promoting teaching excellence;
    - Attainment Gaps.

10. Two of the recommendations (relating to assessment and feedback and student support) were prioritised for action over the course of the academic year and the report highlights the significant progress made in relation to these two areas in terms of establishing an agreed approach that will take effect from the start of the academic year 2022/23.

Resource implications
11. 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
12. 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 National Student Survey or other measures of student experience".

Responding to Sustainable Development Goals
13. 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
14. 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
15. The QAAS will be notified of Court's endorsement and the ELIR Oversight Group will continue to drive forward actions addressing the recommendations of the review.

Further information

16. *Authors* | *Presenters*

Professor Colm Harmon,
Vice-Principal Students

Professor Colm Harmon
Vice-Principal Students

Professor Tina Harrison,
Assistant Principal,
Academic Standards and Quality
Assurance
ELIR Action Leads

Lucy Evans
Deputy Secretary Students

Freedom of Information

17. Open paper.

The University of Edinburgh Enhancement-led Institutional Review (ELIR) 2020/21 Follow-up Report (July 2022)

Introduction

The University of Edinburgh welcomed the ELIR reports and communicated the successful outcome and the recommendations widely to staff and students. Earlier drafts of this report and the progress against the recommendations have been presented and discussed at meetings of the University Executive and the University Court in May and June. This final version requires endorsement by Court at its next meeting in October 2022.

The Action Plan, setting out the University's response to the ELIR recommendations, was approved by Senate in October 2021 and an ELIR Oversight Group established to provide direction and oversight of the actions. The ELIR Oversight Group is convened by the Assistant Principal Academic Standards and Quality Assurance and the membership comprised of: Vice Principal Students; Edinburgh Students Association Vice President Education; Deputy Secretary Student Experience; Director of the Institute of Academic Development; Director of Strategic Change; and Head of Quality Assurance and Enhancement, Academic Services. The ELIR Oversight Group formally reports to the University Executive, advising on progress and any concerns, and also provides regular updates to Senate Quality Assurance Committee (SQAC).

The Action Plan takes a themed approach to the implementation of the ELIR recommendations in order to ensure alignment with existing learning and teaching priorities and senior leadership responsibility. Actions are grouped as follows:
* assessment and feedback;
* student support (the personal tutor system);
* strategy, growth and planning (encompassing the oversight and planning for growth of student numbers, and the strategic approach to the enhancement of learning and teaching);
* change management (and the pace of change);
* monitoring consistency of implementation of strategy, policy and practice (encompassing specifically oversight and implementation of policy and practice, and training for postgraduate research (PGR) students who teach);
* developing and promoting teaching excellence (encompassing the recognition and support for academic staff development, and promotion of academic staff based on teaching); and,
* attainment gap monitoring.

The Vice Principal Students and the Assistant Principal Academic Standards and Quality Assurance held a series of meetings with each School/Deanery (between November 2021 and March 2022) to discuss the recommendations and implications for Schools. During the meetings, the School/Deanery Heads and key learning and teaching staff were invited to discuss the ELIR recommendations and the Action Plan, and discuss School level actions.

This report provides an update on progress to date against each of the themed recommendations. Two of the recommendations (relating to assessment and feedback and student support) were prioritised for action over the course of the academic year. We have made significant progress in relation to these two areas in terms of establishing an agreed approach that will take affect from the start of the coming academic year (2022/23).

Assessment and feedback

The ELIR panel recommended that the University *"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."* In response an Assessment & Feedback Task Group (co-convened by Professor Tina Harrison, Assistant Principal, and Dr Sabine Rolle, Dean for Learning and Teaching CAHSS, and reporting to the Curriculum Transformation Board) was established to take forward this work.

Following extensive research, external benchmarking and internal consultation throughout semester 1, the Task Group proposed a "*holistic and strategic approach to the design and management of assessment and feedback"* which was initially discussed at the 10th March 2022 Senate Education Committee and subsequently approved at the 12th May 2022 Senate Education Committee meeting. The overall approach (effective from the start of academic year 2022/23) comprises four key aspects:

- **Assessment and feedback principles.** 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 and priorities form a new assessment and feedback policy linked to the taught assessment regulations. Schools will be asked throughout academic year 2022/23 to map their practice against the principles, identify gaps and actions to address them. The principles are that, assessment and feedback should be:

    i. Fit for purpose
    ii. Inclusive, equitable and fair
    iii. Reliable, robust and transparent
    iv. Proportionate to amount and level of credit
    v. Constructive, developmental and timely
    vi. Make appropriate use of learning technologies
    vii. Developed and implemented in conversation with students
    viii. Overseen at programme level (to ensure adherence to the above)

- **Assessment and Feedback Priorities.** The principles set the baseline expectations, and the priorities set the strategic direction for enhancement, aligning with our Curriculum Transformation Programme. The priorities are forward-looking and aspirational, encouraging greater creativity in assessment practice. A recent Teaching Matters Blog, provides an overview of the principles and priorities: [Welcome to July & August L&T Enhancement Theme: Assessment and Feedback – Principles and Priorities – Teaching Matters blog](#)

- **Support/guidance for staff.** To support colleagues in implementing the assessment and feedback principles, and strategic priorities, we have launched a series of eight weekly Teaching Matters blogs that started early July. These address each of the core principles and priority themes, drawing on insight and best practice from within the university and further afield. We are in the process of establishing an Assessment and Feedback network to share and enhance practice, and will continue to make use

of the existing Directors of Teaching Network to provide ongoing guidance and support to colleagues.

– **Guidance for students.** To help students make the most of assessment and feedback, a student-facing guide will be 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 Curriculum Transformation Programme.

In relation to the subsequent recommendation about ensuring consistency in implementation of policy and practice, we are in the process of identifying agreed baseline indicators from which we can track implementation and success, which will be embedded in the School Quality Assurance reporting.

The ELIR Panel also recommended that '*The University should also progress with proposals for the establishment of a common marking scheme to ensure comparability of student assessment processes across Schools.'* Work is progressing on this recommendation for a single Common Marking Scheme with a preferred approach identified. However, further scoping work is required to explore the implications of a revised marking schema on the University's Assessment and Progression Tool (APT). Further consultation with staff is required to agree a new marking schema, but implementation will depend on any system changes required. Given the broader changes planned to the curriculum as part of the Curriculum Transformation Programme, it makes sense to align any marking schema changes with the timeline for the new curriculum. In the interim, the new assessment and feedback principles are aimed at ensuring that marking schema and criteria for assessment are made clearer to students.

Student Support

Another key area highlighted by the ELIR Panel was student support, with the recommendation that "*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.*"

At the time of the ELIR review, the timeline for the implementation of the new student support approach was planned for academic year 2023/24. We were asked *"to reflect on whether the current timescale for implementation …. is sufficiently ambitious."* We did reflect on this and accelerated the timeline, which is on target for phased implementation across the University for new incoming students from September 2022, one year earlier. A Student Support Project Board has been established and there has been a commitment that the Board will continue for an agreed period beyond September 2023 in order to monitor consistency of implementation and evaluate the impact of these changes on the student experience.

The current Personal Tutor (PT) system will remain in the short-term for continuing students and student experience of the PT system will continue to be monitored until it is fully phased out at the end of academic year 2022/23. In February 2022, the Student Pulse Survey asked a series of questions about students' experience of the PT system, a repeat of the questions from April 2021. The findings of these surveys were discussed at a meeting of the Senior Tutor Network (led by the Vice Principal Students and Assistant Principal Student Support),

along with the plans for the transition to the new system of student support and the need to ensure parity of support for all students.

Over the course of academic year 2021/22, considerable progress has been made in agreeing roles and responsibilities and in appointing a new layer of professionalised support, including 35 Student Advisers 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. Our Wellbeing Advisers will be managed centrally (through a hub and spoke model) and will provide a layer of support between the School-based Student Advisers and the central specialist counselling and disability services. This is a transformational investment in mental health services for our students and will provide proactive and reactive wellbeing support. The completion of this recruitment has mitigated the highest risk within the project.

The academic support will be provided via a new Cohort Lead role. This replaces the PT role as the single point of individualised support and forms part of an eco-system of support where the Cohort Lead provides an exciting opportunity through the oversight of a group of students to build community. A Cohort Lead design document has been developed to provide clarification on the role within Schools. The operation of Cohort Lead roles will be tailored to the specific academic needs of students within their programmes and disciplines.

Student Journey maps are being developed to provide an overview of the expected experience, touch points and the likely forks in the road where students will take different pathways. For example, there will be additional pre-arrival and settling in tasks for international students, there will be students who join us with complex needs, there will be students who need help being ready to study, there are students who don't think they need any help but with a bit of support could achieve more. These Student Journey maps can then be developed into a Support Timeline to help students visually understand how they interact with the ecosystem of support and exactly where they can access support. The roles within the model should be seamless to students, which is the fault of the current model, where students need to know how the University works to get help from the right service or individual. For staff delivering within the new model, an organisational explainer is being developed as an interactive/animated tool, which can be included in general communications and staff induction materials, to explain where new roles fit within the wider support ecosystem.

To ensure a baseline level of provision we have developed functional specifications in the form of a series of statements on what students can expect from both academic guidance and support and personal and wellbeing support. Schools implementing the new approach with incoming students from September 2022 are submitting School plans using these specifications to clarify their baseline provision. A sub-group of Senate Quality Assurance Committee (SQAC) will review the plans to ensure that each area is aligned to the new model of support. An approach to scaling up is being developed recognising the commitment to rolling out the full model by September 2023 as well as embedding in Schools adopting the model through 2022-23. The approach involves consideration to resources, governance and continued working with College implementation groups.

Oversight and planning for growth of student numbers

The ELIR report asked us to *"… 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."*

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 taken over the course of the year, and continue to be taken.

Work to 're-set' the previous 'Size and Shape' initiative is in progress and the Planning Round approach has been re-set to focus on a 5 year timeframe. A Strategic Performance Framework has been approved, including two key performance indicators (KPIs) focused on student population: (1) Widening participation: Number (and proportion) of undergraduate entrants from an SIMD0-20 area; International student diversity: Ratio of largest overseas market to 5th and 10th largest overseas markets. The University maintains close engagement with the Scottish Funding Council (SFC) and Scottish Government on controlled subject expectations and non-controlled undergraduate places expectations, as well as upskilling.

There is a weekly review of UCAS data on applications, offers for Edinburgh vs our peer group, and embedded planning for annual Clearing Operation. Clearing provides an important mechanism to mitigate the risk of potential under-recruitment, particularly in RUK and OVS 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.

For 2022 entry, intake targets were set within the context of cross-University 'parameters' for key intake groups, agreed by the Colleges and University Executive (with a 'Side target' proposed for SIMD0-20). Strategic Planning reviewed the intake targets submitted by the Colleges for 2022 against the agreed parameters, with some follow-on discussions to understand divergences. 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). A briefing session on recruitment and admissions was then held with College office staff, Heads of School and Directors of Professional Services. 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. All options are under consideration to improve the process and timeliness of offer-making.

In terms of ensuring *"that appropriate and timely actions can be taken where increases in student numbers impact on arrangements for learning and teaching and student support"*, over the course of 2021/22 to date, in addition to previously agreed budget allocations, the University has deployed additional resources in-year. This has included investments totalling £5.5m to support the increase in teaching (appointment of new staff in areas experiencing higher student numbers) and professional services 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, including appointment of 35 Student Advisers and 20 Wellbeing Advisers as part of the new Student Support approach.

Learning and Teaching Strategy

The ELIR report recommended that *"… 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."*

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 (SEC) will take forward the development of a new Learning and Teaching Strategy during the first half of academic year 2022/23.

Change management

The ELIR report recommended that we *"… 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."*

Some immediate steps are being taken to "*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.

Improving visibility and coordination of current 'change' initiatives and projects is key (i.e. purpose, ownership, governance, key timeline) and working with the leadership of current initiatives and business areas will enhance the University's chances of successful implementation. The University will utilise the move to a five-year planning horizon to develop to a clearer pipeline of strategic initiatives/projects (a small, clear, prioritised list) and building this into resource planning. The University will ensure greater co-ordination in the scheduling of these activities, the impact on operational areas, and understanding of the period to embed and refine initiatives. The University will also review and enhance how to best structure strategic change capacity and capability in the longer term and areas such as developing compelling narrative; project capabilities; and lessons learned.

The University has engaged an external consultant on a brief piece of work to help establish a strategic framework to manage enhancements to the student experience and deliver these in a more effective manner. Common attributes of successful change that the University will seek to enhance/embed in practice were identified as: clear objectives, measured as projects progress; visible and engaged leaders; listen and communicate (in that order); and maintaining momentum and not taking too long. Leadership behaviours that will drive success were identified as follows: prioritise experience of students in design of policies, operations, procedures and ways of working; drive accountability; empower staff to commit to strategic improvements; acknowledge that strategic trade-offs may need to be made; and embed a commitment to continuous improvement.

The University is already seeing some of this change of approach in action. In particular, the implementation of the student support model is specifically driving accountability for the delivery from the Board, through the Colleges and the Professional Service Group that will implement and own the changes. Also, the implementation schedule of the new model has been adjusted in response to stakeholder feedback, specifically requests from Schools and Colleges to take a more phased approach according to student cohorts.

Oversight and implementation of policy and practice

The ELIR report recommended that the we *"should establish a systematic approach to enable effective institutional oversight and evaluation of the implementation of policy and practice"* and as part of this *"increase the range and use of institutionally determined*

baseline requirements to ensure consistency and accountability … [and] 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."

This approach is being taken forward and embedded within the main projects, policies and strategies that also form many of the other ELIR recommendations. Hence, baseline requirements, reporting and monitoring are a key feature of the new Student Support approach and are inherent to the Assessment and Feedback Principles and Priorities (reported under those items).

Some of our policies have a more direct impact on learning and teaching and the student experience than others. Further work is still to be done to focus on those priority areas (and associated policies and practices) not already identified, 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 PGR tutors and academic staff development. Stakeholder discussions have taken place, facilitated by Nous Consulting, and will help refine institutional planning.

Training for postgraduate research (PGR) students who teach

The ELIR report encouraged the University to *"… 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."*

A working group has been established, led by the Institute for Academic Development (IAD), to map training across the University and examine options for an effective mechanism to record and monitor training. The working group will consult with a newly established Tutors and Demonstrators (T&D) Network and then make recommendations to a new T&D Oversight Group.

The T&D Network has been formed with representatives from all Schools and Human Resources (HR). It will be expanded to include other services as well as University and College Union (UCU) representation. So far it 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. This forum will act as a sounding board for policies, enable exchange of good practice, share problems and liaise better with the services.

The T&D Oversight Group has also been convened to act as a governance body for the T&D Network and to report to the ELIR Oversight Group and Senate Quality Assurance Committee. The Group includes representatives from across the three Colleges, the Doctoral College, IAD, HR, and Academic Services. Tutor and Demonstrator representatives will join the group once identified.

Developing and promoting teaching excellence

The University is addressing two of the areas for further development from the ELIR report. We were asked to *"take action to remove barriers which exist that prevent some academic staff from fully engaging with its existing suite of development opportunities for the professionalisation of teaching"* and to *"progress with work to improve the recognition of teaching excellence across all aspects of the University."*

Work is underway to address these recommendations, aligned with the Curriculum Transformation Programme (CTP) and the desire across Schools to enhance support for the professional development in teaching. The University recently appointed its first ever Provost to provide leadership, direction and strategic evaluation of academic and research matters. This is an area that the Provost, together with the Vice Principal Students, will drive thinking and planning.

In preparation, we have already 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). We are currently 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. The outcome of this work will be embedded into the annual quality reports, with Schools required to report on progress on an annual basis. However, a final decision on how and when to progress this is still to be determined as the new Provost only just join within the last month.

Attainment Gaps

The ELIR report asked us to *"consider how to address attainment gaps in student performance through the oversight, coordination and monitoring at an institutional level of school-level actions."* Senate Quality Assurance Committee (SQAC) 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 University will 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 University as part of the School annual reporting process.

Summary

This follow-up report outlines the actions taken by the University of Edinburgh to address the areas for development identified in the ELIR reports. The significant progress made is detailed and planning for areas still to be addressed is outlined. We are confident that our approach over the next three years will deliver enhancements to the student experience and that we will be able to demonstrate the effectiveness of these actions by the time of the next ELIR.

THE UNIVERSITY of EDINBURGH

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UNIVERSITY COURT

4 October 2022

Annual Report to the Scottish Funding Council on Institution-led Review and Enhancement Activity 2021/22

Description of paper

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

2. This paper does not specifically contribute to the Strategy 2030 outcomes. It is a regulatory requirement, but the ongoing monitoring and review outlined in the report contribute to the ongoing enhancement of learning and teaching and the student experience

Action requested/Recommendation

3. To approve the annual report and to authorise the signing of a supporting statement by the Senior Lay Member, confirming that it provides Court with the required assurances on the effectiveness of the arrangements put in place by Senate in respect of quality and enhancement of education provision prior to the annual report being submitted to the SFC.

4. The content of the annual report was approved by the Senate Quality Assurance Committee (SQAC) on 13 September 2022. The report is transmitted simultaneously to eSenate (14 - 28 September 2022) for comment and noting. Any comments from eSenate and the initial consideration of these will be provided to Court members, with one comment received to date and a response to this included in the Consultation section of this paper.

5. Court is asked to approve the annual report and authorise the Senior Lay Member of Court to sign the following statement required by SFC:

    'On behalf of the governing body of the University of Edinburgh, I confirm that we have considered the institution's arrangements for the management of academic standards and the quality of the learning experience for academic year 2021/22, including the scope and impact of these. I further confirm that we are satisfied that the institution has effective arrangements to maintain standards and to assure and enhance the quality of its provision. We can therefore provide assurance to the Council that the academic standards and the quality of the learning provision at this institution continue to meet the requirements set by the Council.'

Background and context

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

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

Discussion
8. The annual report draws on the outputs of institutional-led review and enhancement activity: internal periodic review; annual monitoring, review and reporting; student support thematic review; and student support services annual review. The report also contains a narrative on consideration of student data. The report includes a list of provision reviewed in 2021/22 and gives an indication of the forward schedule of reviews for the next cycle. The report also includes a list of the programmes which were reviewed by professional, statutory and regulatory bodies (PSRB) during 2021/22.

9. The full report is available under the 'Additional Information' section on the Court [site](#) and is summarised below.

10. The contents of the annual report are prescribed by the SFC and cover:
- Summary of the institutional-led review outcomes from the preceding academic year including main themes, recommendations and/or commendations
- Ways in which support services were reviewed
- Role and nature of student engagement in institution-led review
- Contextual information and key messages from analysis of data
- Summary

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

1. Institution-led Review

Areas of Good practice
- **Staff** - the dedicated commitment, collegiality, and support shown by both academic and professional services staff, including in challenging circumstances due to the pandemic.
- **Student support** – in relation to support structures, learning support, and the support provided by staff in key roles within the Personal Tutor system.
- **Community building** – encompassing the strong sense of community and activities to build a sense of belonging.
- **Student Voice** – regarding approaches to listening and responding to the student voice.

Areas for further development
- **Staff support and development** - including guidance, training and support for postgraduate tutors and demonstrators; and fora for sharing practice.
- **Equality, Diversity and Inclusion** - related to attainment gaps (including using data to understand and address these gaps), widening participation, and accessibility requirements.

- **Allocation of staff workload** - particularly in relation to ensuring the appropriate and equitable distribution of workload.
- **Student Voice** - covering closing the student feedback loop and proactively engaging students.

2. *Annual monitoring, review and reporting 2021/22*

   Themes of positive practice for sharing at University level
   - **Community building** - the sense of community and support that academic and professional service staff provided for their students and each other was again a strong positive theme throughout the reports.
   - **Online/hybrid enhancements** - in response to the pandemic, areas developed new approaches to teaching & learning and administrative systems and procedures. As the University transitioned back to 'business as usual' the reports highlighted innovations that Schools and Deaneries are seeking to adapt and maintain.
   - **Assessment and Feedback** - innovative approaches to the design and management of assessment and feedback.
   - **Student Support** - initiatives and activities in relation to the current Personal Tutor system and wider support for students at the University.
   - **Student Voice** - the implementation of the new Student Voice Policy resulted in a number of initiatives and activities in response to the move to locally managed course level feedback.
   - **Equality, Diversity and Inclusion** - a number of initiatives striving to promote an inclusive learning environment.

   Areas for further development at the University level:
   - **Extensions and Special Circumstances (ESC)** - the significant increase in students seeking extensions and special circumstances in the recent period is an increasing cause of concern across the Schools and Deaneries, leading to knock-on effects in delays for marking and feedback turnaround times. Concerns were also raised about potential issues with communication between the recently developed central ESC system and local course teams making it difficult to manage expectations and local communications with students.
   - **Resourcing** - a number of issues have been grouped under a broad theme of resourcing; including estates/space, IT/systems, and staff workload/welfare. As the University returned to campus and 'business as usual', reports noted difficulties accessing suitable teaching and office space particularly given the move towards new ways of hybrid working and the expansion of various professional service teams (due to the new student support approach). Reports also noted issues arising from the EUCLID student information system 'going down' at key times (e.g. welcome week and awards publication) and the knock-on effects of certain publication dates (particularly on Fridays). It was noted that these resource issues exacerbated existing concerns in relation to staffing and workload pressures and there is a need to consider these holistically.
   - **On-Campus Transition** - Schools and Deaneries reported concerns that student on-campus lecture/class attendance remained relatively low

compared to pre-pandemic levels. While the return to on-campus teaching was broadly welcomed, reports noted specific challenges related to teaching on-campus when Covid cases are high. It was also suggested that some students may be unused to on-campus teaching and may have struggled to attend for personal reasons and that some have adjusted to online provision and may prefer this mode of delivery for reasons of increased flexibility or accessibility.

- **Student Voice Policy** – the first year of operation of the new Policy, with a move from centralised to localised management of Course Evaluation Questionnaires (CEQs) (in response to requests from Schools/Deaneries) was welcomed, but it was acknowledged that this increased flexibility had created additional work for Schools. Schools took varying approaches to implementation with a number of Schools taking a School-wide approach. Further monitoring will continue to ensure effective approaches are taken in Schools and effective approaches are shared. Some Schools also queried how locally managed course evaluation data could be used as benchmarked evidence of excellence in teaching.

3. *Contextual information and key messages from analysis of data*

The report outlines at a high level the outcomes of student surveys, including the National Student Survey and the Postgraduate Taught Experience Survey. The report then outlines the outcomes of discussions at Senate Quality Assurance Committee on trends in undergraduate degree classification outcomes. A summary of analysis on retention and themes from external examiner reports are also outlined in the report alongside a commentary on widening participation.

4. *Summary*

Actions undertaken and planned are outlined in the report under the headings of: Enhancement-led Institutional Review (ELIR); Assessment and Feedback; Student Support; strategy and strategic projects - Curriculum Transformation Programme, student voice, and widening access.

Senate Quality Assurance Committee will remit issues requiring further development to relevant committees and roles for action.

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

Risk Management
12. The provision of a high quality student experience is a high level risk on the University's Strategic Risk Register, and is overseen by the Risk Management Committee reporting to Audit & Risk Committee and Court. Additionally, failure in effectiveness of the quality assurance framework, including aligning review activity with external expectations and taking action on findings, constitutes an institutional risk.

Responding to the Climate Emergency & Sustainable Development Goals

13. The paper does not contribute directly to the Sustainable Development Goals and is a regulatory requirement.

Equality & Diversity

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

Next steps/implications

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

Consultation

16. The report is simultaneously being noted and commented on by e-Senate (14-28 September 2022) and the content was approved by the Senate Quality Assurance Committee on 13 September 2022. One Senate member submitted a comment, as follows:

> *Formally, as this is a quality assurance matter of high importance, I would like to see the final report approved in Senate (not just submitted for comment) before it goes to Court. As a matter of good practice, we should be satisfied that a majority of Senate agree that any critical comments have been adequately addressed, as Senate is the supreme body responsible for the governance of academic matters at this university.*

17. In response, the paper's authors have replied that:

> *The SFC require that the institution's governing body (in Edinburgh's case, Court) signs off the report, so we do not have the option of asking Senate to approve it. Since the report relates to an academic matter, it is right to have substantive input from the Senate side of things even if SFC requires that Court must approve the report. However, the Quality Assurance Committee is the appropriate body to provide that Senate input under the powers delegated to it, given the expertise of its members on the issues that the report covers. This is why we invited Quality Assurance Committee to confirm that it was content with the content of the report (which it was, subject to some amendments – including to take account of comments from a Senate member).*

Further information

18. Assistant Principal Professor Tina Harrison, Academic Standards and Quality Assurance and Brian Connolly, Academic Services can supply further information

19. *Authors*
Professor Tina Harrison, Assistant Principal Academic Standards and Quality Assurance

Brian Connolly, Academic Services
27 September 2022

Presenter
Lucy Evans
Deputy Secretary Student Experience

Freedom of Information

20. Open paper.

THE UNIVERSITY of EDINBURGH

UNIVERSITY COURT

4 October 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 26 May to 9 September 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 5-8: Closed section

Recent global events
9. A number of in person alumni events have taken place over the summer including alumni club events in New York, Chicago, Washington DC and Hong Kong and an informal alumni gathering hosted by Louise Tracey, International Recruitment Manager, in Hanoi during a visit to Vietnam.

10. We were also pleased to collaborate with Edinburgh Innovations on a tailored virtual alumni event in August, which provided US based alumni with an opportunity to find out more about Edinburgh Innovations, their future ambitions in America and ways in which they can get involved in supporting developing relationships and activity in this area.

Class of 2022
11. Our bespoke engagement for the graduating class saw enhancements for 2022 with a new '[Multi Story Edinburgh Handbook]', which was given to over 6,000 graduates over the course of 12 days and 24 ceremonies. It features stories, experiences and wisdom from alumni, along with information and support for career planning, continued learning and remaining a part of the Edinburgh community. A highlight is a poem written especially for the Class of 2022 by alumna Catherine Wilson Garry, which you can see read by the poet herself [here]. A suite of digital assets was also developed and uploaded to a new communications hub, which was shared with colleagues across Schools and Colleges to incorporate into their own graduation communications. Planning for the winter edition of the handbook is well underway, with tailored content to reflect the different postgraduate audience.

Digital Communications
12. The second edition of the reinvigorated Enlightened digital magazine was issued in August, featuring a diverse selection of alumni voices and with the themes of community and personal values running through the articles. You can read it [here](). The most read article has been "Being Russian right now", in which 2021 MSc graduate Anna Jakubova tells us how it feels to be a Russian in Scotland, and what she's doing in response to the war in Ukraine.

13. A new communication series, DigestEd, has been implemented for senior alumni and philanthropic volunteer leaders. Featuring University news and developments, each edition is introduced by the Vice-Principal Philanthropy and Advancement.

14. A communication from Peter Mathieson was issued to all alumni with an email address in response to the very sad news that HM Queen Elizabeth II had passed away. You can read it [here](). The message shared the official statement from Professor Mathieson on the University website and an update on how events would unfold across the city and also on campus in light of several thousand new students joining the University during this period. It highlighted that alumni should expect our normal online University and alumni communications to be quieter than usual as a mark of respect.

15. The sixth season of the Sharing things podcast will launch at the end of September. This new season features current students, class of 2022 graduates, alumni and staff, including alumna and Provost, Professor Kim Graham.

Alumni support for student recruitment and engagement
16. Alumni volunteers have supported a number of events for current and future students, including alumni panel events as part of Welcome Week and Postgraduate Online Open Day, bespoke events for a number of Schools and tailored region or country specific events such as recent online and in-person events for prospective students from Japan.

Resource implications
17. 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
18. 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
19. 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
20. 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

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

Consultation

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

Further information

23. _Authors_

Gregor Hall, Finance Manager
Natalie Fergusson, Global Alumni Manager
Development & Alumni

Freedom of Information

24. Open version