



THE UNIVERSITY *of* EDINBURGH

Senatus Academicus
Wednesday 10 February 2021 at 2pm
Online meeting

AGENDA

OPEN SESSION

This section of the meeting is open to all members of staff.

- 1. Convener's Communications** **2pm**
An update from the Convener, Principal Professor Peter Mathieson, followed by Q&A

- 2. Strategic Presentation and Discussion** **2.30pm**
Adaptation and Renewal: Research and Innovation
 - Enriching our Research Culture: Professor Jonathan Seckl, Senior Vice-Principal
 - Creating a Culture for Researchers to Thrive in: Dr Sara Shinton, Head of Researcher Development

- Followed by discussion** **3.10pm**

- Closes at 3.50pm**

Break

FORMAL MEETING OF SENATE – from 4pm

This section of the meeting is open to Senate members only

3. Welcome to new members

The Senate members below have joined Senate since the last Ordinary meeting on 7 October 2020:

- Claire Johnson - Student Carers' Representative
- Lara De Mets - Commuter Students' Representative
- Steve Anderson - Student Parents' Representative
- Ifeanyi Omah - Postgraduate Taught Representative
- Martyna Napierska - Postgraduate Research Representative
- Emma Mavin - Divinity Postgraduate School Representative
- Pierre Ezard - Economics Postgraduate School Representative
- Joana Esreves Craveiro De Oliveira - Health in Social Sciences Postgraduate School Representative
- Nicholas Kahuam-Lopez - Clinical Sciences Postgraduate School Representative
- Cynthia Naydani - Veterinary Postgraduate School Representative

4. Senate members' feedback on presentation and discussion topic

SUBSTANTIVE ITEMS

- | | |
|---|--------------------|
| 5. Report from E-Senate
To approve the minute of E-Senate held from 19 to 27 January 2021 | S 20/21 2 A |
| 6. Titles for Teaching-dominated roles at Grade 8 and 9
To discuss | S 20/21 2 B |

ITEMS FOR FORMAL APPROVAL OR NOTING

- | | |
|---|--------------------|
| 7. Conferment of the title of Professor Emeritus / Emerita
To approve | S 20/21 2 C |
| 8. Senate Election Arrangements 2021
To approve | S 20/21 2 D |
| 9. Senate Standing Committees – upcoming business
To note and comment | S 20/21 2 E |

Senate

10 February 2021

**Report of Electronic Business of Senate conducted between
Tuesday 19 and Wednesday 27 January 2021**

- 1. Minutes of the meeting held on 7 October 2020 (e-S 20/21 2 A)**
The minutes were approved.

SUBSTANTIVE ITEMS

- 2. Draft Resolutions: Chairs (e-S 20/21 2 B)**
No comments were received.

FORMAL APPROVAL OR NOTING

- 3. Conferment of the title of Professor Emeritus / Emerita (e-S 20/21 2 C)**
Senate agreed to confer the title of Professor Emeritus on those professors listed in the paper.
- 4. Conferment of degrees (e-S 20/21 2 D CLOSED)**
Senate approved the conferment of the degrees listed in the paper
- 5. Library Committee Membership 2020/21 (e-S 20/21 2 E)**
Senate approved the membership.
- 6. Communications from the University Court (e-S 20/21 2 F)**
Senate noted the paper. A comment was received on point 8, noting that the cost of carbon offsetting (including whether these are included in the secured and expected equipment and operating grant funding) does not appear to be part of the minuted information and should be considered essential for understanding both the financial and carbon costs of this equipment and other components of the Advanced Computing Facility. This comment also applies to point 5 of paper e-S 20/21 2 G), below.
- 7. Report from Knowledge Strategy Committee (e-S 20/21 2 G)**
Senate noted the report. Please see the note on paper e-S 20/21 2 F, above, for a comment relevant to this paper.
- 8. Students' Association Representation on Senate (e-S 20/21 2 H)**
Senate noted the paper. A comment was received applauding the Students' Association on its ongoing proactive effort to seek diverse and inclusive representation.
- 9. Sight Scotland Governance – University of Edinburgh Board membership (e-S 20/21 2 I)**
Senate noted the paper.
- 10. Report of the Senate Exception Committee (e-S 20/21 2 J CLOSED)**
Senate noted the reports.

Senate

10 February 2021

Titles for Teaching-Dominated Roles at Grade 8 & 9

1 Description of Paper

This paper recommends the introduction of new job titles required for recognising positions which are primarily of a teaching nature.

2 Action Requested – Approval

The senate are requested to consider the recommendation made and approve the introduction of new job titles for teaching roles.

3 Background and Context

To date, the University has not stipulated titles for roles where activities are 100% teaching at grade 7 or 8. We therefore have a very mixed set of practices. This has been further exacerbated by the expansion, in 2019, of our *Exemplars of Excellence in Student Education*. These now cover Grade 7→8→9→10 promotions. The standards of achievement/contribution suggested in the *Exemplars* are appropriately high at all levels and we therefore experienced only a small increase in the number of teaching-dominated G7-G8 (16 cases) & G8 to G9 (2 cases) in 2019-20. This small set of cases has, however, raised a sensitive issue, particularly in CAHSS. The individuals moving from G7-8 were all G7 *Teaching Fellows* prior to 2020. We now need to assign an appropriate job title at Grade 8 level. Prior to 2019, G7 *Teaching Fellows* in CAHSS believed that they were not eligible for promotion to G8 (*Lecturer*). Clarity is required urgently for the existing two Senior Teaching Fellows that have been promoted to Grade 9.

3.1 External Context

Practice amongst our peer institutions (Russell Group) is mixed – it seems that many are grappling with the same set of issues with respect to both routes to promotion and titles. *Lecturer* seems to be the dominant term for G8-equivalent colleagues across the sector and Senior Lecturer is predominately used for G9 equivalent.

4 Discussion

4.1 Grade 8 roles that include an element of teaching be re-titled *Lecturer*.

A colleague promoted to a Grade 8 role with a c100% teaching commitment will “lecture” more than those whose role is more distributed across the dimensions of academia. It seems clear that “*Lecturer*” is therefore the logical title. (*Chancellors’ Fellow* and *Research Assistant/Associate/Fellow* titles need not be affected by this decision and will remain in use).

4.2 Senior Teaching Fellows that are promoted to Grade 9 obtain the title Senior Lecturer.

Senior Teaching Fellow (STF) introduces the word “Senior” at Grade 8, leading to issues if a STF is later promoted to Grade 9 (*Senior Lecturer*). Worst of all, the use of different titles for Teaching-dominated and more “rounded” roles drives a wedge between the Teachers and the Researchers. This is fundamentally undesirable.

4.3 A view formed as to whether a wider review of academic titles should be undertaken, over a longer timescale, with a view to a more logical and “joined-up” set of titles.

5 Resource Implications

None – these promotions have been made already. This decision simply clarifies and homogenises titles.

6 Risk Management

There will be concerns in some quarters that

- a) this will open the floodgates to a large number of cases and
- b) will make it difficult for some subject areas to use *Teaching Fellows* to fulfil their teaching needs

Current evidence suggests that (a) will not happen. (b) is fundamentally untenable in the long term.

7 Equality and diversity

This will tend to improve the moral of teaching-focussed colleagues, who are disproportionately female. An EIA will not change or improve this positive fact.

8 Communication, Implementation and Evaluation of the Impact Of Any Action Agreed

HR will communicate this to all staff, as will the management chain (Heads of College, Heads of School). Alan Murray will work with colleagues in HR to observe the effect of this change on future promotion rounds.

9 Author

Alan Murray, Sheila Jardine and Louise Kidd, 12/11/2020

Presenter

Alan Murray

10 Freedom of Information

Open

Senate

10 February 2021

Conferment of the Title of Emerita / Emeritus Professor

Description of paper

1. This paper provides the Special Minutes for Professors who retired recently or whose retirement is imminent.

Action requested / recommendation

2. For approval.

Discussion

3. This Senate is invited to confer the title of Emerita / Emeritus Professor upon those professors who retired recently or whose retirement is imminent:

Professor M Atkinson, School of Informatics
Professor R Kenway, School of Physics and Astronomy
Professor A Walton, School of Engineering

The Special Minutes are attached as an appendix.

Resource implications

4. None.

Risk management

5. Not applicable.

Equality & diversity

6. Not applicable.

Communication, implementation and evaluation of the impact of any action agreed

7. Those Professors who have been conferred with the title of Emerita / Emeritus Professor will be contacted by Senate Secretariat in due course.

Author

Senate Secretariat
February 2021

Freedom of Information

Open paper

Special Minute

Professor Malcolm Atkinson BA, Dip. Comp. Sci., PhD, FBCS, FRSE Emeritus Professor of eScience

Malcolm Atkinson was recruited as the inaugural Director of the UK National eScience Centre and eScience Institute in 2001. He led eScience until 2011, stimulating eResearch throughout the UK and building a vibrant global legacy. In Edinburgh this is manifest in the Software Sustainability Institute and the Data Curation Centre, both with global influence. Since completing his EPSRC senior research fellowship as UK eScience Envoy in 2011 Malcolm has continued eScience research with BBSRC, EPSRC, EU, NERC, PPARC and SHEFC funding in the School of Informatics.

Malcolm graduated from Cambridge University with a degree in Natural Sciences in 1966, with the Diploma in Computer Science in 1967 and a PhD in Computer Science in 1974. He joined the University of Edinburgh as a lecturer in 1978. He was appointed Professor of Software Engineering in the University of Glasgow in 1983, where, as Head of Department, he transformed the Department of Computing Science and promoted Software Engineering and inter-disciplinary education and research.

Malcolm contributed to the introduction of computing science teaching; establishing the CS degree at Lancaster University with Andrew Colin 1967-70, helping Rangoon Universities start CS courses on a UNESCO project 1974-75. He gave the first course on databases at the Computer Lab in Cambridge in 1976 and introduced Information Systems 1 in Edinburgh in 1982 – recognition of the educational need now met by data-science courses. He widened his contribution with ten-years' service on the BCS accreditation committee. He was part of the group who defined Software Engineering for the Engineering Council. At the University of Pennsylvania 1983-84, his database masters course had to be repeated in the second semester to meet demand. He has more than 21 graduated PhD students. Many have leading roles in industry and academia around the world, and he continues to support research students and to mentor RSE-supported research fellows.

His research focuses on helping people and organisations share and exploit data. Stimulated by challenges encountered by companies doing CAD/CAM in 1970 he established the concept of '*Orthogonal Persistence*'. The multi-disciplinary applications broadened to include healthcare, software systems, genetics, business processes, physical and environmental sciences and medical images. Over 50 years, the scale and complexity of systems grew in every dimension on the wave of new technologies and business models. Today, blends of human, organisational and technical barriers limit our ability to extract and use vital evidence latent in data. Malcolm will keep helping others recognise and overcome those barriers to the end of his days. The daily occurrence of glitches due to the mishandling of data, shows how far we still have to go.

He launched a Scottish research group tackling the orthogonal persistence challenge when he arrived in Edinburgh in 1978. It explored the relationship between programming languages and databases, producing a series of orthogonally persistent languages, culminating in three-years' (1998-2000) working with Sun on Java, who hired his research team. In Glasgow, the applications now include Wellcome-funded genetics research into cardiovascular diseases.

The launch of eScience broadened the campaign to improve the way people shared ideas, methods, data and resources to pursue common goals for every discipline and application. It made data centre stage, where it has remained ever since. It built alliances and developed practices with technical support, so that collaboration across the globe became sustainable. New standards were established for sharing data across research federations. Data-

streaming workflows enabled the new scale of data to be handled for life, physical and environmental sciences. Today this includes virtually every data-sharing research campaign.

Building on eScience and on EU projects (he has led them continuously since 1989), Malcolm was the architect of a series of EU and UK projects delivering improved platforms to facilitate data-intensive research. This includes medical images for stroke diagnosis, the use of seismic data and models for risk assessment and hazard-response and of climate data for impact modelling. He worked with 23 European strategic research infrastructures in environmental sciences to help them recognise useful commonalities in their data requirements, pushing them to budget to sustain software just like their instruments as they depend on both. Now, he hopes to improve the use of Scottish retinal-image data.

Malcolm aspires to change the culture of computing science. For most of his career treating data well was a Cinderella topic. It has now come in from the cold – computation and data are thriving. Addressing complexity well needs similar promotion. It threatens to overwhelm us as more and more systems become interlinked and more and more human actions depend on them. As an architect, he believes we should pay more attention to ‘town planning’.

Special Minute
Professor Richard Kenway, OBE FRSE FInstP FLSW DPhil CPhys BSc
Emeritus Professor of Mathematical Physics

Professor Richard Kenway joined the University of Edinburgh in 1982 as a Science & Engineering Research Council Postdoctoral Fellow in the Department of Physics. Prior to this he had been a research associate at Brown University (1978-80) and a postdoctoral fellow at Los Alamos National Laboratory (1980-82). His DPhil, from Oxford, was on “The Particle Spectra of Confining Field Theories” and, at Edinburgh, he developed a research career that has spanned particle physics, high performance computing and machine learning. In doing so, he became identified with not only computational physics and supercomputing but also the computational basis for the sciences in general.

In 1989 (shortly before being promoted to Reader in Physics) he co-founded the UK Quantum Chromodynamics (QCD) consortium, the first UK grand challenge consortium to acquire dedicated high performance computing systems. He then led UKQCD participation in a UK-US-Japan project to co-design, build and operate QCDOC, the most powerful and energy-efficient computer in the world for QCD. UKQCD performed world-leading simulations of the strong force between quarks over a period of 30 years, which eventually established lattice QCD as a standard tool in particle physics.

He was appointed to the Tait Chair of Mathematical Physics in 1994 and this enabled him to create, lead and grow our Particle Physics Theory Group, anticipating discoveries from the Large Hadron Collider at CERN and positioning the University to exploit them. The, quite literally, concrete results of this activity include the Higgs Centre for Innovation which is increasing our drive for innovation in physics as part of the Higgs Nobel legacy.

Running in parallel to Kenway’s work in physics was his work in computation. In 1990, he co-founded the Edinburgh Parallel Computing Centre (EPCC) and later, as its second Director, won the first bid for a UK National High Performance Computing Service. This was pioneering work to establish the sort of computing infrastructure that rapidly became a major national priority and EPCC established Edinburgh as one of a handful of key centres of research globally. It was a stimulus for the original case for the Advanced Computing Facility, which is now a key element of the University’s Data Driven Innovation programme, and Kenway also led several subsequent successful UK National HPC Service bids. As the scale of high performance computing grew, he conceived a European HPC programme for systems larger than any one country could afford. This became PRACE – the Partnership for Advanced Computing in Europe. In 2010 he became the first chairman of the PRACE Scientific Steering Committee, led setting up of the PRACE peer review process and played an ambassadorial role for PRACE internationally.

In addition to his scientific roles, Kenway has contributed across the full spectrum of leadership of our University and nationally. He has been Head of the School of Physics and Astronomy twice (1997-2000 and 2008-2011). In 2001 he became Chair of the UK National e-Science Centre (based in Edinburgh) and shortly afterwards, in recognition of the growing role being played by computing in the sciences, he was appointed as Assistant Principal for High Performance Computing and e-Science. In 2005 he was promoted to Vice-Principal for High Performance Computing, which allowed him to play a leading role in bringing Edinburgh into the Alan Turing Institute, where he is a founding Trustee and chairman of the subsidiary company Turing Innovations Ltd. In Scotland, he was instrumental in establishing research pools to aggregate our academic strengths – the first of these being the Scottish Universities Physics Alliance which he helped to lead. In 2016 he was appointed to the UK Science and Technology Facilities Council and is currently its Senior Independent Member

and co-Chair. His award of Officer of the Order of the British Empire (OBE) in 2008 recognised his many contributions to the UK and to science.

After 39 years in the University, from postdoc to Vice-Principal, Professor Kenway retires this year. He will, however, continue to advise in independent roles for major UK activities in high performance computing and artificial intelligence. We hope this leaves time for him also to extend his, already extensive, knowledge of the Highland hills.

Special Minute

Professor Anthony John Walton BSc PhD FRSE

Emeritus Professor of Semiconductor Manufacturing

Anthony Walton has worked tirelessly in semiconductor manufacturing in a career spanning 39 years in academia. He has been the Director of the Scottish Microelectronics Centre (SMC) since 2000 within the then School of Engineering and Electronics, and now the School of Engineering.

Professor Walton joined Edinburgh in 1981 as a research assistant in 1981 working in the SERC Centre known as the Edinburgh Microfabrication Facility. In 1983 he was appointed as a lecturer and promoted to a readership position in 1987. This was followed by the award of a personal chair in 1997. During his time at Edinburgh, Anthony has made major contributions to the research infrastructure and proactively supported the commercialisation of his and others' research. Anthony was the major driving force behind the creation of the Scottish Microelectronics Centre (SMC) in 2000, which is a world-leading purpose-built facility for microsystem research, commercialisation and company incubation. He secured the funds for the £4.2M building that houses over £15M of fabrication and metrology equipment which includes an injection of £3M JIF and £1M SHEFC funding when the Centre was set up. In addition to the SMC's incubation of successful companies with over £36M of investment secured, another metric of its success is the commercial R&D services it offers. Over the years, the SMC has grown into a multi-disciplinary centre involving engineers, chemists and material scientists across the College of Science and Engineering, as well as across Colleges involving the Medical School and the Reid School of Music, working in collaboration on many projects of an inter-disciplinary nature.

During his time at Edinburgh, Anthony has been an investigator on 48 research grants which total in excess of £34M and has published over 350 conference and journal papers. He is a Fellow of the Royal Society Edinburgh and his work has been recognised by 7 best paper awards. He was the IEEE ICMTS European Representative and was conference (Chairman 1989 & 2008). He also twice chaired the major European device / circuit conference (ESSDERC/CIRC) in 1992 and 2008. Research highlights during Anthony's career include **Design For Manufacturability (DFM)** - This very successful research developed much improved methodologies and tools for optimising microfabrication processes and are now widely used throughout the semiconductor industry. **Yield Prediction** - This research, conducted in the 90s, has been developed into a software has been successfully commercialised. **Post processing silicon** - This very successful approach to developing advanced systems with the latest CMOS foundry technology had led to the company start-ups that use the innovative post processing approach to integrating technologies on foundry produced silicon and is now widely accepted by industry. **Microsystems** - In recent years, technology activities have been focused more on microsystem developments while taking full advantage of all the microelectronics know-how that has been developed over the previous two decades which includes the foundry post-processing approach. SCUBA-1 and 2 had been a major international project (£10M) that involves the UKATC (Astronomy Technology Centre), NIST (USA), Cardiff and a consortium of Canadian Universities) and this has been successfully installed and released to the community. Without Anthony's leadership, Edinburgh would not be the acknowledged leader in the field of semiconductor manufacturing.

In all of these endeavours Professor Walton has provided opportunities for many early career researchers at Edinburgh, several of whom are now leading academics in their field. Anthony will continue his association with the Institute for Integrated Micro and Nano Systems and the School of Engineering, providing strategic assistance and guidance to grow further IMNS pre-eminence in the UK and internationally.

We wish Anthony a happy retirement and hope he has more time to pursue his woodwork activities making many beautifully designed wood furniture and spending more time with his wife, Sandra, at their home in Edinburgh.

Senate

10 February 2021

Senate Election Arrangements 2021

Description of paper

1. This paper requests actions from Senate in order to implement University Ordinance 212 (Composition of the Senatus Academicus) and the Senatus Academicus (Senate) Election Regulations.

Actions requested

2. Senate is asked to **approve**:
 - a. The appointment of a Returning Officer and Deputy Returning Officer for the Senate election;
 - b. The opening of the call for nominations for members of academic staff to stand for election to Senate;
 - c. The deadline for the submission of nominations and the date of the election.

Background and context

3. Under University Ordinance 212 (Composition of the Senatus Academicus) academic staff elect from their own number 200 members of the Senatus Academicus.
4. Under the Senatus Academicus (Senate) Election Regulations, the call for nominations will normally be made at the first Senate meeting after 31 January. At this meeting, Senate will annually agree a deadline for the submission of nomination forms and the date on which the election will be conducted, and will appoint a Returning Officer and Deputy Returning Officer.
5. The provisional Senate election dates were provided to Senate for comment on 7 October 2020. No comments were received. The proposed dates below are the same as the provisional dates previously advised.

Discussion

6. Sue MacGregor, Director of Academic Services, is nominated as the Returning Officer of the Senate Elections. Kathryn Nicol, Academic Policy Officer, is nominated as the Deputy Returning Officer. Senate is invited to approve these nominations and appoint these candidates under paragraph 25 of the Senatus Academicus (Senate) Election Regulations.
7. Senate is invited to approve the dates of the nomination and election process set out below, under paragraph 24 and 25 of the Senatus Academicus (Senate) Election Regulations.

Nominations open (online)	10 February 2021
Deadline for nominations	10 March 2021 (1200 GMT)
Voting open (online)	24 March 2021 (0900 GMT) to 31 March 2021 (1200 GMT)

8. For information, a table of the positions open for election in 2021 is provided below.

Position	Total open for election 2021	Total positions
CAHSS Academic staff (Non-professorial)	12	34

CAHSS Academic staff (Professorial)	21	34
CMVM Academic staff (Non-professorial)	15	33
CMVM Academic staff (Professorial)	27	33
CSE Academic staff (Non-professorial)	19	33
CSE Academic staff (Professorial)	26	33
Total	120	200

Resource implications

9. The cost of the Senate elections will be met from within existing budgets.

Risk management

10. The University's Risk Policy and Risk Appetite statement refers to the University holding 'no appetite for any breaches in statute, regulation.' Senate elections are mandated by University Ordinance 212.

Equality & diversity

11. An Equality Impact Assessment (EIA) has been conducted and is available on the [Equality and Diversity webpages](#).

Communication, implementation and evaluation of the impact of any action agreed

12. Senate elections will be managed by staff within the Academic Services team.

13. Information is available on the [Senate webpages](#).

14. Following approval by Senate, the opening of nominations for candidates to stand for election to Senate will be announced through multiple channels including the Senate website and all-staff email.

Author

Kathryn Nicol
Academic Policy Officer

Freedom of Information

Open

Senate

10 February 2021

Senate Standing Committees – upcoming business

Description of paper

1. This paper informs Senate of activity planned by the Senate Standing Committees between February 2021 and June 2021.

Action requested / recommendation

2. Senate is invited to note the paper, and to make comments.

Background and context

3. In response to the internal review of Senate Effectiveness conducted in Summer 2020, a note of upcoming business from the Senate Standing Committees (Senate Education Committee, Quality Assurance Committee, and Academic Policy and Regulations Committee) has been added to the Senate agenda as a standing item. This is intended to facilitate Senate awareness and oversight of Standing Committee activity.

Discussion

4. See Appendix 1 for the information from each Committee.

Resource implications

5. None - any resource implications related to Standing Committee business will be raised at the relevant Committee.

Risk management

6. This activity supports the university's obligations under the 2017 Scottish Code of Good Higher Education Governance.

Equality & diversity

7. None - any Equality and Diversity issues related to Standing Committee business will be raised at the relevant Committee.

Communication, implementation and evaluation of the impact of any action agreed

8. Any comments from Senate will be fed back to the Conveners of the Senate Standing Committees by Senate Support.

Author

Brian Connolly, Academic Policy Officer
Kathryn Nicol, Academic Policy Officer
Ailsa Taylor, Academic Policy Officer
Philippa Ward, Academic Policy Officer

Freedom of Information

Open

Appendix 1

Senate Standing Committees: upcoming business February 2021 – June 2021

<u>Senate Education Committee (SEC)</u>	
Upcoming business:	Brief description and context:
1. Lessons from the Mastercard Foundations Scholars Program	<i>(Considered at the 27 January 2021 meeting of SEC)</i> The paper shared lessons from the Mastercard Foundation Scholars Program, which, with funding from The Mastercard Foundation, provides full undergraduate and postgraduate scholarships to young people from Africa. The paper was the product of an extensive 7-month mid-term review that assessed impact and learnings from the program. The Committee discussed the findings outlined in the paper.
2. Fully Taught Masters Degrees	<i>(Considered at the 27 January 2021 meeting of SEC)</i> The paper asked the Committee to consider, discuss and support the option to include fully taught Masters degrees at the University of Edinburgh. The paper noted that an academic dissertation has traditionally formed the final component of a taught Masters degree at Edinburgh and other institutions. However, sector trends in the career patterns of students have led to increasing diversity of the audience, and their goals, for Masters degrees. It noted that a fully taught option may better meet the needs of some Masters students.
3. Edinburgh Futures Institute PGT Model	<i>(Considered at the 27 January 2021 meeting of SEC)</i> The paper brought the Committee up to date with current planning for the Edinburgh Futures Institute (EFI) PGT portfolio, with an emphasis on two of its particularly innovative dimensions: its interdisciplinary curriculum and the advanced hybrid, ‘fusion’ teaching model being developed. The Committee was asked to note the innovative features outlined in the paper and to comment on their alignment with University priorities, including curriculum transformation and post-COVID resilience planning in Schools.
4. Update on CPD for Learning and Teaching	The Institute for Academic Development will provide the Committee with an annual update on the operation and impact of the University’s CPD Framework for Learning and Teaching: CPD framework: learning and teaching The University of Edinburgh <i>(For information)</i>

5. Amendments to the Academic and Pastoral Support Policy	The Committee will be asked to consider amendments to the University's Academic and Pastoral Support Policy, most notably to the overview of the Senior Tutor role: academic_pastoral_support.pdf (ed.ac.uk) (For approval)
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<u>Senate Quality Assurance Committee (QAC)</u>	
Upcoming business:	Brief description and context:
1. Enhancement-led Institutional Review (ELIR)	The Committee will continue to contribute to preparations for the University's next ELIR taking place during February and March 2021. The review team (comprising academic three senior academic peer reviewers, two student reviewers, a coordinating reviewer and a manager from Quality Assurance Agency Scotland) will visit the University twice, meeting with staff and students. The Committee will in turn consider the final report, recommendations and commendations of the review.
2. Quality Processes and Digital Maturity	The Committee will consider the extent to which quality processes have been adapted to operate effectively and meet stakeholders' expectations in the context of both the Covid pandemic and an increasing digital world. As part of the Digital Maturity initiative (setup by the Digital Transformation Programme) quality processes are being evaluated with the aim of enhancing the way outcomes are communicated to and used by staff and students across the University.
3. Degree Classification Data	In April each year the Committee receives an annual report on degree classification outcomes of successfully exiting undergraduates, including sector trends in undergraduate degree classification outcomes. Any subject areas considered to have diverged substantially from either the University average or comparators in their discipline are then asked to specifically reflect on the issue, and any proposed remediation, in their School Annual Quality Report. The Committee then continues to monitor progress via these two annual reporting processes until the issue is considered to have been resolved. This approach ensures systematic University oversight whilst also encouraging Schools to engage with the specific data on attainment, reflect on the issues and context, and then seek local solutions.
4. Examine data and methodological options for the systematic monitoring of	The Committee will continue to consider options for a new system for monitoring retention, progression, and attainment data in response to the recommendations of the Thematic Reviews 2017-18 mature

retention, progression, and attainment data.	students and student parents and carers and 2018-19 black and minority ethnic students' experience of support .
5. Thematic Review	The Committee will receive progress updates on the implement the recommendations from the Thematic Reviews 2017-18 mature students and student parents and carers and 2018-19 black and minority ethnic students' experience of support .
6. External Examiner Reporting System	The Committee will consider the annual analysis of data from the External Examiner Reporting System (EERS) covering postgraduate taught programmes (the undergraduate report is considered annually at the December meeting). The report highlights themes that emerge from External Examiner commendations and any issues that required attention.
7. Scotland's Rural College (SRUC)	The Committee will receive the annual report of the accreditation committee of Scotland's Rural College (SRUC) for the undergraduate programme, "Environmental Resource Management (BSc)".
8. Course Enhancement Questionnaires (CEQs)	The Committee will continue to monitor the progress of the review of the approach to gathering student feedback across the University from Course Enhancement Questionnaires (CEQs).
9. Internal Periodic Review (IPR)	The Committee will continue to receive and approve final reports and responses to Internal Programme Reviews.

Senate Academic Policy and Regulations Committee (APRC)	
Upcoming business:	Brief description and context:
1. Individual student concessions	Some actions to address student circumstances require APRC approval. These requests are dealt with as they arise, usually by Convener's action, and the decision is reported back to the relevant College by the Committee Secretary.

2. Regulations review	APRC will in March and June approve the 21/22 versions of the Degree and Assessment regulations (respectively); in view of the demands on staff currently, which restrict meaningful consultation, APRC will consider only essential changes to regulations.
3. Monitor any requirement for longer term regulatory and policy changes motivated by Covid-19 and take appropriate action as required.	For example, at its last meeting in January 2021 APRC agreed a list of actions to mitigate the risk of covid-19 on assessment for 2020/21, to be communicated to staff and students across the University.
4. Collaborative provision	APRC will be asked to consider novel aspects of some collaborative programmes under development with international partners.