Senatus Academicus
Wednesday 11 October 2023 at 2-5 pm
G.03, 50 George Square

AGENDA

FORMAL MEETING OF SENATE – 2:00-2:25pm		
1.	Convener's Communications **– 15 minutes**	Verbal Update
2.	**Senate Minutes & e-Senate Reports – 10 minutes** To approve • Minutes of Senate meeting held on 29 March 2023 • Report of E-Senate held from 26 April – 10 May 2023 • Minutes of Senate meeting held on 24 May 2023 • Report of E-Senate held from 13 – 27 September 2023	**S 23/24 1A**
ITEMS FOR APPROVAL – 2:25-3:20pm		
3.	**Conferral of awards delayed due to the Marking and Assessment Boycott – 5 minutes** For approval	**S 23/24 1B** **CLOSED**
4.	**Annual Report of the Senate Standing Committees – 15 minutes** For approval	**S 23/24 1C**
5.	**Recommendation to add EDI representation to Senate Standing Committees – 25 minutes** For approval	**S 23/24 1D**
6.	**Senate Committee Administration – 10 minutes** For approval • Senate Standing Committee Composition: 2023-24 • Senate Exception Committee Terms of Reference and Membership 2023-24 • Membership of the Knowledge Strategy Committee	**S 23/24 1E** **S 23/24 1F** **S 23/24 1G**
Break – 3:20-3:30pm		
ITEMS TO COMMENT – 3:30-5pm		
7.	**University of Edinburgh Students' Association Vice President Education Priorities 2023/24 – 10 minutes** To comment	**S 23/24 1H**
8.	**Senate External Review – Presentation of findings & proposed actions in response – 35 minutes**	**S 23/24 1I**

	To note and comment.	
9.	**Research and Innovation Strategy – 30 minutes** To comment	**S 23/24 1J** **CLOSED**

ITEMS FOR INFORMATION

10.	**Senate Standing Committees – upcoming business** For information	**S 23/24 1K**

ITEMS FOR NOTING

11.	**Update to the Senate Ex-officio Membership – inclusion of the Convener of APRC** To note	**S 23/24 1L**
12.	**Review of Timetabling Processes – Progress Update** To note	**S 23/24 1M**
13.	**Feedback and actions arising from the Internal Effectiveness Review of Senate and its Standing Committees** To note	**S 23/24 1N**
14.	**Report of recent business undertaken by the Senate Exception Committee** To note	**S 23/24 1O** **CLOSED**
15.	**Research Strategy Group update** To note	**S 23/24 1P**

Members attending the meeting in person are asked to please bring a device to enable them to access electronic voting which will be undertaken using Wooclap, if required.

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S 23/24 1A

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Senate

11 October 2023

Senate Minutes

Description of paper

1. The paper provides the minutes of the Senate meetings held on 29 March 2023, 24 May 2023, and a report of electronic business conducted between 26 April – 10 May 2023 and 13 – 27 September 2023.

Action requested / recommendation

2. For approval.

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. Senate minutes are published on the Senate website:
   Senate agendas, papers and minutes.

8. Papers and minutes related to meetings of Senate Standing Committees have been circulated via email to Senate members.

Author

Senate Secretariat
September 2023

Freedom of Information

Open paper

Senatus Academicus
Wednesday 29 March 2023 at 1:30-4:30pm
Online meeting
Microsoft Teams

UNCONFIRMED MINUTE

ATTENDEES: Peter Adkins, Steve Anderson, David Argyle, Michael Barany, Chris Beckett, Christine Bell, Shereen Benjamin, Daniel Bilc, Richard Blythe, Tom Booth, Julian Bradfield, Holly Branigan, Mary Brennan, Aidan Brown, Tom Bruce, Adam Budd, Celine Caquineau, Leigh Chalmers, Siddharthan Chandran, Alan Convery, Hope Conway-Gebbie, Sam Coombes, Mariana Costa Cruz Santos, Jeremy Crang, Juan Cruz, Sarah Cunningham-Burley, Jo Danbolt, Jamie Davies, Matuikuani Dax, Anne Desler, Charlotte Desvages, Simone Dimartino, James Dunlop, EUSA VP Education, Jite Eferakorho, Constantinos Eleftheriou, Daniel Friedrich, Stuart Gilfillan, Iain Gordon, Kim Graham, Liz Grant, Richard Gratwick, Yong Guo, Lorna Hamilton, Tobias Hansen, Tina Harrison, David Hay, Elaine Haycock-Stuart, James Hopgood, Jenny Hoy, Andrew Hudson, Emma Hunter, David Ingram, Aditi Jain, Tobias Kelly, Meryl Kenny, George Kinnear, David Langley, Dave Laurenson, Sam Maccallum, Antony Maciocia, Rebecca Marsland, Peter Mathieson (Convener), Alistair McCormick, Gavin McLachlan, Avery Meiksin, Carmel Moran, Steven Morley, Shatabdi Mukhopadhyay, Bryne Ngwenya, Robbie Nicol, Paul Norris, Matthew Novenson, Patrick Lennard, Ken Rice, Pablo Schyfter Camacho, Geoff Simm, Hamish Simpson, David Smith, Tim Stratford, Melissa Terras, Tamara Trodd, Uzma Tufail-Hanif, Jon Turner, Patrick Walsh, Stephen Warrington. Robyn Woof, Ben Wynne

IN ATTENDANCE: Sinead Docherty, Arlene Duffin, Lucy Evans, Olivia Hayes, David Matheson, Paul McGinty, Barry Neilson, Ella Ritchie, Tom Ward

APOLOGIES: Marialuisa Aliotta, Ruth Andrew, Matthew Bailey, Elizabeth Bomberg, Chandan Bose, Christina Boswell, Laura Bradley, John Cairns, Jane Calvert, Kevin Collins, Andrew Connor, Juan Cruz, Karen Dawson, John Devaney, Lawrence Dritsas, Paul Du Plessis, Murray Earle, Natasha Ellingham, Andrea English, Jay Evans, Darrick Evensen, Suzanne Ewing, Susan Farrington, Bob Fisher, Chris French, Benjamin Goddard, Pia Helbing, Melissa Highton, Aisha Holloway, Laura Jeffery, Zoeb Jiwaji, Linda Kirstein, Simone Lamont-Black, Steff Lewis, Wendy Loretto, Jason Love, Ewa Luger, Catherine Martin, Heather McQueen, Damian Mole, Andrew Morris, Susan Morrow, Jade Naulty, Conchur O'Bradaigh, Diana Paton, Sarah Prescott, Rebecca Reynolds, John Reynolds-Wright, Simon Riley, Niamh Roberts, Ewelina Rydzewska, Marion Schmid, Jo Shaw, Mike Shipston, Izabela Skowronska, James Smith, Sarah Stock, Jonathan Terry, Robert Thomas, Nadia Tuzi, Christopher Weir, Lauren Byrne, Ryan Wereski, Isi Williams, Mark Williams, Alper Yildirim, Ingrid Young,

The Convener, Principal Sir Professor Peter Mathieson, opened the meeting however the meeting did not reach quorum. The meeting is reconvened from 8 February with outstanding agenda items carried forward. Senate proceeded to consider items of business and any items of business deemed contentious would be held over to be considered by a future quorate meeting of Senate.

The Convener reminded members of the etiquette for online meetings including discouraging members from using the meeting chat to make substantial points, reminding them that the chat is subject to freedom of information requests. The Convener noted that Senate Support would manage any vote's use the Teams voting function, and that non-members in attendance should not take part in any voting that may take place.

The Convener extended his thanks to Mr Tom Ward, Director of Academic Services for his support of Senate. Mr Ward departs from the University at the end of the week.

1.	**Senate Minutes - S 22/23 4A** • Minutes of Senate meeting held on 8 February 2023 To approve The following amendments to the minute were raised: • A correction to include attendees who were in attendance but missing from the record. • An amendment to item S22/23 3B to minute the concern raised regarding Personal Tutors assigned to transgender students. • An amendment to item S22/23 3C to reflect the differing viewpoints on Ordinance 212. • A request to include the rationale for not circulating the paper submitted for Item 9: Legal Context of Senate Motions. It was noted in response that no amendment to this item should be made as the paper was not received at the 8 February meeting. The member noted their agreement for this to be recorded under Matters Arising of the 29 March meeting. • A request to revise the minute of S22/23 3D & 3E to reflect the critical tone of discussions. A request was made to record the majority associated with votes undertaken at Senate. The Senate Clerk would investigate whether numbers can be included for previous meetings. Senate deemed the 8 February minutes contentious. The minute will be revised in light of comments and presented for approval at a future meeting of Senate. A member raised a discrepancy in the 12 October minute. The member requested that section 2.1 (Minutes of Senate meeting held on 12 October 2022) be amended by including the following text: A number of amendments were submitted and incorporated in advance of the meeting. There was a discrepant recollection about paper 2I (point 10 of the minutes), namely whether Senate had agreed to "approve" the paper formally. This was clearly and distinctly recalled by the member raising the point, but not reflected in the informal meeting notes or draft minute. In the interest of time, the convener was asked to allow this to be noted without a formal motion to that effect, but declined to do so. The revision was deemed uncontentious and, though Senate was not quorate, it agreed to accept the amendment to the 12 October minute.
2.	**Matters Arising - Verbal Update** • **Senate Elections and Amendment to Senate Election Regulations [Minutes of 8 February 2023 meeting of Senate, Item 5]** Senate reached quorum during consideration of this item. Ms Olivia Hayes, Clerk to Senate, provided an update on the Senate and Senate Standing Committee Elections. There were 130 vacancies on Senate with 98 nominations received. An early review of nominations indicate that an election would be held in the CAHSS non-Professorial category to determine successful candidates. An election would be held to determine the terms of office in the CAHSS Professorial, CSE non-Professorial and CSE Professorial categories. The nomination period closed at 12noon, Wednesday 29 March.

A member requested that nominations in the CMVM Professorial and non-Professorial categories be reopened.

Ms Hayes noted that significant effort had been made to generate interest in the elections and that a further extension to the nomination period would impact on the election timelines previously advertised as well as the support available to conduct the elections.

A member queried whether colleagues who hold an Honorary contract are eligible to stand for election to Senate. It was noted that the Senate Election Regulations state that academic staff members who hold a contract of employment issued by the University are eligible to stand for election to Senate. Academic Services agreed to confirm the eligibility of staff who hold an Honorary contract.

The nomination period for Senate Standing Committees has closed. An election would be held for the Senate Education Committee to determine successful candidates.

The results of the Senate and Senate Standing Committee elections would be declared and published by the 19 May.

A member raised concern regarding the advice provided to Court by Academic Services, external legal advisors and Legal Services on a proposed amendment to the Senate Election Regulations approved by Senate at its 8 February meeting. The member was basing his comments on a summary of legal advice which was provided in an open Court paper relating to the relevant Court meeting, the member believed that the paper contained two factual errors which they considered significant.

The Convener noted that Court received legally privileged and confidential advice on the amendment and Court agreed not to adopt the amendment. The Convener agreed that Court would be advised of the challenge to the legal advice received, subject to feedback received from Legal Services on the comments raised by the Senate member.

The University Secretary agreed to return this item to Court noting the challenge to the legal advice and Court would be responsible for determining how to proceed.

Clerk's note: At the 24 May meeting, one member raised objection to the record of this item.

- **External Review – update on timelines**

The Convener provided an update on the timelines for the completion of the Senate External Review. Due to a high level of engagement with the review, the timescales for presenting emerging findings and submission of the final report have been extended.

Senate would receive a presentation of emerging themes and findings at its meeting on 24 May with the final report to be received in June.

- **Legal Context of Senate Motions/ Context of Some Recent Member Contributed Papers**

A member noted that a paper titled *Legal Context of Senate Motions/ Context of Some Recent Member Contributed Papers* submitted for inclusion in the 8 February meeting and included on the 8 February agenda marked as 'to follow'. A revised version of this paper was submitted on 8 March but was not included on the 29 March agenda (which was a continuation of the February meeting) on the grounds that it was not part of Senate's business in February. The authors objected to the assertion that the paper was not part of Senate's February business noting that it was listed on the 8 February agenda and not withdrawn by

	the authors. The paper outlined what the authors considered to be the legal context of the limitations of Senate's powers and challenges experienced in proposing a Senate response to the University travel policy.
	The member noted the following concerns on behalf of the paper authors:
	• The authors raised concern that a request to change the paper for submitted on 8 February was received.
	• The authors view is that the decision to withdraw the paper is contradictory to the Standing Orders and that no document formally approved in law, by Senate or by Court can be relied on for provided a basis for not permitting the paper to be included.
	• The authors raised objection to the decision to withdraw the paper from the 29 March meeting and requested that the paper be included in the 29 March meeting. The authors noted that the decision to withdraw the paper raises serious concerns with the actions of the Convener which suggest a desire to suppress criticism.
	The following points were made:
	• Legal advice had been obtained which stated that the Standing Orders can be relied on and are instructive and of assistance in determining which person or body is responsible for determining what matters are put before Senate at a meeting of Senate. This position is supported by advice from the University's Legal Services team and external legal advice. The Principal, as President of the Senate, had received professional legal advice on this issue and was entitled to rely on that advice.
	• The Sustainable Travel Policy is a critical issue and the policy impacts on the ability of staff to undertake their job within a reasonable framework. There is a cumulative effect of policies, including the Sustainable Travel Policy, which Senate members would like an opportunity to discuss at Senate. It was noted by Legal Services that the legal advice provided did not state that any particular matters were unable to be discussed at Senate.
	The Convener noted that an earlier version of this paper focussed on the author's opinions about legal matters which were contrary to the legal advice received, and that the decision not to circulate the paper was based on legal advice that the paper fundamentally misrepresented the law and may materially misdirect Senate as to legal matters, rather than a desire to suppress criticism nor prevent discussion on particular topics as suggested.
	The University Secretary noted that the language within the paper could be damaging if received out of context and without accompanying advice from the University's Legal Services team.
	The Convener would consider receiving the paper at a future meeting of Senate. Any future inclusion of the paper on a future Senate agenda would be accompanied by a paper prepared by Legal Services given ongoing concerns about the accuracy of the author's statements on legal issues.
	Clerk's note: At the 24 May meeting, one member raised objection to the record of this item.
3.	**Laigh Year Regulations - S 22/23 4G** To approve Ms Olivia Hayes, Clerk to Senate, introduced this item which was presented to Senate for approval. Court and Senate are jointly responsible for approving the Laigh Year Regulations. Senate reached quorum and approved the Laigh Year Regulations as presented.

4.	**Senate Oversight of the Curriculum Transformation Programme (CTP) - S 22/23 4B** To note and approve This item was introduced by Dr Tamara Trodd. There was discussion on this item held at the 8 February meeting of Senate. The paper has been revised following the 8 February meeting and in light of constructive discussions held with colleagues in the interim on the wording of the motions presented. Senate members made the following points: • The National Student Survey results indicate that something within the existing model is not working and institutional oversight is required to enact change. • Work is ongoing around the decolonisation of the curriculum and discussions on the urgency of the climate crisis, which students wish to see reflected in their studies. • The CTP presents an opportunity for disciplines to come together • Further work is required to support and understand the resourcing and skills required to support the project. Allowing for work on the digital strategy and systems improvements required for the project to continue is essential to ensuring these are ready and adequately tested ahead of being rolled out. • There is a gap in information on the costs associated with the project, for example, the proportion of student numbers on challenge courses and the FTE staffing expected to support challenge courses. This information is required ahead of significant investment being made. • The University's QA processes should support curriculum enhancement and development. It was queried whether QA processes are robust enough to support Schools where feedback indicates difficulties. • Further engagement work will be undertaken by the CTP with Schools to consider how the framework can be adopted in specific disciplines and areas. This is also intended to establish pinch points where further work is required and to help Schools to understand the resourcing implications of the project. • There is general uncertainty, confusion and a degree of fear around what is to come from the CTP. Senate members are eager for clarity on key points and details where concern has been raised to be able to consider its support for the work to progress. Members raised concern regarding the transparency of the project and welcomed an ongoing dialogue on the development of the project. Following discussion, Senate approved the amended paper on the following basis: • It agreed to adopt Motion 3.1 as presented in the paper. • It agreed to adopt the following amendment to Motion 3.2: *That the delayed implementation of the programme be used as an opportunity to review the CTP approach in order to minimise the risk of the final CTP design failing to meet approval with Senate. The review should articulate the key features of CTP as it is currently envisaged, and how it will improve the Edinburgh curriculum, with reference to specific features of the proposed new degree programme design; and what arrangements are contemplated for staffing and resourcing new curriculum and course models and associated features including institutional placements?* • It agreed to adopt the following amendment to Motion 3.3: *That the outcome of this review be discussed at the October 2023 meeting of Senate along with a motion to approve continuing the programme with the direction of travel subject to any revisions arising from the review.*

	• It agreed to adopt Motion 3.4 as presented in the paper.
5.	**Senate Role in the Response to People and Money Crisis - S 22/23 4C** To note and approve[1] Following a short break, Senate did not reach quorum and was inquorate for the remainder of the meeting. Senate agreed to proceed to consider non-contentious items of business. The Convener, with the agreement of the paper authors, provided Senate with an update on developments related to People and Money which have taken place since the 8 February meeting of Senate: • An external review into People and Money is in the final stages of being commissioned by the University Court. Paul McGinty, Head of Internal Audit, confirmed that they are proceeding to the invitation to tender stage and that a Senate Assessor to Court will be engaged in the selection of the external reviewer. • The Principal has engaged Robert Fraser, former Director of Finance at Glasgow and Manchester, as an advisor to the Principal on operational matters relating to the handling of People and Money. This appointment followed consultation with an informal advisory group of some of the independent members of the Court and is separate to the external review and intended to provide support on immediate actions to support improvement. Dr Stuart Gilfillan introduced the paper. The paper outlines the significant and ongoing consequences and costs resulting from the implementation of the People and Money infrastructure. The paper seeks to formally ensure Senate is kept informed of and involved in the review of People and Money. Though Senate was no longer quorate, the Convener invited Senate to approve the motions outlined in the paper. All motions were deemed non-contentious and the paper was approved.
6.	**Supporting a Negotiated Resolution to Industrial Action as an Academic Priority - S 22/23 4D** To approve This item was introduced by Dr Michael Barany. The paper asks Senate to consider the current industrial action, a continuation of sector-wide industrial disputes of many years running, as bearing fundamentally on the academic mission of the university. The paper outlines a number of steps to support a negotiated resolution in the best interest of our academic mission. The Convener of the Academic Policy and Regulations Committee (APRC), Dr Paul Norris, provided an update on decisions taken at a recent meeting of APRC. The Committee considered and approved two temporary variations to academic regulations to mitigate against the impact of disruption on students, in line with the Taught Assessment Regulations: • APRC approved a temporary variation to permit schools to make changes after the start of a course without the approval of College or consultation with students and external examiners. • APRC approved a temporary variation to relax the requirement to consult External Examiners when setting examination papers.

The Committee agreed that the temporary variations were urgent and necessary. The temporary variations and guidance on the application of these were communicated to Schools last week.

Though Senate was no longer quorate, the Convener invited Senate to approve the motions in turn.

Senate considered motion 2.1 to be non-contentious and this was approved.

Senate considered elements of motion 2.2 to be contentious.
Senate approved an amendment to split motion 2.2 as follows:

> 2.2a: *University management has expressed a commitment to mitigate disruption due to strike action. Senate believes that the only sustainable and effective long-term mitigation in the best interest of students and the university's academic mission is a negotiated resolution that minimises the fact of strike action in the first place.*

> 2.2b: *It is a disservice to students, staff, our communities, and our public mission to limp along from strike to strike without comprehensively addressing the underlying issues at stake.*

Senate considered motion 2.2a to be non-contentious and this was approved.

Senate considered motion 2.2.b to be contentious and this was not considered. This motion would be considered at the next quorate meeting of Senate. The following comments were made on this motion:
- The use of the word 'disservice' is not reflective of the efforts by staff in engaging with and attempting to resolve the dispute.
- Student members agreed that relying on mitigations rather than resolving the dispute was a disservice.

Senate considered motion 2.3 to be non-contentious and this was approved.

Senate considered motion 2.4 to be contentious and this was not considered. This motion would be considered at the next quorate meeting of Senate. The following comments were made on this motion:
- There may be unintended consequences of adopting this motion which are not adequately understood. This includes the challenge in achieving and maintaining quorum at Senate, which would be a significant risk to considering time-sensitive and critical decisions as proposed by motion 2.4.

Senate considered motion 2.5 to be contentious and this was not considered. This motion would be considered at the next quorate meeting of Senate.

Senate considered the overarching motion 2.6 and sub-motions 2.6.1 and 2.6.4 to be contentious and these were not considered. These motions would be considered at the next quorate meeting of Senate. The following comments were made on these motions:
- The University is part of national pay bargaining and therefore unable to deviate from the pay scales agreed via this process.
- The restoration of pension benefits is dependent on the valuation of the scheme and therefore a decision regarding the benefits and contributions is a decision for the members of the pension scheme.

Senate considered motions 2.6.2 and 2.6.3 to be non-contentious and these were approved.

7.	**Honorary Degrees Withdrawal Procedure - S 22/23 4E** To approve This item was introduced by Ms Lucy Evans, Deputy Secretary, Students. Ms Evans noted that a review of the Procedure was undertaken following Senate's approval to withdraw an Honorary Degree and comments relating to the associated Procedure. Under the revised Procedure the decision to withdraw an Honorary Degree would remain with Senate. Though Senate was no longer quorate, the Convener invited Senate to approve the paper. The item was deemed non-contentious and approved.
8.	**Senate Standing Committee Membership – outstanding membership items - S 22/23 4F** To note and discuss This item was introduced by Mr Tom Ward, Director of Academic Services. This paper provides Senate with an update on the motion from the 12 October 2022 meeting, for the Conveners of the three Senate Standing Committees to propose reasonable additions to their Committees to improve Black and Minority Ethnic (BAME), student, and trade union representation. Mr Ward noted that the principle of the motion is supported, however the mechanisms to achieve this are challenging. In considering the motion, Conveners had consulted with relevant departments for input, including Human Resources and the Students' Association. There is a lack of clarity on how to adequately achieve the principle of the motion and ensuring that other groups with protected characteristics are appropriately represented. The paper authors would value the input of the external review in achieving Senate's request and they recommend that the motion be held over until the external review of Senate has concluded so that changes to membership can be considered as part of the actions and recommendations arising from the review. Senate members made the following points: • The University's commitment to decolonisation should extend to the composition of its Committees, including Senate Standing Committees. Senate first expressed its support for the motion at the 11 August meeting, and reiterated its support again at the 12 October meeting. Members noted that the objections have been raised at previous meetings and there has been adequate time and latitude for Conveners to consider and make progress on the actions approved by Senate and as outlined in the motion. The failure to progress the actions raises concern regarding the delegation of decision making to Standing Committees.

ITEMS FOR FORMAL APPROVAL OR NOTING

9.	**Research Strategy Group update - S 22/23 4H** To note Senate noted the paper. Senate members raised the following points on the item: • The report does not include reference to anti-casualisation measures and it would be useful for the Research Strategy Group to consider using REF income towards anti-casualisation measures. The Provost, Professor Kim Graham noted that work in this area is underway and being led by the Director of Human Resources, James Saville.

Electronic Senate

**Report of Electronic Business of Senate conducted between
Wednesday 26 April – 10 May 2023**

Unconfirmed Minute

1. **Resolutions (e-S 22/23 3 A)**

    Senate considered the draft Resolutions below and offered no observations.

    No. 8/2023:   Undergraduate Degree Programme Regulations
    No. 9/2023:   Postgraduate Degree Programme Regulations

2. **Conferment of the title of Professor Emeritus / Emerita (e-S 22/23 3 B)**

    Senate agreed to confer the title of Professor Emeritus / Emerita on those professors listed in the paper.

3. **Communications from the University Court (e-S 22/23 2 C)**

    Senate formally noted the communications. Comments were received from three members and were passed to the author of the report.

4. **College Academic Management Structure 2023/24 (e-S 22/23 3 D)**

    Senate noted the College Academic Management Structure 2023/24. Comments were received from one member.

5. **Report from Knowledge Strategy Committee (e-S 22/23 3 E)**

    Senate noted the report of the Knowledge Strategy Committee. Comments were received from two members and were passed to the author of the report.

THE UNIVERSITY of EDINBURGH

Senatus Academicus
Wednesday 24 May 2:00-5:00pm
Online meeting
Microsoft Teams

Unconfirmed Minute

ATTENDEES: Marialuisa Aliotta, Arianna Andreangeli, Ruth Andrew, Mohammad Amir Anwar, David Argyle, Michael Barany, Daniel Bilc, Richard Blythe, Tom Booth, Conchur O Bradaigh, Julian Bradfield, Holly Branigan, Aidan Brown, Adam Budd, Jane Calvert, Tony Carbery, Alan Convery, Hope Conway-Gebbie, Sam Coombes, Miguel Costa-Gomes, Jeremy Crang, Hilary Critchley, Juan Cruz, Sarah Cunningham-Burley, Jo Danbolt, Jamie Davies, Matuikuani Dax, Anne Desler, John Devaney, Paul du Plessis, Murray Earle, Jite Eferakorho, Constantinos Eleftheriou, Natasha Ellingham, Mark Evans, Bob Fisher, Chris French, Daniel Friedrich, Stuart Gilfillan, Benjamin Goddard, Iain Gordon, Kim Graham, Liz Grant, Richard Gratwick, Lorna Hamilton, Uzma Tufail-Hanif, Colm Harmon, Tina Harrison, David Hay, Elaine Haycock-Stuart, Margarete Heck, Thorunn Helgason, Sarah Henderson, Caroline Heycock, James Hopgood, Jenny Hoy, Andrew Hudson, Emma Hunter, Gbenga Ibikunle, David Ingram, Aditi Jain, Laura Jeffery, Kirsten Jenkins, Tobias Kelly, Meryl Kenny, George Kinnear, Linda Kirstein, Dave Laurenson, Patrick Lennard, Steff Lewis, Ashley Lloyd, Wendy Loretto, Ewa Luger, Sam Maccallum, Antony Maciocia, Rebecca Marsland, Peter Mathieson, Keith Matthews, Gavin McLachlan, Heather McQueen, Avery Meiksin, Steven Morley, Jade Naulty, Pau Navarro, Paul Norris, Diana Paton, Rebecca Reynolds, Ken Rice, Simon Riley, Sabine Rolle, Marion Schmid, Bernd Schroers, Matthias Schwannauer, Hamish Simpson, David Smith, Antonella Sorace, Tim Stratford, Gavin Sullivan, Jonathan Terry, Alex Thomson, Tamara Trodd, Jon Turner, Nadia Tuzi, Jeremy Upton, Jose Vazquez-Boland, Patrick Walsh, Stephen Warrington, Christopher Weir, Mark Williams, Ben Wynne, Alper Yildirim

IN ATTENDANCE: Kim Ansell, Lisa Dawson, Sinead Docherty, Arlene Duffin, Lucy Evans, Patrick Hadoke, Olivia Hayes, David Langley, Kathryn Nicol, Dean Pateman, Ella Ritchie, Jo Roger

APOLOGIES: Peter Adkins, Shereen Benjamin, Chandan Bose, Mary Brennan, Celine Caquineau, Leigh Chalmers, Siddharthan Chandran, Dylan Clements, Andrew Connor, Charlotte Desvages, Simone Dimartino, Lawrence Dritsas, Agata Dunsmore, Andrea English, Jay Evans, Suzanne Ewing, Manuel Fernández-Götz, Aisha Holloway, Simone Lamont-Black, Catherine Martin, Damian Mole, Andrew Morris, Susan Morrow, Robbie Nicol, Wayne Powell, Sarah Prescott, Niamh Roberts, Jo Shaw, Tobias Schwarz, Geoff Simm, Melissa Terras, Mike Shipston, Ryan Wereski, Isi Williams, Ingrid Young

The Convener, Principal Professor Sir Peter Mathieson, opened the meeting and confirmed that Senate had reached quorum. The Convener reminded members of the etiquette for online meetings – including requesting that members do not using the meeting chat to make substantial points, reminding members that the chat is subject to freedom of information requests, and noting that Senate Support would manage any votes using the Teams voting function, and that non-members in attendance should not participate in voting.

Senate received a presentation with the emerging findings of the Senate External Effectiveness Review ahead of the formal meeting with a detailed discussion on the review and recommendations to take place following the final report being received in July.

The Convener welcomed Advance HE consultants, Professor Ella Ritchie and Dr David Langley and Kim Ansell, to the meeting and extended his thanks to them and Hillary Gyebi-Ababio on behalf of the University for their work in undertaking the External Review of Senate.

| 1. | **Presentation: Emerging findings of the Senate External Effectiveness Review**
To note and comment

Senate received a presentation from Professor Ritchie, lead consultant for Advance HE, which provided an overview of the approach and emerging themes from the externally facilitated review. Professor Ritchie extended her thanks to Senate and Standing Committee members on behalf of Advance HE for taking time to contribute to the review. Professor Ritchie also thanked Academic Services staff for their support throughout the review.

The following key points were made:
The support provided to Senate by Academic Services staff including Olivia Hayes and formerly by Tom Ward was noted as being an asset to Senate. The methodology used by the review included two surveys: one of Senate members and a second of Standing Committee members, a review of documentation, observation of Senate and Standing Committee meetings and individual interviews. The strong engagement with the survey along with overall review methodology provided a rich picture of Senate. Academic Governance is working well in some areas, with the majority view reflecting that Senate operates in the interests of the wider University rather than the interests of individual members'. The overall view is that Standing Committees add value to decision making processes. Some areas are not working well and there may be benefits seen by making changes to the operation and scope of Senate, the focus and outcomes coming from Senate, culture and links to Colleges, Schools and Court. An emerging theme is on the culture of Senate and it was observed that it is challenging to conduct constructive debate around core issues. Discussion was observed as being confrontational with the use of the chat function during meetings detracting from valuable strategic discussions. Respecting agenda and meeting timings would aid in creating trust, where there is currently a culture of openly questioning of the value of Senate among members. An emerging theme is on the reputation of Senate and there is a risk of Senate becoming unrepresentative of the academy. This is reflected in the lack of attendance at meetings and frequent quoracy issues. There was some evidence of Senate views being side-lined, even when the opinion was strong and broad. There would be benefit in building the reputation and culture of Senate across the University. An emerging theme is on student voice at Senate. There is a lack of profile and visibility of student matters, which affects engagement and trust. This was particularly seen among student members who are not representatives of the Student Association and who struggled to keep track of the progress of issues. An emerging theme is on enablers at Senate. At present, operational matters dominate strategic discussion and detract from focus on strategic issues. A focus on detailed procedural matters alienates staff and is usually unproductive. Greater visibility of professional services leadership on Senate and clarifying the scope and boundaries of Senate and its relationship with Schools and Colleges would be useful. An emerging theme is on the Senate Standing Committees. Overall the Committees generally work well, however there would be value in strengthening connectivity between Senate and its Committees. Emerging themes including the University's focus on EDI matters was not visible as part of academic governance during the review. There is a limited research agenda at Senate, despite the promotion of research being one of Senate's statutory functions. A range of emerging recommendations were outlined, as presented in the slides, these cover the following broad areas: a change to allow Senate to focus on the academic mission; an enhanced role of the senior leadership team on Senate to create more collegiality and cohesion across Schools, Colleges and departments; increased visibility of the agenda setting process; an increased profile of student matters at Senate; discussion of research strategy; composition of Senate; logistical enablers to support operational effectiveness of Senate; a review of Senate induction; and an expansion of support provided to Senate by Academic Services. A range of emerging suggestions were outlined, as presented in the slides, these covered the following broad areas: the balance of activity between Standing Committees; strengthening links between Court and Senate; empowering subject and School leaders to help formulate |

feedback or steer policy; Senate membership as part of the WAM; and increased promotion of the work and benefits of Senate.

Professor Ritchie invited initial comments from the floor. The following points were made:
- The purpose of Senate was raised as a key area of concern with recent focus on legalistic and non-academic issues. It was noted that increasing the time spent on core issues relating to Senate's remit would be useful.
- A more constructive approach to the debate in Senate would be valuable. An approach which sees speakers taking a collegial approach to solving issues was suggested.

Professor Ritchie invited further comments via email to ella.ritchie@ncl.ac.uk by 7 June. The full report would be provided by early July with the report and recommendations to be considered at the next meeting of Senate.

FORMAL MEETING OF SENATE

SUBSTANTIVE ITEMS

The Convener opened the formal meeting and reminded members of the etiquette for online meetings. He discouraged members from using the meeting chat to make substantial points and reminded them that the chat is subject to freedom of information requests. The Convener noted that Senate Support would manage any votes required using the Teams voting function, and that non-members in attendance should not take part in any voting that may take place.

Members were asked to be mindful of time when making comments.

2.	**Convener's Communications - Verbal update**
	The Convener made the following points:
	- People and Money continues to be a focus for the Senior Leadership Team. The external advisor engaged to provide confidential support to the Principal on People and Money has shared recommendations for improvement which are in the process of being shared with and implemented by the relevant leads for People and Money. It was acknowledged that issues relating to People and Money are not resolved, however progress towards addressing issues with means of measuring the progress of mitigations are in place. - Industrial Action and the Marking and Assessment Boycott (MAB) are a focus for the Senior Leadership Team. The University put forward a proposal to the Edinburgh branch of UCU that the proposed 50% deduction of pay would not be implemented for any staff member if the work of graduating students and students with critical assessments were marked. Though initial discussions with the local branch were positive, the national UCU body did not permit a ballot on this to be undertaken. The Senior Leadership Team are engaged with UCU Scotland with the same resolution put forward where it can be guaranteed that work for the identified cohorts is completed after 4 July. The University is awaiting a response to this offer from the unions. The Senior Leadership Team are very distressed by the messages from students and their families on the prospect of not graduating and are seeking any avenue to compromise on this. The University has agency over the extent of pay to withhold and is seeking a local compromise if the conditions of the offer are met. - The rapid growth of Artificial Intelligence and tools such as Chat GPT is a focus with the implications for Universities of these still being considered and explored. It is anticipated that this may return to Senate in the future.
	The Convener invited comments and the following points were made:
	- The guidance produced by the University on the use of AI tools is very useful. Thanks and congratulations were extended to the colleagues involved in drafting this. - A query was raised on how and when Senate can expect to receive the People and Money update referred to by the Convener. The Convener agreed to discuss with necessary colleagues, with any updates likely to be circulated electronically. - Media reports suggest that the University has committed to all work being marked. The Convener noted that the 4 July is the date by which the full impact of the MAB would be felt,

	as this is the date publicised when all awards and course results should have been communicated to students, and that the University would be willing to waive pay deductions for all staff if the work of graduating students is marked. He noted that the local solution proposed is intended to protect these students from the impact of the MAB.
	• A student member reflected on their experience and noted that since commencing their programme in 2019 every semester has been impacted by industrial action or Covid. The student raised a concern over allegations regarding the sexual behaviour of some staff hired in teaching positions and noted concern regarding a funding cut for the Edinburgh Rape Crisis Centre in the context of an alleged pay rise for the Principal.
	The Convener expressed his regret and apologies that Industrial Action and Covid has impacted on their entire studies. The Convener said that the news story reporting on his salary is factually incorrect.
	The Deputy Secretary, Students noted that a meeting is being held imminently with the Equality, Diversity and Inclusion Committee to discuss the funding cuts. The Deputy Secretary, Students agreed to report back to Senate on this in due course.
3.	**Senate Minutes - S 22/23 5A** • Minutes of Senate meeting held on 8 February 2023 • Minutes of Senate meeting held on 29 March 2023 • Report of E-Senate held from 26 April – 10 May 2023 To approve Senate approved the minutes of the meeting held 8 February 2023 as presented. A significant number of detailed amendments to the minutes of the meeting held 29 March 2023 were raised. Senate agreed to consider the amendments received electronically subsequent to the meeting. The formal approval of the 29 March minute would be deferred until the next Ordinary meeting. The Report of E-Senate held from 26 April – 10 May 2023 was not considered and would be carried forward to the next Ordinary meeting.
4.	**Matters Arising - Verbal update** • **Senate Elections and Amendment to Senate Election Regulations [Minutes of 29 March 2023 meeting of Senate, Matters Arising]** The Convener noted that consideration of this item would be covered under Item 19: Senate and Senate Standing Committee Election Results 2023 • **Senate Standing Committees membership – outstanding issues [Minutes of 29 March 2023 meeting of Senate, Item 8]** The Convener noted that consideration of this item would be covered under Item 15: Senate Standing Committee Membership – recommendations
5.	**Supporting a Negotiated Resolution to Industrial Action as an Academic Priority - S 22/23 5B** To approve This item was received at the reconvened meeting held on 29 March. However as Senate was not quorate and some items were deemed contentious, the paper is returned to Senate for consideration. Professor Diana Paton introduced the paper which was presented to Senate for approval. The paper outlines a number of steps to support a negotiated resolution in the best interest of the academic mission. This is the result of the long term degradation of pay and conditions within the higher education sector and that the current industrial action, including the marking and assessment boycott, can only be resolved with a long term pay and conditions solution. Professor Paton outlined that Senate approved motions 2.1, 2.3, 2.5, 2.6.2 and 2.6.3 at the 29 March meeting. The previous approval of motion 2.3 asks that the University Executive concentrate efforts

on promoting a negotiated national resolution. An update on this progress of this action was requested.

Professor Paton outlined that decisions on variations to regulations resulting from Industrial Action are too important to be considered solely by APRC, and these should be considered by full Senate. Should Motion 2.4 be carried, this would require additional emergency meetings of Senate.

The Convener of Academic Policy and Regulations Committee (APRC), Dr Paul Norris, provided an overview of the temporary variations approved by APRC. The decisions taken by APRC are in line with the authority as given in Regulations 70 and 71 of the Taught Assessment Regulations. The timing of APRC's decision was the point at which decisions were required due to disruption to assessments that were taking place, including oral assessments, and in time for Boards of Examiners to have adequate time to prepare ahead of Boards being held in June. It is likely that further meetings to consider temporary variations will be necessary over the coming months. Following feedback from APRC members, the Convener agreed that the Committee would discuss the handling of decisions relating to industrial action at the next meeting of APRC.

Senate members raised the following points:
- The EUSA VP Education strongly conveyed their concern regarding the impact of Motion 2.4 on students. The variations approved by APRC were noted as being insufficient to fully mitigate against the impact of industrial action, which has had a significant impact in 2022/23 and throughout their studies. They reflected on the solidarity of students with the UCU fight, however noted the approval of Motion 2.4 would have a significant and detrimental impact on students and erode staff/student relations.
- A query was made on the ability of Senate to resolve an industrial action dispute and to whether Senate was an appropriate forum to discuss this. The Convener stated that though some motions are outside the remit of Senate and some actions are not deliverable, Senate can express its view on the actions requested. It was stated in response that Senate approved uncontentious motions contained within the paper at its 29 March meeting.
- A concern was raised regarding the maintenance of academic standards in approving temporary variations. Members noted concern among non-Senatorial colleagues that the temporary variations do not uphold academic standards nor meet the requirements for external accrediting bodies. The Deputy Vice-Principal, Students (Engagement) noted that the Quality Assurance Agency for Higher Education (QAA) has confirmed that it is satisfied with the variations approved and is content that the University is maintaining academic standards. Boards of Examiners retain responsibility for reaching decisions under the temporary variations and in line with any external accreditation requirements.
- Boards of Examiners will be under pressure to utilise the temporary variations and concern was noted regarding the impact on appeals. The guidance produced to accompany the temporary variations provides Boards with explanation on the information required where they do not apply the temporary variations.
- The impact of industrial action on lost learning was raised. There is concern among colleagues that missed education cannot be appropriately mitigated and this will have an impact on students in later years.
- The impact of industrial action has been ongoing for a number of years and the University has a duty to mitigate against impact to students on a staffing matter. The mitigations approved by APRC are taken to be robust, proportionate and appropriate to supporting students through a period of disruption. It is necessary for APRC to be able to take agile and quick decision making and the prospect of emergency meetings of Senate was flagged as a concern.
- The financial implications for specific cohorts were raised. There may be a disproportionate impact on international students who are unable to graduate and who must return to Edinburgh to undertake further study.
- The paper was originally presented to Senate on 8 February. The placement of this item on previous meeting agendas and chairing of meetings were noted as a barrier to having this item considered sooner. The Convener noted that his role is to allow Senate members to have their views heard.
- A member who serves as an elected member on APRC, reflected on their experience of decision making at APRC. The Convener of APRC noted the feedback raised and agreed that he would discuss the handling of decisions at the next meeting of APRC.

- A question was raised on how the Academic Contingency Group (ACG) fits into the University governance structure. The Convener of APRC confirmed that this Group is comprised of individuals in key roles across the University and is a practical way of achieving discussion on key issues affecting multiple areas.
- A concern was raised regarding the tone of contributions from some members and the disparaging comments made regarding the motivations of individual colleagues.

Following discussion, Senate moved to vote on the remaining motions contained within the paper

Motion 2.2b was deemed uncontentious and Senate agreed to adopt the motion as presented in the paper.

An amendment to Motion 2.4 was moved and seconded. It was proposed that the motion be revised to:

2.4.1: As any academic policy changes or exceptions necessarily trade off with the primary goal of promoting a negotiated resolution, Senate expects strike-related concessions to be presented to Senate as a whole for approval, and this supersedes the delegation of authority to Senate standing committees where applicable. As with other matters approved by the whole Senate, it is anticipated that the relevant committee (typically APRC) would develop and approve recommendations; the Exception Committee retains its powers to approve exceptional urgent cases that cannot await full Senate consideration.
2.4.2: Senate notes that APRC considered a suite of variations to the Taught Assessment Regulations at its 2 May meeting (APRC 22/23 8B). These have not been approved by Senate and are therefore not in force until approved by a vote of full Senate.

The Convener received legal advice, which he chooses to accept, on the legality of Motion 2.4.2. The advice states that motion 2.4.2 as presented is not lawful. Senate cannot retrospectively withdraw the decisions taken by APRC which are in line with the delegated authority as it currently stands. Any decision to withdraw the delegation of authority would apply prospectively. Therefore, this motion would not be presented to Senate for a decision.
A member noted in response that the assertion that 2.4.2 is not lawful reflects a fundamental misunderstanding of the motion, as the motion is not intended to be a retrospective action.

Senate undertook a vote on Motion 2.4 as presented in the paper. 62% of members did not support adopting the motion as presented in the paper.

Ahead of a vote on Motion 2.5, the Director HR Partnering: Professional Services provided an update on the grade scale review which will consider the pay across all grade points. The actions contained within the motion pre-empt the outcome of the review and it is not possible to commit to what specific outcomes may arise from the review at this stage.

It agreed by a majority vote of 67% to adopt Motion 2.5 as presented in the paper however this is not deliverable as the outcomes of the grade scale review are not known.

Ahead of a vote on Motion 2.6.1, the Principal noted that the action requested in the motion is not deliverable by individual employers and he cannot publically commit to this, however Senate can express its view. The University is part of national pay bargaining at the request of the trade unions.

It agreed by a majority vote of 64% to adopt Motion 2.6.1 as presented in the paper

Ahead of a vote on Motion 2.6.4, the Principal noted that the restoration of pension benefits is a matter for the pension trustees and he cannot publically commit to this. However, Senate can convey its opinion and it is at the discretion of the trustee to reach these decisions.

It agreed by a majority vote of 71% to adopt Motion 2.6.4 as presented in the paper

6.	**Conferment of degrees for undergraduate Medicine and Veterinary Medicine (MVM) students - S 22/23 5C CLOSED** For approval This item is closed business.
7.	**Honorary Degrees - S 22/23 5D CLOSED** For approval This item is closed business.
8.	**Court Resolution – Personal Chairs - S 22/23 5E** To comment This item was presented to Senate for consultation in accordance with the procedures for the creation of Resolutions as set out in the Universities (Scotland) Act 1966. Members were invited to comment on the paper and no comments were received.
9.	**Proposal to extend Scotland's Rural College's (SRUC) Accredited Institution status to Postgraduate Research Provision - S 22/23 5F** For approval The Deputy Vice-Principal, Students (Engagement) introduced this item which was presented to Senate for approval. The paper contains a proposal to build on the long-standing relationship with SRUC by extending the current Accredited Institution status of Scotland's Rural College's (SRUC) from taught degrees to include the provision of University of Edinburgh validated postgraduate research provision. There are already a number of joint PhD's with SRUC and this proposal would delegate awarding responsibility and offer accredited status to SRUC and these programmes. Senate members made the following points: • A query was raised regarding the review processes and the suitability of holding an interim review at the mid-way point to ensure procedures continue to align with those of the University. In response it was noted that there is a five year review cycle and that SRUC is subject to the same QA arrangements as the University which includes an annual review. • A query was raised on whether there is desire from SRUC to extend to wider subject areas. In response it was noted that SRUC have a defined scope and remit and have not indicated a desire to extend beyond the defined subject areas. SRUC has put forward the request and the University has not sought to define or dictate what provision is considered. Senate approved the paper as presented.
10.	**Legal advice in relation to the paper:** **"Context of Some Recent Member Contributed Papers" - S 22/23 5G** To note The Convener outlined that the paper is presented to Senate to note and that he accepts the paper and the legal advice provided within in. A concern was raised with regard to paragraph 7 and the assertion of an action that Senate would not be able to take legal advice in the future. Senate noted the paper. Senate did not agree to the action in paragraph 7 that Senate *take no further action in response to the Revised Paper as it relates to the legal advice previously provided.*
11.	**Context of Some Recent Member Contributed Papers - S 22/23 5H** To note This item was introduced by Dr Michael Barany. The paper is presented to Senate to note.

A member raised, what were in his view, series of errors within the paper and shared a number of comments with Senate in the meeting chat.

The Convener noted that in his role it is appropriate to take advice from suitably qualified experts and he is confident with the advice received.

The Provost also raised her concern regarding the tone of debate and discussion and that Senate and its members should remain mindful that it is not appropriate to call into question the competency of any University's staff and external advisors.

Senate noted the paper.

| 12. | **Senate Oversight of Estates Provision for Academic Offices - S 22/23 5l**
For approval

This item was introduced by Dr Tamara Trodd. The paper is presented to Senate at the request of non-Senatorial academic staff and asks Senate to recognise that space provision has significant implications for the conduct of academic work and that future estate development plans may impact on Equality, Diversity and Inclusion within the academic community.

The Provost noted that academic view and ownership of estates planning is embedded at all levels and that project boards have both academic and student representation. There is a high degree of locality in estates planning to reflect the unique needs for each discipline and compromise is required to achieve a high quality estate which delivers on the University's academic mission.
The University's estate is of a significant size and space should be used effectively and reflect the University's commitment to sustainability, evolving patterns of work, the underutilisation of space and the increased demand for particular types of spaces, for example, study space.
The University estate is overseen by Court with decisions undertaken via the appropriate governance pathways and with the academic mission at the centre of decisions taken.

Senate members raised the following points:
Members expressed support for the opportunity to discuss the provision of space, which is an important and complicated issue and reflects the desire of staff to work on campus. The management of existing spaces and new building projects is a complex and pressing issue across the University. Though it may not be possible to achieve all the aims outlined in the paper, this presents an opportunity to consider strengthening the existing practices for consultation with academic staff. The Head of the Edinburgh College of Art (ECA) outlined his experience of the ECA building project as an example of how building projects operate within local contexts. The ECA project is seeking to enhance access to space and provide office space, suitable music and study spaces and meet specialist space needs. It is focussed on the academic mission and the need to enhance space needs with discussions still ongoing. Colleagues have been consulted and provided a strong view of their needs. Work is ongoing to balance these needs with competing demands. There is a need to balance difficult and competing priorities including financial and practical constraints however the academic mission remains forefront across these tensions. The space required will be highly subjective to the discipline and nature of work being undertaken at any one time. The diversity of those requirements should be considered at the design stage. There is a need for private and quiet space for academic staff to hold confidential conversations with students and undertake research. Space should reflect the needs of academic staff and the views of staff and research should be taken account of in reaching decisions on what space is required for academic staff to effectively undertake their role. It may be useful to undertake benchmarking on a discipline level against other institutions, including Russell Group universities, to establish how peers and competitors manage the provision of space. The suitability and consideration of space for staff in lower paid roles such as postdoctoral research staff was highlighted as a concern. These staff require appropriate space to work and are often located in open plan offices and it may not be feasible for these staff to work from home. |

	• The University's commitment to climate and sustainability should remain a key consideration in any estates projects undertaken. Following discussion and in the interests of time, the Convener asked the presenter if a single vote on all motions could be taken. However, the paper author requested an individual vote on each motion. Senate approved the paper on the following basis: • It agreed by a majority vote of 89% to adopt the following amendment to Motion 5.1: 5.1 That Senate requests *the relevant bodies including* Court *and the University Estates Committee* to take account of its views on the provision of space where it affects academic work, for instance by altering availability and occupancy of offices for core academic tasks including research, supervision and teaching preparation. • It agreed by a majority vote of 90% to adopt the following amendment to Motion 5.2: 5.2 That Senate requests *the relevant bodies including* Court *and the University Estates Committee* ensure that current and future Estates development plans make provision for appropriate spaces for academic staff to conduct research and their other contracted work (e.g. teaching, supervision, administration, collaboration with external partners), based on consultation and agreement with academic staff in the relevant areas, and that efficiency and utilisation rates should not be prioritised over the ability of staff effectively to conduct research and related academic work on campus. Though Senate was no longer quorate during approval of this item, the Convener invited Senate to consider the remaining motions. These were deemed non-contentious and voting undertaken. • It agreed by a majority vote of 80% to adopt Motion 5.3 as presented in the paper • It agreed by a majority vote of 83% to adopt Motion 5.4 as presented in the paper Since Senate was no longer quorate, and the meeting had already overrun the scheduled time, the meeting of Senate was adjourned. The President of Senate indicated that any outstanding business would be carried forward to the next meeting of Senate.
13.	**Annual Report of the Senate Standing Committees - S 22/23 5J** For formal noting and approval Senate did not reach this item before adjourning the meeting.
14.	**Senate Exception Committee Terms of Reference and Membership 2022-23 - S 22/23 5K** For approval Senate did not reach this item before adjourning the meeting.
15.	**Senate Standing Committee Membership – recommendations - S 22/23 5L** For approval Senate did not reach this item before adjourning the meeting.
16.	**Senate Standing Committees: Membership - S 22/23 5M** For formal noting and approval Senate did not reach this item before adjourning the meeting.
17.	**Review of Timetabling Processes – Progress Update - S 22/23 5N** To note Senate did not reach this item before adjourning the meeting.

ITEMS FOR FORMAL APPROVAL OR NOTING

18.	**Report from the Central Academic Promotions Committee - S 22/23 5O** For information Senate did not reach this item before adjourning the meeting.
19.	**Senate and Senate Standing Committee Election Results 2023 - S 22/23 5P** To note Senate did not reach this item before adjourning the meeting.
20.	**Annual Review of Effectiveness of Senate - S 22/23 5Q** For noting Senate did not reach this item before adjourning the meeting.
21.	**Report from the Senate Exception Committee - S 22/23 5R CLOSED** For noting Senate did not reach this item before adjourning the meeting.
22.	**Conferment of the title of Professor Emeritus - S 22/23 5S** For approval Senate did not reach this item before adjourning the meeting.

Electronic Senate
E-Senate will commence on Wednesday 13 September 2023
and close at noon on Wednesday 27 September 2022

Unconfirmed minute

ITEMS FOR FORMAL APPROVAL	
1.	**Conferment of the title of Professor Emeritus / Emerita (e-S 23/24 1A)** For approval Senate agreed to confer the title of Professor Emeritus / Emerita on those professors listed in the paper.
ITEMS FOR COMMENT	
2.	**Annual Report to the Scottish Funding Council on Institution-led Review and Enhancement Activity 2022/23 (e-S 23/24 1B)** To note and comment Senate formally noted the annual report. Comments were received from six members and were passed to the author of the report.
3.	**Court Resolutions (e-S 23/24 1C)** To comment Comments were received from one member and were passed to the author of the report.
4.	**Rector Election Date – 2024 (e-S 23/24 1D)** To comment Comments were received from two members and were passed to the author of the report.
5.	**Senate Elections 2023/24 – key dates (e-S 23/24 1E)** To comment Comments were received from three members and were passed to the author of the report.
ITEMS FOR INFORMATION OR NOTING	
6.	**Senate and Senate Standing Committee Election Results 2023 (e-S 23/24 1F)** To note Senate formally noted the election results. Comments were received from one member and were passed to the author of the report.

7.	**Annual Review of the Effectiveness of Senate (e-S 23/24 1G)** To note Senate formally noted the plans for the annual review. Comments were received from nine members and were passed to the author of the report.
8.	**Report from the Senate Exception Committee (e-S 23/24 1H) - CLOSED** To note This item is closed business.
9.	**Communications from the University Court (e-S 23/24 1I)** To note Senate formally noted the communications. Comments were received from five members and were passed to the author of the report.
10.	**Report from Knowledge Strategy Committee (e-S 23/24 1J)** To note Senate noted the report of the Knowledge Strategy Committee. Comments were received from one member and were passed to the author of the report.
11.	**Report from the Central Academic Promotions Committee (e-S 23/24 1K)** For information Senate noted the report of the Central Academic Promotions Committee. Comments were received from two members and were passed to the author of the report.

S 23/24 1C

Senate

11 October 2023

Annual Report of the Senate Standing Committees

Description of paper

1. This is the annual report of the Senate Standing Committees: Education Committee; Academic Policy and Regulations Committee; and Quality Assurance Committee. It reports on the Committees' achievements and use of delegated powers in 2022-23. It also proposes outline plans for 2023-24.

Action requested

2. Senate is invited to note the major items of committee business from 2022-23 and to approve the plans of the Senate Committees for the 2023/24 academic year.

Background and Context

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

4. Committee agendas, minutes and papers are available on Academic Services' website. All Senate members are notified when agendas and papers (which include the minute of the last meeting) are available and are advised they can provide comments on agenda items through the Senate representatives on the relevant committee.

Resource implications

5. The proposed plans for 2023-24 will have some resource implications relating to time spent by members of the Committees, Academic Services and staff invited to participate in working groups. Some of the resource requirements for wider work of the Committees will be met through existing resources or have agreed funding in place. As per Senate guidelines, authors of papers relating to the proposed plans for 2023-24 will be asked to include an analysis of resourcing issues (including staff workload issues) in cover sheets.

Risk Management

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

Equality and Diversity

7. Where required, Equality Impact Assessments will be carried out for individual work packages completed next year. It is noted that following a previous discussion of Committee effectiveness, all Senate Standing Committees undertook to place more focus on effective evaluation of equality and diversity dimensions.

Next steps / implications

8. The Senate Committees will progress the agreed strategic approach during 2023-24 as set out in the report. This report will also be shared with the University Court for information.

Authors
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Olivia Hayes, Academic Policy Officer
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Presenters
Professor Colm Harmon, Convenor of Senate Education Committee
Professor Tina Harrison, Convener of Senate Quality Assurance Committee
Professor Patrick Hadoke, Convenor of Academic Policy and Regulations Committee

May 2023
Updated September 2023

Freedom of Information Open

Annual Report of the Senate Committees 2022-23

| 1. | Executive Summary |

This report summarises the achievements of the Senate Committees, and their use of the powers delegated to them by Senate, for academic year 2022-23, along with their proposed plans for 2023-24.

| 2. | Introduction |

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

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

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

Sections 3, 4 and 5 below provide information on the Standing Committees' activities in 2022/23.

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

- Strategy 2030

| 3. | Key Committee and Task Group Activities in 2022-23* |

Name of Committee	No. of meetings
Senate Education Committee	5 + one e-business meeting
Academic Policy & Regulations	9 (four Ordinary meetings, five additional meetings) + four e-business meetings)
Senate Quality Assurance Committee	5 + one e-business meeting

Name of Task Group	Task Group of:
Coursework Extensions and Special Circumstances Task Group	APRC
Personal Tutor System Oversight Group	SQAC
Student Support Services subcommittee	SQAC
Tutors and Demonstrators Oversight Group	SQAC
Data Task Group	SQAC
Assessment and Feedback Strategy Group	SEC
Assessment and Feedback Guidance, Procedures, Data, Systems and Evaluation Group	SEC, ARPC, SQAC

*Includes meetings scheduled for the remainder of the session.

## 4.	Senate Committees' Progress in 2022/23

Section 4 provides information on progress against the activities proposed in last year's report to Senate. Section 5 provides information on other committee activity in 2022/23.

All committees also considered:
- University of Edinburgh Students' Association Vice President Priorities 2022/23
- Committee memberships and Terms of Reference
- Developments from 11 August 2022 meeting of Senate, including new guidelines for Senate Committee operations
- Senate Committees' Internal Effectiveness Review
- Schedule of review for policies, regulations and guidance
- Proposals for Coordinating Institutional Activities on Assessment and Feedback
- Committee priorities for 2023-24

### 4.1	Education Committee

Progress with activities proposed in last year's report:

Activity
1. Curriculum Transformation **November:** • Discussion, comment and endorsement of a final report of a short-life working group set up to generate ideas for the future of our teaching spaces. Intended to inform the new Capital Plan and connects with work emerging from the Curriculum Transformation Programme and the Learning and Teaching Spaces Strategy. Comments were around: sense of belonging, flexible layout of teaching spaces, the importance of being realistic, the value of outdoor teaching spaces given the Scottish climate, the need to prioritise, 'locking down' of buildings, and student composition. • Update of work in progress with the development of a proposed curriculum framework for consideration via the appropriate University governance channels in early 2023. Feedback was provided on: concerns about appetite for a large-scale change project, the reason for change, support for pilot activity. **January:** • Discussion and noting an update on progress with the development of a proposed curriculum framework for consideration via the appropriate University governance channels. This included plans to work with Schools and Deaneries to develop short and medium term plans for change and investment, and proposals for a modification of the timescale for the implementation and phasing of curriculum transformation. Responses covered: phasing; rationale; the proposed curriculum framework; and resourcing. **March:** • Discussed a paper providing an update on planned next steps for in-depth discussions with Schools and Deaneries on their response to the undergraduate curriculum framework and other engagement plans following discussions at Senate in February. Questions and comments focussed on how the Project planned to engage with staff in Schools and Colleges in the coming months. Clarification on what Schools could proceed with in terms of programme development in the intermediate future was sought.

2. Student Experience – ongoing input into matters being taken forward by University Executive

September:
- Commented on the student experience update taken to the University Executive in June 2022. Comments focused on the new student support model.
- Noted the National Student Survey findings and 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. Comments focused on areas where improvement had been seen, the goal of being equally excellent in research and teaching, and that sense of belonging remained an issue.

November: an update was provided covering: the start of the academic year; student support; cost of living; National Student Survey consultation.

January:
- Noted an update which covered: the Vice-Principal Students Portfolio (including the creation of two groups to assist with developing and delivering enhancements to the student experience); the Student Support Model; and cost of living. Comments included: student representation on the groups; recruitment of Student Advisors; and evaluation of the Student Support Model.

March:
- Noted an update which outlined the findings from the Pulse Survey of all students in December.

May
- Reviewed and approved a new Student Support Framework which will govern the model of Student Support, whilst also approving the retirement of the Academic and Pastoral Support Policy at the end of 2022/23.

3. Enhancement-led Institutional Review – ongoing response to outcomes of 2021 ELIR, particularly around assessment and feedback

September:
- Discussed and approved the final version of the Assessment and Feedback Principles and Priorities.
- Approved changes to the Academic and Pastoral Support Policy for 2022/23.

November:
- Discussed a paper prepared by the Students' Association on examination format which included recommendations relating to examinations in 2022/23 in response to the results of a University-wide student survey on in-person exams. Discussion focused around: the impact of a return to in-person exams on students; diversification of assessment as appropriate; support available for students; issues with online exams; and academic integrity. Actions agreed related to communication with students on format and support, a review of the December 2022 diet and a discussion on the August 2023 diet.

January:
- Discussion on coordinating institutional activities on assessment and feedback which asked for approval of two new groups (a Strategy and Policy Group and a Guidance, Procedures, Data, Systems and Evaluation Group). An overview of the range of assessment-related activities was given alongside a proposal for coordinating and governing the activities. Strong support was given although comments were provided on the proposed memberships and remits. Approval was given to setting up the two new

groups subject to refined proposals (on memberships, timelines and modes of operation) which take into account discussions with the other Senate Standing Committees being submitted to the March meeting.
- Discussion of a paper submitted by the group considering the arrangements for the August 2023 resit exam diet. Members made points including: workload implications; professional body requirements; consulting with students on changes; approaches to assessment; timing; academic integrity; and support for students. The proposed arrangements were approved subject to one minor amendment relating to student consultation.

March
- Approved revised proposals for membership and remit of assessment and feedback related groups following consideration at Senate Academic Policy and Regulations Committee and the Senate Quality Assurance Committee.

May
- Discussed and approved recommendations made by the Assessment and Feedback Strategy Group covering examination formats for 2023-24, August assessment diet, implementing the Assessment and Feedback Principles and Priorities, and generative AI and approaches to assessment.
- Considered and discussed recommendations relating to the governance of tutors and demonstrators, noting that many aspects fall under the responsibility of HR.

4. Doctoral College developments

September: verbal updates were given on: UK Research and Innovation stipend increase; PGR hardship funding; PhD duration, interaction with new student support structures, Doctoral College Forum meetings; supervisor training; MScR marking instructions; Annual Review Policy update; student systems; and a report from the Equality Diversity and Inclusion/Widening Participation PhD Intern.

January: verbal updates were given on: progress with the Doctoral College; plans to submit papers on the size and shape of the PGR body and the length of a PhD and implications for tuition fee levels; support for progressing with PGR Higher Education Achievement Record (HEAR); and progress on the group overseeing work on tutor and demonstrator training.

May: noted a report of the Operations Group of the Doctoral College from the start of the academic year which covered activity and discussion topics.

5. Academic Integrity

September: updates provided on:
- IAD had been tasked with developing a generic mandatory course for all students on academic integrity.
- The Student Support model project team were considering what role the Cohort Lead might play in providing subject-specific guidance.
- The Academic Misconduct Investigation Procedures had been reviewed and would be taken to Academic Policy and Regulations Committee for approval and additional student guidance would be developed.

November: discussion on the trends and trajectories in digital assessment and plagiarism detection including the implications of AI-assisted text generation and rising concern of routine use of plagiarism detection systems. Feedback was received on the paper by all three College Academic Misconduct Officers. The analysis in the paper was endorsed and

comments were received around re-design of assessment and the links with the Assessment and Feedback Principles and Priorities.

6. Other matters considered during the year

Other key items considered by Education Committee during the year included:

September
- Noting requests for Edinburgh Learning Design and Roadmap (ELDeR) workshops granted by the Support for Curriculum Development Group.
- Noting the Student Partnership Agreement for 2022-23, the themes and agreeing to advise about the opportunity for small project funding.

November
- The outcome of the Office for Students Review of the National Student Survey was presented and the committee agreed the use of two of the optional question banks which allowed year on year data comparison.
- Updates on Learn Ultra (upgrade and early adopter programme) were provided for information/noting. Questions were raised by Senate members which were responded to after the meeting.

January
- Consistent and equitable application of own work declarations, which proposed changes to how these were used. Whilst broadly supportive of the idea of removing own work declarations for individual pieces of work or courses, there was not consensus on key elements of the proposals. Further analysis, consultation and discussion was needed and will be taken forward by the assessment and feedback groups.
- Approval of the proposed institutional questions for the 2023 Postgraduate Taught Experience Survey (PTES) and Postgraduate Taught Research Survey (PRES). Feedback was provided on terminology and wording, cost of living questions, and governance of student voice.
- Approval of the proposal that the EUSA Community Volunteering role should be recognised in Section 6.1 of the HEAR.

March
- Approval of minor changes to the Lecture Recording Policy following a scheduled review.
- Agreed a schedule of reviews for policies, regulations and guidance.
- Discussed a paper on strategies to optimise postgraduate research student numbers which covered a range of topics, including remote and distance learning PhDs, part-time study in doctoral education, and the length of the prescribed period for funding. The paper would also be discussed within Colleges.
- Noted and commented on a paper which provided an update on discussions regarding the potential development of a Higher Education Achievement Report (HEAR) for PGR students. Support for developing a PGR HEAR was confirmed and the next steps set out in the paper were endorsed.

May
- Discussed a proposal to add a category of achievement to the HEAR of student participation in strategic/major projects.
- Approved changes to the Accessible and Inclusive Learning Policy and considered recommendations for the future development.
- Approved the Student Partnership Agreement for 2023-24.

Academic Policy and Regulations Committee (APRC)

Progress with activities proposed in last year's report:

Activity
1. Feed into the Curriculum Transformation project and support discussion around this **September:** The Committee received an update and presentation on the Curriculum Transformation Programme which was intended to assist with forward planning of upcoming Committee business. The Committee noted that the development of a proposed curriculum framework will be presented to Standing Committees and Senate in early 2023, with the intention that this will be presented to the University by the end of 2022/23. **January:** The Committee noted that discussions were ongoing between Academic Services and the Curriculum Transformation Project team to establish the timescales for actions requested of APRC. The Committee would be kept up to date as these progressed.
2. Continue to support policy changes required as part of the new Student Support model. **September - February** The Convener and Secretary, on behalf of the Committee, have continued to support the Student Support model project team with advice on meeting dates and deadlines for revisions to policies resulting from the Student Support model. **March** The Committee approved amendments to eight policies arising from the Student Support Project.
3. Support the review of the Support for Study policy to ensure this remains fit for purpose, particularly in the context of changes resulting from the new Student Support model. **September:** A short Support for Study policy update paper was due to be presented to the September meeting of APRC. APRC had requested further work be done on the policy, and the new Deputy Secretary, Students has asked for further time to review feedback and practices before further updates are brought to APRC. **January:** The Committee received an update that a meeting of key stakeholders was planned and the Committee notified that a further update would be received at the March 2023 meeting. **March:** The Committee approved revisions which were drafted in response to specific feedback on the policy from January 2022. The Committee noted that a wider and more in-depth review was still under discussion, however the specific revision was approved ahead of a further and more in-depth review of the policy.

4. Support a review of coursework extensions and special circumstances policies, taking account of the recommendations of the ESC Review (conducted during 21/22).

September:
The Committee received the first update from the task group. The group commenced in August, with the Committee noting that the group are working to an ambitious timeframe and there is potential for industrial action to impact on the group's work.
The group highlighted that it is unlikely they will reach complete consensus on a draft policy. The Committee are aware of the forthcoming challenges in agreeing a way forward on this policy.

November e-business:
The Committee received the second update from the task group. The group noted its work to date and highlighted key areas under consideration by the group, including but not limited to the development of a single policy, the time available for a coursework extension and management of repeat coursework extensions.
The group highlighted concerns regarding the timeline and ability to achieve consensus on all areas of work within the group.

January:
The Committee received the third update from the task group. The group noted its work to date and highlighted that timelines were slipping due to the challenges due to the interaction of the task group's work with wider issues and projects which feed into and overlap with the work being undertaken by the group.
The group outlined a package of measures which have received support within the group and noted that timelines for the completion of work would not be met with further meetings scheduled for March and April.

March:
The Committee received the fourth update from the task group. The paper outlined the findings and positions reached by the Coursework Extension and Special Circumstances Task Group, a summary of the findings of the ESC Reviews: discussions with Schools 2022/23 and of the service in 2022; and an overview of the proposed next steps to bring together the findings of work underway across ESC including responses from APRC and Heads of Schools to these proposals, to be overseen by the Deputy Secretary, Students.

June:
The Committee received a draft Exceptional Circumstances policy for discussion at a meeting held in June. The Committee provided comments on the policy, including a number of drafting points, for the authors to consider ahead of the policy returning for approval at a future meeting.

July:
The Committee received an updated Exceptional Circumstances Policy for approval at a meeting held on 31 July. There was support among members of the Committee for the general direction of travel of the policy, and reservations among others regarding the policy as presented. Those members in favour of introducing a revised policy in 2023/24 agreed that a Committee decision by consensus was preferred.
There Committee agreed that the concerns raised regarding the operational elements relating to systems, workload and communications required to support implementation are significant and therefore the Committee agreed that they are not in a position to approve the policy for implementation in 2023.

5. Develop a timeline for undertaking the scheduled periodic review of policies which were delayed due to external factors.

January:
The Committee received a proposed schedule for undertaking the scheduled periodic review of policies which has been delayed over several years due to factors including Covid-19 and Academic Services capacity constraints.

March:
The Committee approved the revised schedule for reviewing policies, regulations, and guidance documents which are the responsibility of the Senate Committees. The Senate Education Committee and Senate Quality Assurance Committee were both confirmed as being content with the revised schedule.

6. Other matters considered during the year

Other key items considered by Academic, Policy and Regulations Committee during the year included:

Considering temporary variations to regulations to mitigate against the impact of industrial action

November e-business
The Committee received a paper seeking approval for the authority to make a decisions on concessions relating to external examiner regulations to be delegated to the Convener and/or Vice-Convener. In light of comments raised by members, it was agreed that where there is sufficient time to allow the Convener or Vice-Convener to consult Committee members ahead of reaching a decision, the Committee will have a short window of up to 48 hours to feed comments in. The final decision on concessions will rest with the Convener or Vice Convener and in urgent cases they will have the authority to make a decision without Committee consultation.

January
The Committee received an update on industrial action and agreed that no general variation to policies and regulations should be considered. The Committee agreed to continue to position reached at the November e-business meeting on the handling of external examiner concessions.

March
The Committee considered whether to approve any temporary variations to academic policies and regulations. On the advice of the Academic Contingency Group, the Committee agreed to take a staged approach to considering the case for general variations to academic regulations and policies.

The Committee agree that significant disruption has occurred and that it was necessary to activate Taught Assessment Regulation 70.

The Committee approved a temporary variation to permit schools to make changes after the start of a course without the approval of College or consultation with students and external examiners.

The Committee approved a temporary variation to relax the requirement to consult External Examiners when setting examination papers.

May – additional meeting
The Committee considered whether to approve any further temporary variations to academic policies and regulations. On the recommendation of the Academic Contingency Group, the Committee agreed that significant disruption has occurred and considered and approved a range of variations to academic regulations and policies.

June – additional meetings (9 & 23 June)
The Committee considered a temporary variation to the Undergraduate Degree Programme Regulation 28, which outlines the requirement for students to possess 240 SCQF credits before participating in a period of optional study abroad in Year 3. The Committee approved the proposal to permit a temporary variation to Undergraduate Degree Regulation 28 and to permit students to take an optional year abroad with a minimum of 180 credits and where the missing credits are the result of industrial action.

The Committee considered two temporary variations to the award of credit on aggregate. The first was for pre-Honours students with Special Circumstances and the second related to the approach to calculating eligibility for the award of credit on aggregate for students exiting with a postgraduate diploma or certificate.
The Committee did not approve the amendment to the temporary variation of Taught Assessment Regulation 51.
The Committee approved the amendment to the temporary variation of Taught Assessment Regulation 57.

Undergraduate and Postgraduate Degree Regulations (reviewed annually)
As part of the annual review of the UG and PG Degree Regulations, the Committee heard proposals for revisions and made recommendations for minor revisions to the University Court.

Taught Assessment Regulations and Postgraduate Research Assessment Regulations (reviewed annually)
The Committee will receive proposals for minor amendments to these Assessment Regulations at its meeting in May 2023.

Academic Misconduct Procedure
September to November:
The Committee received proposals for amendments to the Academic Misconduct Procedures. The paper proposed an initial change of process to be implemented from January 2023, with further changes to be proposed and, if approved, implemented from the start of academic year 2023/24. The initial changes involved giving additional powers to School Academic Misconduct Officers (SAMOs), to allow SAMOs to address minor academic misconduct and apply minor mark penalties, without cases needing to be escalated to College Academic Misconduct Officers (CAMOs). This change was proposed to reduce the number of cases escalated to CAMOs, and so speed up the process for students, without creating risks to students or the process. The changes were approved, with some minor amendments.

March to May:
The Committee received proposals for further changes to the Academic Misconduct Procedures. The proposals included strengthening the robustness of the process for handling cases of suspected collusion, and the additional option of a 50 mark penalty. The revisions will be presented to APRC for approval in May 2023.

Online Examinations submissions
September to November:
The Committee noted an urgent concern regarding the need for a consistent approach to handling online examinations across the University. It was noted that an agreed position was required ahead of the December 2022 exam diet. The Committee received proposals for academic year 2022/23 and approved these in advance of the December 2022/23 exam diet, on the basis that the issue would be revisited for academic year 2023/24.

March:
The Committee received a closed paper on online exam arrangements for 2023/24 for discussion, and will receive proposals for approval at its meeting in May 2023.

Non-standard & programme changes
September:
MSc MEE: The Committee approved a proposal to permit students undertaking the MSc Mathematical Economics and Econometrics (MEE) to choose between completing a dissertation or a research project as the capstone of their PGT studies.

December e-business:
Online MBA: The Committee received an urgent and late request to approve non-standard academic year dates for the Online MBA. The Committee reluctantly approved a delay to the January 2023 intake of the Online MBA to be delayed to March 2023. The School were asked to return to the January meeting of APRC to allow members to clarify how the revised timescale will work in practice ahead of the Committee considering permanent approval of this arrangement.

January:
Online MBA: The Committee approved a non-standard start date for the Online MBA for March 2023. There were concerns regarding the systems implications surrounding a permanent approval for a non-standard start date and the School were asked to discuss possible implications with Systems colleagues ahead of returning to a future meeting with a proposal for approval.

March:
Online MBA: The Committee received an update that the Systems implications of the non-standard start date for the Online MBA had been considered and the proposal can now be considered. The Committee agreed to receive the paper for formal approval via e-business.

Global Law LLB: The Committee gave its approval for the LLB (Hons) Global Law programme to deviate from Taught Assessment Regulation (TAR) 55.2. A new subclause of TAR 55.2 would be created to reflect this.

MSc Critical Care: The Committee approved the addition of a fully taught Year 3 for students enrolled on the MSc in Critical Care programme, as an alternative to the existing 60-credit dissertation.

March e-business:
Online MBA: The Committee approved a permanent non-standard start date for the Online MBA.

4.3   Quality Assurance Committee (QAC)

Progress with activities proposed in last year's report:

Activity
1. **Develop and oversee the implementation of a plan of action in response to the 2021 Enhancement Led Institutional Review (ELIR).** The University's Enhancement Led Institutional Review (ELIR) follow-up report, on actions taken or in progress to address the outcomes of the review one year after the publication of the final reports, was submitted to the Quality Assurance Agency Scotland (QAAS) on 14 July 2022. The Committee will continue to receive regular updates on the ELIR Action Plan. At the **September** meeting the Convenor reported that the Scottish Funding Council had published guidance on sector quality arrangements for 2022-23 and 2023-24. During this period QAAS will focus activities on Quality Enhancement and Standards Review (QESR) and Institutional Liaison Meetings (ILM) as it continues to develop a new external institutional review method following the completion of the fourth cycle of ELIR. The University's QESR is scheduled for 16th November 2023 and will comprise a one-day visit from a small external panel. No self-evaluation report is required for the review. In **December** the Committee considered an update on the implementation of the new student support model. A key requirement of the ELIR was for the University to make demonstrable progress on the implementation of the new student support model. The meeting focused specifically on monitoring and evaluation of the new system and the need for baseline quantitative measures to help assess the model and its outcomes. It was acknowledged that there will be methodological challenges but changes to EUCLID tools should help to gather the data needed to support the evaluation process. A key aim of the monitoring and evaluation process will be to identify and smooth out variation in the student experience of the model across the University. Another key recommendation of the ELIR was related to support and training for Tutors and Demonstrators (T&Ds). At the **April** meeting the Committee considered an update on recent developments led by the Doctoral College. A working group has been set up, the Tutors & Demonstrators Oversight Group, and is collaborating with Schools/Deaneries to co-ordinate training and establish a governance structure to oversee these activities.
2. **Implement the recommendations from the Digital Maturity report and consider how quality processes and the data that they produce can support the Curriculum Transformation programme.** During this year work on this priority has been delayed due workload challenges for Academic Services. However, Academic Services does intend to explore options for utilizing SharePoint to optimize the presentation of quality data/evidence to Schools/Deaneries and encourage greater engagement and traction with quality processes.
3. **Continue to examine data and methodological options for the systematic monitoring of retention, progression, and attainment data.** The Committee agreed to implement a new system for monitoring retention, progression, and attainment data in response to recommendations relating to attainment/awarding gaps from the 2017-18 and 2018-19 Thematic Reviews.

The Committee currently monitors attainment data in **April** each year via an annual report (produced by Governance and Strategic Planning in collaboration with Student Analytics, Insights and Modelling) on degree classification outcomes of successfully exiting undergraduates, including sector trends in undergraduate degree classification outcomes. Any Schools/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 this annual reporting process 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.

The aim of the new system will be to understand how well the University supports different groups across the whole student life-cycle: the likelihood of different student groups continuing or withdrawing from study at the University; the extent to which the University enables different student groups to fulfil their potential during their time at Edinburgh; and how successful the University is at supporting different student groups transition within their programme of study and afterwards to employment or further study. It will be important to understand this data in terms of the 'distance travelled' by different groups in order to provide a greater understanding of the 'value added' by the University and the extent to which the needs of different student groups had been supported by the University.

In February 2020 the Committee established a Data Task Group to examine data set and methodological options for this new system. However progress was initially delayed due to the onset of the Covid-19 pandemic, with the maintenance of core requirements the primary focus of activities across the University. During **this year** work on this priority has been further delayed by the need prioritise activities in the context workload challenges for the academic and professional services staff supporting the Committee.

The Committee has collaborated with the University's Equality, Diversity and Inclusion Committee (EDIC) to determine work streams for each committee to help address awarding gaps across the University. The EDIC will undertake work to understand the underlying causes of attainment/awarding gaps with the aim of identifying and sharing good practice with Schools to help them address these gaps.

The Committee will also collaborate with the reinstated Equality Data Monitoring Research Committee (EDMARC) to draw on the data and analysis in the EDMARC Student Report. The report provides the University with comprehensive statistical data on protected characteristics to support the monitoring of equality and diversity within the University. Utilising this report as a data resource for the annual quality assurance processes will allow the Committee to benefit from the experience and expertise of the EDMARC membership. This will also benefit EDMARC by providing greater visibility, engagement and traction for its annual report across all Schools and Deaneries.

4. **Continue to monitor the implementation of the Student Voice Policy via annual quality assurance processes.**

A new approach to course level feedback was implemented in 2021/22 academic year following the change from centrally managed Course Enhancement Questionnaires (CEQs) to locally managed course evaluation. The rationale for the new model was to give ownership of course level feedback to Schools, enabling local areas to gather feedback according to their own (and their students) requirements and allow for closer staff-student interaction, while in alignment with the revised Student Voice Policy. A toolkit

to support development of feedback mechanisms was developed centrally to support staff.

The Committee is monitoring the implementation of the Student Support Policy via the School Annual Quality Reporting process. In their annual reports Schools are required to include a reflection on their approach and the effectiveness of their student voice activities in line with the Policy and the move to locally managed course level feedback. In **September** 2022 the Committee considered this year's reports and feedback on the new approach was broadly welcomed, but it was acknowledged that this increased flexibility had created additional work for Schools.

In **March** the Committee reviewed the annual monitoring templates (at programme, School and College level) and agreed to retain the specific question on student voice activity and feedback in order to maintain a focus on implementing the Policy.

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5. Engage with the QAA and Universities UK review focused on strengthening the external examining system.

The Committee noted the publication of advice that expands on the External Examining Principles, giving practical help to external examiners and the degree-awarding bodies that appoint them. It will set out typical activities and optional functions and practices for external examiners and institutions, and will apply to postgraduate and undergraduate courses.

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5   Other Committee Activity in 2022/23

- **Scotland's Rural College (SRUC) Accreditation Committee**
  The Committee continues to oversee the accreditation of the SRUC programme, 'Environmental Management (BSc)'. The Accreditation Committee met in April 2023 and affirmed continued accreditation of the programme. The Committee also endorsed a proposal to extend SRUC's Accredited Institution status to Postgraduate Research Provision (PGR).

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

6   Senate Committees' Priorities for 2023/24

6.1   Planning Context

The year will be planned in the context of ongoing University strategic project/activities including: the Curriculum Transformation Programme; the Student Support model (including maturing the approach to evaluation and monitoring); Assessment and Feedback, Extensions and Special Circumstances, the ELIR action plan; Student Voice activity and responding to the externally-facilitated review of Senate.

6.2   Education Committee

Activity
Assessment and Feedback Groups
Curriculum Transformation

Generative AI

6.3   Academic Policy and Regulations Committee

Activity
Policy and regulatory arrangements for the Curriculum Transformation Programme
Strands of work relating to the Assessment and Feedback Guidance, Procedures, Data, Systems and Evaluation Group (particularly in relation to academic policy and regulation).
Ongoing work around Coursework Extensions and Special Circumstances
Receive policies for approval in line with agreed updated schedule of review of policies, regulations and guidance

6.4   Quality Assurance Committee

Activity
Oversee the implementation of a plan of action in response to the 2021 Enhancement Led Institutional Review (ELIR).
Responding to the outcome of the Scottish Funding Council's Tertiary Quality Review
Strands of work relating to the Assessment and Feedback Guidance, Procedures, Data, Systems and Evaluation Group (particularly in relation to data regarding retention, progression and attainment).
Evaluation and monitoring of the implementation of the new student support model.

Annex – new regulations/policies/codes, and reviews of and amendments to existing regulations/policies/codes, approved by Senate and its Committees during 2022/23

New and updated policies, regulations and guidance will be published on the Academic Services website in due course: https://www.ed.ac.uk/academic-services/policies-regulations/new-policies

Senate Committee	Name of document	Type of change (New / Revision / Deletion / Technical Update / Reviewed and no changes made)
SEC	Assessment and Feedback Principles and Priorities	New
SEC	Academic and Pastoral Support Policy	Revision to take account of changes to the Student Support model
SEC	Lecture Recording Policy	Minor revision following a scheduled review
SEC	Student Support Framework	New
SEC	Academic and Pastoral Support Policy	Deletion
SEC	Student Partnership Agreement 2023-24	Revision
SEC	Policy for the recruitment, support and development of tutors and demonstrators	Minor revision*
SEC	Virtual Classroom Policy	Minor revision*
APRC	Code of Student Conduct	Revision
APRC	Academic Misconduct Procedure	Revision
APRC	Undergraduate Degree Regulations 2023/24	Revision
APRC	Postgraduate Degree Regulations 2023/24	Revision
APRC	Authorised interruption of study	Minor revision*
APRC	Course Organiser: Outline of Role	Minor revision*
APRC	Performance Sport policy	Minor revision*
APRC	Programme and Course Handbooks Policy	Minor revision*
APRC	Protection of Children and Protected Adults	Minor revision*
APRC	Withdrawal and Exclusion from Studies Procedure	Minor revision*
APRC	International Student Attendance and Engagement Policy	Minor revision*
APRC	Support for Study	Revision
SQAC	Annual Monitoring, Review and Reporting Policy and associated templates	Minor revision

*Updates to take account of the Student Support model

Senate

11 October 2023

Recommendation to add EDI representation to Senate Standing Committees.

Description of paper

1. At its meeting on 11 August 2022, Senate agreed to the following amendment to the membership of the three Senate Standing Committees:

   "Each Committee Convener is expected to propose for approval by the Senate Exception Committee and/or next Senate Meeting reasonable additions to their committee to improve BAME, student, and trade union representation."

2. The clear request from Senate to address this matter was re-confirmed at subsequent meetings of Senate (most recently 28th March 2023), whilst Senate also noted the welcome expansion of membership to broaden Senate representation on the Committees.

3. The Edinburgh University Students' Association have advised that they do not see the need for additional student representation on the Senate Standing Committees. Initial discussions with the trade union, specifically UCU, has not suggested any specific interest in participation in the committees - other current means of consultation would appear to be preferable. The Convenors consider the appropriate group to provide nomination to participate in the committees to address BAME representation to be the Equality, Diversity and Inclusion Sub-Committee (EDIC)

4. Important context is provided by the review of Senate currently nearing conclusion to allow revisiting of committee membership.   We consider the proposal in this paper to be interim.

Action requested / Recommendation

5. The paper invites the Senate to approve the addition of one member to each Senate Standing Committee, to be nominated from the membership of the Equality, Diversity, and Inclusion Committee (EDIC).

Background and context

6. We have discussed these issues with the Students' Association, UCU representatives via the current relationship channels, and the University Lead for Equality, Diversity, and Inclusion (Professor Sarah Cunningham-Burley). Our response takes account of their advice.

Discussion

7. The terms of reference of the externally facilitated review of Senate and its Committees include the effectiveness and suitability of the membership of the Committees. The review is currently underway and the findings of the review are to be presented to the 24 May 2023 meeting of Senate. The review may recommend amendments to the membership of the Committees.

8. As stated in the paper brought to Senate in March, "feedback from the 2022 internal review of Senate indicates that some Committee members think that the Committees are already too large. They expressed these views prior to the recent addition of three elected Senate academic staff members to each Committee."

9. As noted we have not had any strong sense of support or engagement from EUSA or UCU and at this time, particularly pending the release of outcomes from the review, we do not propose any adjustments to membership from these stakeholders.

10. We agree that the Senate Standing Committees should include a membership that is broadly representative of the characteristics of the broader University population, and we support the University's commitment to improving the diversity of key committees.

11. The staff membership on the committees is largely role dependant, and therefore the diversity of those members is outwith the purview of Convenors. However, on further discussion we have noted that committees would benefit from a member whose sole focus is on ensuring that EDI matters are considered in all discussions.

12. Convenors are recommending a broader approach to harness expertise on EDI matters. We propose that Senate consider amending the composition of each committee in order to create a dedicated place for a member of EDIC, who would be responsible for providing a perspective on all protected groups.

Risk Management

13. Ensuring the Senate Committees have appropriate membership will assist them to manage a range of risks associated with the matters within their terms of reference.

Equality and Diversity

14. The paper considers issues associated with how the Senate Standing Committees represent protected members of the University community.

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

15. Academic Services would work with us to determine appropriate communication and implementation arrangements for any agreed actions associated with this paper. The externally-facilitated review of Senate, and the annual internal effectiveness reviews, provide suitable mechanisms for evaluating the effectiveness of the membership of the Committees.

Consultation

16. The Convenors plan to consult with EDIC on the proposed additional member, in terms of the most effective and impactful way of selecting who fills the seat on each committee.

Author
Lauren Harrison (Senior Projects Officer, Students)
Prof Colm Harmon (convener of Senate Education Committee)
Prof Tina Harrison (convener of Senate Quality Assurance Committee)

Presenter
Prof Colm Harmon

Dr Paul Norris (2022/23 Convener of Senate
Academic Policy and Regulations
Committee)

12 May 2023

Freedom of Information
Open

Senate

11 October 2023

Senate Standing Committee Composition

Description of paper
1. Senate Standing Committees Membership for 2023/24.

Action requested / recommendation
2. The membership of each Standing Committee are presented to Senate for approval.

Background and context
3. Under the Senate Standing Orders (22a), Senate may appoint Committees and delegate powers to these committees. Senate approves the membership of these committees annually.

4. Senate currently delegates powers to three Standing Committees: Senate Education Committee (SEC), Senate Quality Assurance Committee (SQAC), and Senate Academic Policy and Regulations Committee (APRC).

5. The membership for SEC, SQAC and APRC was most recently reviewed and approved by Senate in August 2022.

6. The terms of reference for each Committee is available on the relevant Committee page.

7. Senate Standing Committees report to Senate annually. These committees feed into and out of College level committees (Undergraduate Education, Postgraduate Education, Quality Assurance) and specialist Support Services (the Institute for Academic Development, Careers Service, Student Recruitment and Admissions, Student Systems) via the committee members. In many cases, therefore, the committee roles are ex officio, to ensure that committee members have the appropriate knowledge, expertise and responsibility / accountability to fulfil the committee remit. All committees include student representation.

8. Senate members who are not included in the Senate Committees' membership may have opportunities to contribute to the work of these committees as co-opted members or as members of working groups.

9. Senate members receive notification via email when papers for Senate Standing Committees are available. Members are encouraged to feed into Standing Committee's by sharing comments or feedback with either their College representative, or in their absence, the relevant Standing Committee Convener.

10. Two diagrams are appended below for information.
    a. Appendix 1: University Court and Senate Committee structure (extracted from the University Committees webpage)
    b. Appendix 2: An overview of the Senate and College Committee structure

Discussion
11. The Committee membership for Senate Education Committee is in the document below. Any changes to the membership from the previous year are highlighted in yellow.

12. The Committee membership for Senate Academic and Policy Regulations Committee (APRC) is in the document below. Any changes to the membership from the previous year are highlighted in yellow. In line with 4.1 of the Committee's Terms of Reference, at the 24 May 2023 meeting the Committee identified a Convener and Vice-Convener for the Committee from amongst its membership, to serve in the 2023/24 year. The Convener was confirmed as

Professor Patrick Hadoke and the Vice-Convener confirmed as Professor Stephen Warrington. Both members are highlighted in yellow to identify this update which took place since the 24 May 2023 meeting of Senate.

13. The Committee membership for Senate Quality Assurance Committee is in the document below. Any changes to the membership from the previous year are highlighted in yellow.

14. The Senate Standing Committee webpages have been updated with the 2023/24 membership.

Resource implications
15. No amendments with resource implications are proposed.

Risk management
16. Effective academic governance assists the University in managing risk associated with its academic activities.

Equality & diversity
17. The composition of the Senate Committees is largely determined according to defined role-holders (e.g. defined Assistant or Vice-Principal, Director of a defined Support Service or delegate) or as representatives of particular stakeholders (e.g. a College or the Students' Association). The membership of these Committees is therefore largely a consequence of decisions taken elsewhere to appoint individuals to particular roles. Ensuring that appointment processes support a diverse staff body is part of the broader responsibility of the University.

Communication, implementation and evaluation of the impact of any action agreed
18. The Senate Standing Committees' Membership and Terms of Reference are communicated via the Academic Services website: https://www.ed.ac.uk/academic-services/committees

19. Senate Standing Committees are subject to an annual internal review process, and this is reported annually to Senate.

Authors
Olivia Hayes Academic Policy Officer
May 2023
Updated September 2023

Freedom of Information
Open

The University of Edinburgh
Senate Education Committee

Role	Term	2023/24 Membership
Vice Principal for Students	Ex Officio	Professor Colm Harmon (Convener)
Deputy Vice-Principal Students (Enhancement)	Ex Officio	Professor Tina Harrison (Vice-Convener)
2 x senior staff members from each College with responsibility for learning and teaching		Professor Mary Brennan, Dean of Education (CAHSS) Dr. Lisa Kendall, Director of Academic and Student Administration (CAHSS) Professor Tim Stratford, Dean of Learning and Teaching (CSE) Professor Patrick Walsh, Director of Teaching, School of Biological Sciences (CSE) Professor Jamie Davies, Dean of Taught Education (CMVM) Dr. Sarah Henderson, Director of Postgraduate Taught Education (CMVM)
1 x senior staff member from each College with responsibility for postgraduate research		Professor Laura Bradley, Dean of Postgraduate Research (CAHSS) Dr. Antony Maciocia, Dean of Postgraduate Research (CSE) Dr. Paddy Hadoke, Director of Postgraduate Research and Early Career Research Experience (CMVM)
1 x Edinburgh University Students' Association, Vice-President Education	Ex Officio	Carl Harper, Vice-President Education, Edinburgh University Students' Association
1 x member of the Edinburgh University Students' Association permanent staff	Ex Officio	Callum Paterson, Edinburgh University Students' Association Academic Engagement Coordinator
1 x postgraduate research student representative		To be confirmed
1 x Head of School from each College chosen by the Heads of College		Professor Jason Love – Head of School, CSE Professor Jo Shaw – Head of School, CAHSS Professor Mike Shipston, Dean of Biomedical Sciences (CMVM)
Director of Academic Services, or nominee	Ex Officio	Nichola Kett, Interim Director of Academic Services

Director of Institute for Academic Development, or nominee	Ex Officio	Dr. Velda McCune, Deputy Director Institute for Academic Development
Director of Student Recruitment & Admissions, or nominee	Ex Officio	Laura Cattell representing Director of Student Recruitment and Admissions
Director of Learning, Teaching and Web Services Division of Information Services, or nominee	Ex Officio	Melissa Highton, Director of the Learning, Teaching and Web Services Division of Information Services
Director for Careers & Employability, or nominee	Ex Officio	Shelagh Green, Director of Careers and Employability
Up to 3 co-options chosen by the Convener	Up to 3 years	Marianne Brown, Head of Student Analytics, Insights and Modelling Lucy Evans, Deputy Secretary, Students
Elected member of Senate		Dr Susan Morrow, College of Medicine and Veterinary Medicine Dr James Hopgood, College of Science and Engineering Dr Tamara Trodd, College of Arts, Humanities and Social Sciences

The University of Edinburgh
Senate Academic Policy and Regulations Committee

Role	Term	2023/24 membership
3 x senior staff members from each College with responsibility for academic governance and regulation, and maintaining and enhancing the quality of the student experience at all levels		Dr Emily Taylor, Dean of Quality Assurance and Curriculum Validation (CAHSS) Dr Jeremy Crang, Dean of Students (CAHSS) Rachael Quirk, Head of Taught Student Administration and Support (CAHSS) Professor Tim Stratford, Dean of Learning and Teaching (CSE) Professor Stephen Warrington, Dean of Student Experience (CSE) (Deputy Convener) Alexandra Laidlaw, Head of Academic Affairs (CSE) Dr Deborah Shaw, Dean of Students (CMVM) Professor Jamie Davies, Dean of Taught Education (CMVM) Philippa Burrell, Head of Academic Administration (CMVM)
1 x senior staff member from each College with responsibility for postgraduate research		Kirsty Woomble, Head of PGR Student Office (CAHSS) Dr Antony Maciocia, Dean of Postgraduate Research (CSE) (Senate member) Dr Paddy Hadoke, Director of Postgraduate Research and Early Career Research Experience (CMVM) (Convener)
1 x Edinburgh University Students' Association sabbatical officer	Ex Officio	Carl Harper, Vice-President, Education
1 x member of the Edinburgh University Students' Association permanent staff		Shared role – Charlotte Macdonald, Advice Place Manager, Students' Association Clair Halliday, Advice Place Deputy Manager, Students' Association
1 x member of staff from Student Systems and Administration	Ex Officio	Lisa Dawson, Academic Registrar, Registry Services
1 x member of staff from the Institute for Academic development		Dr Donna Murray, Head of Taught Student Development, Institute of Academic Development (IAD)
1 x member of staff from Academic Services		Dr Adam Bunni, Head of Governance and Regulatory Framework Team

1 x member of staff from Information Services' Learning, Teaching and Web Services Division		Ms Karen Howie, Head of Digital Learning Applications and Media
3 x elected Senate members, one position is nominally assigned to each College		Dr Aidan Brown, College of Science and Engineering Dr Murray Earle, College of Arts, Humanities and Social Science Dr Uzma Tufail-Hanif, College of Medicine and Veterinary Medicine
Up to 3 co-options chosen by the Convenor	Up to 3 years	<mark>Lucy Evans, Deputy Secretary, Students</mark> <mark>Callum Paterson, Edinburgh University Students' Association Academic Engagement Coordinator</mark>

The University of Edinburgh
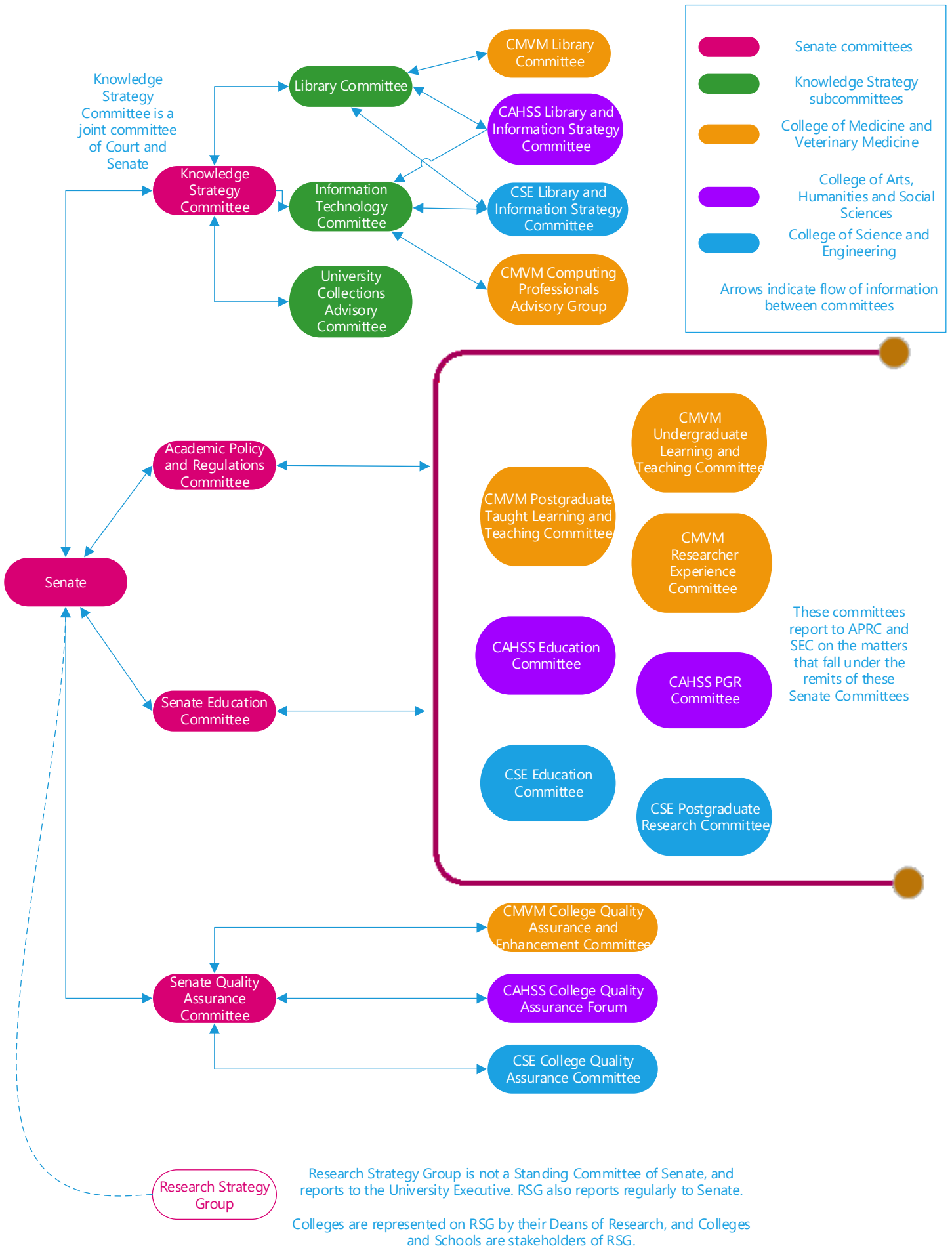# Senate Quality Assurance Committee

Role	Term	2022/23 Membership
Deputy Vice-Principal Students (Enhancement)		Professor Tina Harrison, Academic Standards and Quality Assurance (Convener)
An external member from within the Scottish Higher Education sector with experience in quality assurance	3 years (with no reappointment until 4 years has elapsed)	Professor Nazira Karodia, Deputy Vice Chancellor and Vice Principal of Learning & Teaching, Edinburgh Napier University
College Deans of Quality (or equivalent)		Professor Matthew Bailey, Dean of Quality (CMVM) Dr Emily Taylor, Dean of Quality Assurance and Curriculum Approval (CAHSS) Professor Linda Kirstein, Dean of Education Quality Assurance and Culture (CSE)
1 x member of staff from each College with experience of and an interest in quality assurance at a School level		Dr Gail Duursma, Director of Quality, School of Engineering (CSE) Dr Neneh Rowa-Dewar, Director of Quality, School of Molecular, Genetic and Population Health Sciences (CMVM) Dr Dr Anne Desler, Director of Quality Assurance & Curriculum Approval, ECA (CAHSS)
1 x Edinburgh University Students' Association sabbatical officer		Carl Harper, Vice-President, Education
1 x member of the Edinburgh University Students' Association permanent staff		Callum Paterson, Edinburgh University Students' Association Academic Engagement Coordinator
1 x member of staff from the Institute for Academic Development		Olivia Eadie, Assistant Director and Head of Operations and Projects, Institute for Academic Development
1 x member of staff from the Doctoral College		Professor Laura Bradley Dean of Postgraduate Research (CAHSS)
1 x member of staff from Academic Services		Brian Connolly, Head of Quality Assurance and Enhancement, Academic Services
3 x elected member of Senate		Dr Michael Barany, College of Arts, Humanities and Social Sciences Dr Pia Helbing, College of Arts, Humanities and Social Sciences Professor Jose Vazquez-Boland, College of Medicine and Veterinary Medicine

Up to 3 co-options chosen by the Convenor	Up to 3 years	Marianne Brown, Head of Student Analytics, Insights and Modelling

University of Edinburgh Court and Senate Committee Structure

Audit and Risk ← **Risk Management**

Exception

COURT ← **Nominations**

Policy and Resources ← **Estates, Digital & Infrastructure**

Policy and Resources ← **Investment**

Remuneration

Knowledge Strategy ← **Information Technology**

Knowledge Strategy ← **Library**

Knowledge Strategy ← **University Collections Advisory**

Academic Policy and Regulations

SENATE ← **Education**

Quality Assurance

—— Reports to

October 2022

Senate and Colleges Committee Structure

Knowledge Strategy Committee is a joint committee of Court and Senate

Legend:
- Senate committees
- Knowledge Strategy subcommittees
- College of Medicine and Veterinary Medicine
- College of Arts, Humanities and Social Sciences
- College of Science and Engineering

Arrows indicate flow of information between committees

Committees (top cluster):
- Library Committee
- CMVM Library Committee
- CAHSS Library and Information Strategy Committee
- Knowledge Strategy Committee
- Information Technology Committee
- CSE Library and Information Strategy Committee
- University Collections Advisory Committee
- CMVM Computing Professionals Advisory Group

Senate cluster:
- Senate
- Academic Policy and Regulations Committee
- Senate Education Committee
- Senate Quality Assurance Committee
- Research Strategy Group

Reporting committees:
- CMVM Undergraduate Learning and Teaching Committee
- CMVM Postgraduate Taught Learning and Teaching Committee
- CMVM Researcher Experience Committee
- CAHSS Education Committee
- CAHSS PGR Committee
- CSE Education Committee
- CSE Postgraduate Research Committee

These committees report to APRC and SEC on the matters that fall under the remits of these Senate Committees

Quality Assurance:
- CMVM College Quality Assurance and Enhancement Committee
- CAHSS College Quality Assurance Forum
- CSE College Quality Assurance Committee

Research Strategy Group is not a Standing Committee of Senate, and reports to the University Executive. RSG also reports regularly to Senate.

Colleges are represented on RSG by their Deans of Research, and Colleges and Schools are stakeholders of RSG.

Senate

11 October 2023

Senate Exception Committee Terms of Reference and Membership

Description of paper
1. Minor update to the Senate Exception Committee Membership

Action requested / recommendation
2. Senate is asked to approve the updated Membership. The Terms of Reference are unchanged and are attached for information.

Background and context
3. The Senate Exception Committee operates under delegated authority, to make urgent formal business decisions which would otherwise require Senatus approval between meetings.

Discussion
4. The Committee Membership appended below has been updated to include the addition of the Provost. This is to reflect the addition of this role as an ex-officio member of Senate.

5. The Committee Membership appended below has been updated to note two changes to the membership. Professor Patrick Hadoke was elected as Convener of APRC and takes up position as an ex-officio member of the Committee.
6. Carl Harper, the Students' Association Vice-President Education has been nominated to fill the Students' Association position on the Senate Exception Committee.

Resource implications
7. None

Risk management
8. Effective academic governance assists the University in managing risk associated with its academic activities.

Equality & diversity
9. The membership of the Committee is largely a consequence of decisions taken elsewhere to appoint individuals to particular roles. Ensuring that appointment processes support a diverse staff body is part of the broader responsibility of the University.

Communication, implementation and evaluation of the impact of any action agreed
10. The Terms of Reference and updated Membership will be published on the Senate website.

<u>**Author**</u>
Olivia Hayes
Academic Policy Officer
May 2023
Updated September 2023

Freedom of Information
Open

Senate Exception Committee Terms of Reference

1 Purpose
1.1 Under delegated authority, to make urgent formal business decisions which would otherwise require Senatus approval between meetings of Senatus subject to defined principles and on the understanding that any matter so referred can be referred to the full Senatus should this be the wish of the Exception Committee.

2 Composition
2.1 The Committee shall consist of at least six members.

2.2 The Principal, the Provost, the Vice-Principal Students, the Convener of the Research Strategy Group, and the Convener of each of the Standing Committees of Senate shall be ex officio members of the Committee.

2.3 Unless otherwise represented, the membership of the Committee must also include six elected academic staff Senate members, including at least one such member from each College, and a representative of the Edinburgh University Students' Association (normally the President).

2.4 The term of office for Senate members, where they are not ex officio members of the Committee, will be no longer than their membership of the Senatus and will be for a maximum of three years.

2.5 Edinburgh University Student Association annually nominate one fully matriculated student to be a member of the Exception Committee; this is normally one of the elected Students' Association sabbatical officers.

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

2.7 The Principal shall be appointed Convener of the Committee.

2.8 The Vice-Principal Students shall be appointed Vice-Convener of the Committee.

3 Meetings
3.1 The Committee will be convened only if required and much of its business is expected to be conducted through correspondence.

3.2 The aim will be to circulate minutes, agendas and papers to members of the Committee at least five working days in advance of the meeting or prior to the conclusion of the consultation period. Notice of business shall be given to the Senatus to the extent possible, and papers made available upon request so that comments can be given to a member of the Committee. In cases of extreme urgency, which is likely to be the case given the nature of this Committee, and with the agreement of the Convener, papers may be tabled at meetings of the Committee. If being conducted by correspondence the consultation period may be no shorter than a 24 hour period.

3.3 Papers will indicate the originator/s and purpose of the paper, the matter/s which the Committee is being asked to consider and any action/s required and confirm the status of the paper in respect of freedom of information legislation.

3.4 Four members of the Committee shall be a quorum. This number must include the Principal or Vice-Principal Students and an elected academic staff Senate member.

3.5 A formal minute will be kept of proceedings and submitted for approval as soon as practicable to members of the Committee. The draft minute will be agreed with the Convener of the Committee prior to circulation.

4 Remit
4.1 To consider any matter between meetings of the Senatus that cannot await the next such meeting and with the delegated authority of Senatus to make a decision on the matter on behalf of the Senatus insofar as a decision cannot be deferred to a meeting of the Senatus.

4.2 The Committee in reaching a decision must be satisfied regarding the following:

- there is evidence of the consideration given to the equality impact of the matter under consideration; and
- there is a robust rationale for the proposals or options being presented by the identified lead senior officer or officers including information on the outcome of any consultation undertaken.

5 Other
5.1 A report on issues discussed at each meeting or concluded via correspondence will be provided to the next available Ordinary Meeting of the Senatus.

5.2 Membership of the Committee will be published on the University's website.

Approved by Senate on 12 October 2022

Senate Exception Committee Membership 20232-243

Name	Position/School	Term of office	Composition Section
Professor Peter Mathieson (Convener)	Principal	Ex Officio	2.2
Professor Kim Graham	Provost	Ex Officio	2.2
Professor Colm Harmon (Vice Convener)	Convener of the Education Committee, Vice Principal Students	Ex Officio	2.2
Professor Patrick HadokeDr Paul Norris	Convener of Academic Policy and Regulations Committee	Ex Officio	2.2
Professor Tina Harrison	Convener of Senatus Quality Assurance Committee, Deputy Vice-Principal, Students (Enhancement) Assistant Principal (Academic Standards and Quality Assurance)	Ex Officio	2.2
Professor Christina Boswell	Convener of the Research Strategy Group	Ex Officio	2.2
Dr Michael Barany	Elected academic member of Senate, College of Arts, Humanities and Social Sciences	December 2022 – 31 July 2025	2.3
Dr Stuart Gilfillan	Elected academic member of Senate, College of Science and Engineering	December 2022 – 31 July 2025	2.3
Dr Lorna Hamilton	Elected academic member of Senate, College of Arts,	December 2022 – 31 July 2025	2.3

	Humanities and Social Sciences		
Professor David Hay	Elected academic member of Senate, College of Medicine and Veterinary Medicine	29 September 2020 – 31 July 2023	2.3
Dr Ashley Lloyd	Elected academic member of Senate, College of Arts, Humanities and Social Sciences	1 August 2021 – 31 July 2024	2.3
Dr Steven Morley	Elected academic member of Senate, College of Medicine and Veterinary Medicine	December 2022 – 31 July 2025	2.3
Carl Harper	Students' Association Vice-President Education	1 August 2023~~2~~ – 31 July 2024~~2~~	2.3

Senate

Wednesday 11 October 2023

Knowledge Strategy Committee Membership

Description of paper
1. The paper:
    i) briefs Senate on the current membership of Knowledge Strategy Committee; and,
    ii) seeks approval to appoint Professor Patrick Hadoke as a Senate appointee to Knowledge Strategy Committee.

Action requested / recommendation
2. On the recommendation of Knowledge Strategy Committee, to approve the appointment of Professor Patrick Hadoke as a Senate appointee to Knowledge Strategy Committee (in capacity as Convener of Senate Academic Policy & Regulations Committee). Approval is sought by Senate ahead of the first meeting of Knowledge Strategy Committee in the new academic year, which takes place on 24 October 2023.

Background and context
3. Knowledge Strategy Committee is a joint committee of both the University Court and the Senate. The Committee's purpose is to oversee the University's knowledge management activities in the areas of Library, Information Technology, technology enhanced learning, Management Information and e-Administration on behalf of Court and Senate. This includes oversight of the Library Committee, IT Committee and University Collections Advisory Committee.

4. The Committee comprises 12 members, consisting of 5 members appointed by Court (on the recommendation of Court's Nominations Committee), 5 members appointed by Senate (on the recommendation of Knowledge Strategy Committee), 1 student member nominated by the Students' Association (normally the Vice-President Education) and the Chief Information Officer. The 5 Senate appointed members include the three Conveners of the Senate Committees to aid strong links between the work of the Senate Committees and Knowledge Strategy Committee, as well as two Assistant Principals with expertise in key areas of the Committee's remit (Digital Education and Online and Open Learning).

5. The current membership is:

    Court appointees
    Joyce Anderson, Trade Union Professional Services Staff Member of Court *(to 30 September 2023)*
    Shereen Benjamin, Court Senate Assessor
    Richard Blythe, Court Senate Assessor
    Sarah McAllister, Professional Services Staff Member of Court
    Vacancy – previously held by Sue Currie, external IT specialist

    Senate appointees
    Professor Siân Bayne (as Assistant Principal Digital Education)
    Professor Colm Harmon (as Convener of the Senate Education Committee)
    Professor Tina Harrison (as Convener of the Senate Quality Assurance Committee)
    Dr Melissa Highton (as Assistant Principal Online and Open Learning)
    Vacancy – previously held by Dr Paul Norris (as Convener of the Senate Academic Policy and Regulations Committee)

Chief Information Officer (ex officio)
Gavin McLachlan

Student Member
Carl Harper, EUSA Vice-President Education

Discussion
Vacancy for a Senate appointee
6. At Knowledge Strategy Committee's last meeting (held on 30 May 2023 and reported to the September e-Senate meeting in Paper e-S 23/24 1J) it was noted that Dr Paul Norris was anticipated to step down as Convener of Senate Academic Policy and Regulations Committee. Knowledge Strategy Committee agreed to continue with the approach of recommending to Senate that the Senate appointees to the Committee should include the Conveners of the three Senate committees (Academic Policy and Regulations Committee, Education Committee and Quality Assurance Committee).

7. Professor Patrick Hadoke has since been appointed as Convener of the Academic Policy and Regulations Committee and it is therefore proposed that Professor Hadoke be appointed to Knowledge Strategy Committee in consequence.

Resource implications
8. N/A

Risk management
9. Including the Conveners of Senate Committees within the membership of Knowledge Strategy Committee aids a joined-up approach between the work of the Senate Committees and the Knowledge Strategy Committee and helps mitigates any risk in this area.

Equality & diversity
10. Equality and diversity implications are considered when proposing committee memberships.

Communication, implementation and evaluation of the impact of any action agreed
11. If approved, the membership will be updated accordingly prior to the first Knowledge Strategy Committee meeting of the new academic year, on 24 October 2023.

Author
Jamie Tait
Governance Manager
Clerk to the Knowledge Strategy Committee

Freedom of Information
12. Open paper

Senate

11 October 2023

**Students' Association Sabbatical Officer
Priorities 2023-2024**

Description of paper:
1. This paper notes the priorities of the Students' Association Vice President Education and the Sabbatical team for 2023-24.

Action requested / recommendation:
2. To note and comment.

Background and context:
3. Each year a report is presented to the Senate standing committees on the priorities of the student representatives for the coming year.

Discussion:
4. See attached paper.

Resource implications:
5. Actions arising from the ideas discussed in the paper may have resource implications. These will be considered in detail if specific action is proposed.

Risk management:
6. The risk of any action arising from the ideas discussed in the paper will be assessed if specific action is proposed.

Equality & diversity:
7. The ideas discussed in the paper aim to encourage and support equality, diversity, and inclusion. The equality impact of any specific actions arising from the paper will be assessed once the actions are proposed.

Communication, implementation and evaluation of the impact of any action agreed:
8. This will be agreed if specific actions arising from the ideas discussed in the paper are identified.

Author
Callum Paterson
Academic Engagement Coordinator
Edinburgh University Students' Association

Presenter
Carl Harper
Vice President Education 2023-24
Edinburgh University Students' Association

Freedom of Information: Open

Priorities of the Students' Association Vice President Education for 2023-24:

1. **Creating an inclusive and accessible learning environment**
   The current University environment creates barriers preventing many students to reach their learning objectives and leaving more to advocate for their needs to be met. Carl will be focusing on continuing to bring the voices of our most disadvantaged and marginalised students into committees and working groups on issues such as Extensions and Special Circumstances, and Assessment and Feedback. They will also focus on exploring and tackling hidden course costs.

2. **Real student engagement**
   There are currently a number of strategic projects which will have a significant impact on the student experience at Edinburgh, but many students feel like they haven't been consulted or even told what's happening. Carl will focus on driving deeper and longer-term student engagement and dialogue in Schools and Colleges, as well as with strategic projects such as Curriculum Transformation. Carl maintains that a candid, communicative, and intensely student-facing outreach style is key in driving student engagement.

3. **Ensuring students feel valued members of their academic community**
   Too often, students feel like they're just a number, and they don't have a voice; our policies and processes should centre students' needs and interests, now and into the future. Carl will also be focusing on developing reward and recognition for student leaders, from student representatives to PALS Leaders.

The Sabbatical Team's shared priorities for 2023-24 are as follows:

1. **Tackling the Cost-of-Living Crisis**
   The Cost-of-Living Crisis continues to fundamentally shape the student experience at Edinburgh; the University must do more to recognise, and protect students from, its impact.

2. **Being open and engaged advocates**
   The University is a complex, ever-changing institution, making it challenging for students to navigate; we want to prioritise transparency within these processes, and be strong advocates for our members on the issues that matter most to them.

3. **An inclusive and engaging Association**
   We want all our members, but particularly those who have historically been disengaged or excluded, to feel a sense of belonging to the Association and the student community at Edinburgh, and able to fully participate in our activities.

SENATE

11 October 2023

Proposed Actions in response to the Senate External Effectiveness Review

Description of paper

1. This paper proposes next steps and actions in response to the recommendations and suggestions emerging from the External Effectiveness Review of Senate undertaken in 2022-23.

Action requested

2. To note and provide comment and feedback on the proposed actions in response to the recommendations arising from the review, as provided in Appendix 1.
3. To support the proposed actions in response to the recommendations arising from the review, as provided in Appendix 1.
4. To support the formation of the proposed Senate External Review Task and Finish Group as outlined in Appendix 2.

Background and context

5. Under the Scottish Code of Good Higher Education Governance, the University needs to carry out an externally-facilitated effectiveness review at least every five years. At its 25 May 2022 meeting, Senate agreed to bring this review forward by one year to 2022-23, and at its 11 August 2022 meeting, Senate confirmed its support for the terms of reference for the review.
6. The revised version of the Code published in 2017 states the requirement for review as follows:

    49. The governing body is expected to review its own effectiveness each year and to undertake an externally facilitated evaluation of its own effectiveness and that of its committees, including size and composition of membership, at least every five years. As part of these processes or separately, the effectiveness of the academic board (also known as Senate, Senatus Academicus or academic council) is expected to be reviewed similarly. These reviews should be reported upon appropriately within the Institution and outside. Externally facilitated reviews should be held following any period of exceptional change or upheaval (allowing suitable time to see the effects of changes made), the usual timetable for externally facilitated review being brought forward if necessary in these circumstances.

7. Following a standard tendering process overseen by the University Secretary, the University appointed Advance HE to undertake the external review of Senate, with Professor Ella Ritchie as the lead consultant. Prof Ritchie is professor emerita at Newcastle University, and was Deputy Vice-Chancellor and PVC for Teaching and Learning at Newcastle.
8. The review commenced in November 2022 with the findings of the review expected at the 24 May 2023 meeting. Due to the high volume of engagement from Senate with the review, the presentation of the final report was delayed. The report was finalised in July 2023 and submitted to the University.

Discussion

9. Senate members received a copy of the external review by email on 24 August, along with a survey seeking members' comments and feedback on the report, its findings and the recommendations contained within. Members received a reminder to submit feedback on 6 September with the deadline for the survey scheduled for 13 September. Comments and feedback submitted via the survey were used to inform

the proposed recommendations and actions contained within this paper. Members were invited to provide thematic or overall comments, and a key points raised in responses are provided in Appendix 1.

10. A total of 35 responses to the survey were received. This is an overall response rate of 14%. Of the responses received, 29 were elected members, 4 student members and 2 ex-officio members.

11. A small number of undergraduate student members (total: 6) received the findings and survey 2 weeks later than the wider membership. This was due to the timing of these members being appointed to their roles and formally joining Senate, which was after the findings and survey was circulated to members. The six student members who received the findings and survey later than the wider membership were invited to contact Senate Support if they required additional time to review and respond and no requests for an extended timeframe were received.

12. Following a review of member feedback received via the survey, a series of proposed actions are provided in response to individual recommendations for consideration. These are provided in Appendix 1.

13. Feedback received in response to suggestions made by the external review are included for transparency. However, no formal actions have been proposed in response to suggestions. Where appropriate, consideration of these items could be taken forward by the proposed Senate External Review Task and Finish Group (see below).

14. In feedback some members provided suggestions for the practical implementation of recommendations. Due to the low response rate, the key points noted reflect the views of a number of members rather than points raised by individuals. Where suggestions made via feedback relate to work that may be overseen by the proposed Senate External Review Task and Finish Group, these will be shared with the group in an anonymised format.

15. In line with the 2017 Scottish Code of Good HE Governance, the University is required to carry out an annual internal effectiveness review of Senate and its Committees. Academic Services has undertaken this annual internal review in summer 2023 and a series of actions are proposed in response to feedback received via the internal review, the report of the internal review, along with actions arising from this, are presented to Senate for information at the 11 October 2023 meeting (Paper S23/24 1N).

16. The actions proposed via the internal effectiveness review will be taken forward by Academic Services part of their established role in supporting Senate and its Committees and efforts towards continuous improvement. Where the actions arising from the internal effectiveness review are related to recommendations or suggestions arising from the external review, these are noted in Appendix 1 for information.

Senate External Review Task and Finish Group

17. The feedback received from members indicates a clear need for further consideration and development of actions in response to recommendations received via the External Review. Due to the frequency of Senate meetings and the importance of ensuring that action is taken in response to the review in a timely manner, it is proposed that a Senate External Review Task and Finish Group be established for 2023/24. The Task and Finish group will provide oversight in relation to the implementation of proposed recommendations and drive forward work in areas where further development is needed.

18. It is expected that a significant time commitment will be required from members of the Task and Finish Group and the proposed membership and process for nomination and election reflects the significant time commitment required.

19. The remit and membership of the Task and Finish Group is provided in Appendix 2. A process for the nomination and election of members to the group is also provided.

Resource implications

20. There is a significant resource implication for Academic Services and specifically the Senate Clerk in supporting the implementation of the recommendations and outcomes from the external review.
21. There is a significant resource implication for members of the proposed Senate External Review Task and Finish Group and the Senate Clerk in providing support to the Group.

Risk Management

22. There is a risk that failure to respond to the external review in a robust and timely manner may exacerbate the challenges experienced by Senate and erode confidence in the desire to address the issues leading to the review being brought forward.
23. There is a risk to the institutional governance of the University if the recommendations and actions arising from the Senate External Review are not taken forward.

Responding to the Climate Emergency and Sustainable Development Goals

24. Not applicable

Equality and Diversity

25. The recommendations of the external review include points specific to Equality and Diversity. The proposed membership of the Senate External Review Task and Finish Group is formulated to take account of these points and the group will be asked to consider and identify any barriers to equality, diversity and inclusion in the development or implementation of actions in response to the review.

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

26. The proposed Senate External Review Task and Finish group will be expected to regularly communicate updates on their work to the wider Senate membership.

Consultation

27. Senate is being consulted on the proposed actions in response to the external review and the development of a Senate External Review Task and Finish Group.

Further information

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27 September 2023

Presenter
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Vice-Principal and University Secretary

Freedom of information

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Appendix 1

Recommendations extracted from Advance HE Report	Feedback received via survey	Proposed actions in response
	Composition of Senate	
R.1 Given the mission of the University we recommend the addition of a specific membership category in Senate for a Doctoral Student or Junior Research associate.	There is broad support for this recommendation. Key points raised in feedback: • The Postgraduate Research student population is not insignificant and roles on Senate should reflect the importance of these students in the wider student population. • The two roles listed bridge student and staff positions and therefore representation should be sought from both groups. • It may be appropriate for representation across the three Colleges to reflect the diversity of experience across the postgraduate research student and staff population.	This recommendation be adopted. Academic Services to work with the Students' Association and Deputy Secretary Students to formulate a proposal for Senate membership to include dedicated positions for doctoral students or junior research associates. **Timeline:** An update on this recommendation will be presented to the February 2024 meeting of Senate, including a proposal for approval where appropriate. Any amendments to the Senate membership will be presented alongside the 2024 Election Regulations.
R.2 We recommend that Senate has 3 non-executive professional staff members on Senate.	There is broad support for this recommendation. A minority of feedback did not support this recommendation. Key points raised in feedback: • A number of members reflected on whether three is an appropriate number of representatives with most supporting an increased number of professional services representatives.	This recommendation be adopted. Academic Services to formulate a proposal for Senate membership to include positions for professional services staff. Any positions dedicated to professional services would be filled in a democratic manner and in a similar way to the election of professorial and non-professional representatives. **Timeline:** An update on this recommendation be presented to the February 2024 meeting of Senate, including a proposal for approval where appropriate.

Recommendations extracted from Advance HE Report	Feedback received via survey	Proposed actions in response
	• Professional Services colleagues should represent the broad range of views from across Colleges and departments. • Senate is representative of the academic body of the University and professional services staff are not appropriately positioned to serve on Senate.	Any amendments to the Senate membership will be presented alongside the 2024 Election Regulations.
Suggestions: **S 1.** We suggest that Edinburgh consider making Senate Membership for elected members' part of the WAM as a way to raise the profile of Senate membership and to give value to membership. **S.2.** With reference to our comments in the overview above we suggest that Senate considers how, in conjunction with Schools, the University can help to promote the role and visibility of Senate in the University. This may include, but not limited to: • Provide open seats at Senate and its sub-committees for members of staff to observe as development opportunities. • Ask current members to offer short summaries, podcasts or video casts about the role and the opportunity. • Enhance the university communications to provide more information about what Senate does to enhance its visibility in the university.	Key points raised in feedback: • There is support for introducing a standard time allocated for Senate and Committee membership within the Workload Allocation Model. There is support for the time allocated being standardised across Colleges, however an acknowledgement that a single WAM system is not used for all Colleges and positions which may present challenges. • There is support for greater promotion of the role of Senate and increasing awareness and visibility across the University, including among the wider student population. • The promotion of Senate and its decisions should come from the University and Senior Leadership rather than individual Senate members.	These suggestions and feedback will be taken forward by the proposed Senate External Review Task and Finish Group. **For information**: As outlined in paragraphs 15 and 16, Academic Services have committed to a series of actions in response to feedback received via the annual internal effectiveness review. Some actions are relevant to suggestions raised by the external review and are noted below for information: • The development of a Senate Members' Portal to bring together key resources to support Senate members in effectively carrying out their role. • The development of an action log to provide transparency and update on the progress of actions undertaken in response to decisions at Senate.

Recommendations extracted from Advance HE Report	Feedback received via survey	Proposed actions in response
Recruitment & Induction		
R.3 We recommend that the induction programme is completely reviewed and updated to give new members a deeper understanding of their role and responsibilities, provide nuanced support for different types of members on Senate (particularly students), and to offers existing members the opportunity to keep up to date with expectations.	There is broad support for this recommendation. Key points raised in feedback: • Members would value informal opportunities to network with other Senate members. • There is support for increasing opportunities for newer members to interact with and learn from more experienced members of Senate. • Members generally have provided positive feedback on the 2023 Induction in responses, and offered suggestions for areas of improvement, which will be taken forward under the continuous improvement efforts. • For future Induction sessions members would value greater time being spent explaining Senate's role in the broader University governance, and in helping members to understand the procedural elements at Senate.	This recommendation be adopted and will continue to be reviewed as part of Academic Services' support of Senate and efforts for continuous improvement. Induction was held in a revised format in September 2023 to welcome new and returning members to Senate. Members received an induction to Senate from key staff involved, followed by break-out sessions tailored to each membership group. The break-out sessions were targeted at specific membership groups and intended to help members understand their role and the expectations of them. Senate members were invited to provide feedback on the Induction and this will be used to formulate areas for improvement moving forward.
The Student Role in Senate		
R.4. We recommend that changes are made to the agenda and papers of Senate to ensure that the student experience is more central to discussions. For example, Students could have opportunities to input into the agenda planning, papers may particularly highlight points which require the student voice to be heard.	There is broad support for this recommendation. Key points raised in feedback: • Students must be involved in developing and influencing the measures put in place to help amplify the student voice at Senate. • Members noted support for the Convener of Senate seeking greater input from student members throughout Senate discussions.	This recommendation be adopted. The Deputy Secretary Students will lead this work alongside the Students' Association and with support from Academic Services.

Recommendations extracted from Advance HE Report	Feedback received via survey	Proposed actions in response
R.5 The student induction to Senate needs to be revised and updated.	Members broadly support this recommendation however many note that they are unable to provide greater comment due to lack of awareness of the induction provided to student members.	This recommendation be adopted and will continue to be reviewed as part of Academic Services' support of Senate and efforts toward continuous improvement. Induction was held in a revised format in September 2023 to welcome new and returning members to Senate, including any new student members. Members received an induction to Senate from key staff involved, followed by break-out sessions tailored to each membership group, this included a student members' session. A second student-focussed induction will be held in November 2023 for student members appointed to Senate out with the usual cycle (e.g. postgraduate students) and for any student members unable to attend the Induction in September. **For information**: As outlined in paragraphs 15 and 16, Academic Services have committed to a series of actions in response to feedback received via the annual internal effectiveness review. Senate members, including student members, were invited to provide feedback on the 2023/24 Induction, and are asked for their feedback via the annual internal effectiveness review process. Feedback raised via these avenues will be used to formulate areas for improvement moving forward.
Suggestions: S.3 We suggest that pre-meetings are arranged to support student engagement in the meetings and enable a more substantive student voice.	Key points raised in feedback: • There was a lack of clarity among some members regarding the purpose of pre-meetings and recommended attendees.	This suggestion will be included in the work relating to Recommendation 4, led by the Deputy Secretary Students alongside the Students' Association and with support from Academic Services.

Recommendations extracted from Advance HE Report	Feedback received via survey	Proposed actions in response
	• Some members felt that academic member attendance at pre-meetings would be valuable in supporting students to have their voice heard at Senate meetings. • Student member feedback indicates that pre-meetings would be valuable to support and enhance cohesive and considered input from student members at Senate meetings.	
	Agenda setting & chairing	
R.6. We recommend that the (renamed) Senate Exception Committee takes on the task of agenda setting and timing for Senate business. This role, if successful, could evolve over time.	There is mixed feedback on this recommendation with a lack of clear consensus. Key points raised in feedback: • There is concern that the agenda setting for Senate is not an appropriate use of the Senate Exception Committee and this is beyond the current remit of the Committee. • Some members noted the value of an agenda setting process which takes account of the urgency and/or time-sensitive nature of items coming forward. Others reflected on the value of an overarching strategic view in relation to items coming forward to Senate. • There is a general tone of support for agenda setting being undertaken by a wider group of members, with greater transparency, with support from Senate and with representation from elected and student members. Some members expressed a desire for agenda setting to be influenced by the wider Senate. • Some members recommend that a desk-based review of approaches to Senate agenda	There is mixed feedback and lack of clear consensus on this recommendation. Therefore, it is proposed that this recommendation be considered by the proposed Senate External Review Task and Finish Group for further consideration and for a proposals to be developed and presented to a future meeting of Senate.

Recommendations extracted from Advance HE Report	Feedback received via survey	Proposed actions in response
	setting at other UK institutions be used as a means to formulate proposals. • Some members expressed a concern that current agenda setting processes are contentious and at times, create significant debate at Senate meetings which detracts time from core business. There is concern that use of a Committee would further protract contentious discussion and not adequately address the challenges around agenda setting.	
R.7. We recommend that the Principal is visibly supported in Senate meetings by the Provost, the University Secretary and the VP Students.	There is broad support for this recommendation. Key points raised in feedback: • Increased visibility from members of the Senior Leadership Team should be carefully considered and not be a means to dominate or dictate Senate discussion and decision making. • The confrontational atmosphere of Senate can be very challenging and may reduce the willingness of elected and student members to contribute to discussions. The increased visibility of senior colleagues may be helpful in supporting and inviting contributions from wider groups of members during challenging discussions.	This recommendation be adopted. There is clear support among members for greater visibility of and support during the running of Senate meetings from members of the Senior Leadership Team.

Recommendations extracted from Advance HE Report	Feedback received via survey	Proposed actions in response
Format of Senate		
R.8 We recommend introducing a more carefully and realistically planned and time managed agenda. The agenda should also make it clear if an item is for noting or discussion and suitable but specific time should be allowed for discussion.	Key points raised in feedback: • Members support greater transparency and structure being provided on agendas, including publishing the timings for discussion of items on the agenda. • Members support greater discipline in keeping to recommended timings for items, acknowledging the challenges for the Chair in not wishing to stifle debate and discussion. • Some members reflected on the use of e-Senate and recommended that a review of e-Senate processes take place, including revisiting what items can be taken to e-Senate and the technology currently used to support meetings of e-Senate. • A member recommended that Senate meetings be recorded for the purposes of preparing and agreeing the minutes.	This recommendation is closely tied to R6. It is proposed that this recommendation be considered by the proposed Senate External Review Task and Finish Group. It is anticipated that the work of this Group will include a process for agenda setting which include principles covering the time required for items, and the actions requested of Senate.
R.9. We recommend that meetings should always finish on time.	There is strong support for this recommendation. • This recommendation is tied to the implementation of prior recommendations relating to agenda setting and timings. • Members support an additional meeting of Senate be scheduled, as per S4. • Members noted that the timing of Senate meetings should also be considered.	This recommendation is closely tied to R6 and R8 and it is proposed that this recommendation by considered further by the proposed Senate External Review Task and Finish Group.

Recommendations extracted from Advance HE Report	Feedback received via survey	Proposed actions in response
R.10. We recommend that the format of Senate is decided at the same time that the dates are set. Further we recommend that one meeting a year should be fully in person with hybrid only offered for exceptional reasons.	There is a strong view that Senate meetings be held in hybrid format. Key points raised in feedback: • There is a strong view that Senate meetings be held in hybrid format. • Some members expressed a preference that meetings take place in-person and that this is appropriate for the effectiveness of Senate meetings. • Members conveyed concern that the EDI implications of in-person meetings are not adequately considered. • Members expressed a preference that in-person meetings rotate around the University campuses to facilitate attendance from members based outside the Central area. • The challenges relating to the conduct of hybrid meetings should be addressed, rather than reverting to in-person meetings. • There are time saving benefits from holding meetings online. • Additional support is required to support meetings which are held in hybrid format, and resourcing of Senate meetings should reflect the additional support that is required.	This recommendation be adopted, with oversight provided by the proposed Senate External Review Task and Finish Group. Meetings will take place in-person with a remote attendance option available. Members are encouraged to attend in-person where possible, and consideration will be given to rotating the meeting around University campuses where possible. Academic Services will review the effectiveness of meetings at the end of the academic year.
R.11. We recommend that all Senators should get a briefing note on proper use of the Chat Function, and it should be an important section in induction. This should include information on expected standards of behaviour and the proper use of the CHAT function (see, for example, guidance at Glasgow University or UCL). Misuse of the chat should not be tolerated.	There is broad support for this recommendation. Key points raised in feedback: • There is a preference among members that the chat function be switched off. • Members find the chat distracting and difficult to follow alongside discussion in the live meeting.	This recommendation be adopted, with oversight provided by the proposed Senate External Review Task and Finish Group. It is proposed that a Senate Members Behaviour Charter be developed. This which would cover expected behaviours in relation to matters relating to Senate.

Recommendations extracted from Advance HE Report	Feedback received via survey	Proposed actions in response
	• Use of the chat should be limited to supporting motions or voting during meetings.	**Target date:** The Behaviour Charter be developed throughout 2023/24 for implementation in 2024/25. The proposed Senate External Review Task and Finish Group will provide oversight of this work. **For information:** The meeting chat will not be enabled for meetings in 2023/24. As outlined in paragraphs 15 and 16, Academic Services have committed to a series of actions in response to feedback received via the annual internal effectiveness review. This includes undertaking work to improve satisfaction with the conduct of Senate meetings, which will continue to be monitored as part of Academic Services' efforts towards continuous improvement.
Suggestions: S.4. We suggest that a proposal for 4 Senates a year is discussed. S.5. We suggest holding one meeting each year in person in a suitably enabled IT space. S.6. We suggest that the open session is permanently removed from the agenda. However, the benefits of such a session should not be lost and should be replaced by alternatives, for example a twice yearly 'all staff update' possibly recorded or in person to update on external issues and the impact of senate business.	Key points raised in feedback: • There is support for an increase in the number of Ordinary Senate meetings held each year. • There is support for meetings being held in a suitably enabled IT space that also enables a high-quality hybrid meeting to take place. • There is a mixed view on the open session being permanently removed from Senate. • The open sessions of Senate facilitate engagement and discussion on key matters of Senate business from the wider University community. The continuation of these sessions would enable greater awareness of Senate business and transparency of decision making.	Recommendations relating to the format of Senate meetings will be prioritised, and any suggestions will be considered in relation to the work undertaken by the proposed Senate External Review Task and Finish Group, where appropriate.

Recommendations extracted from Advance HE Report	Feedback received via survey	Proposed actions in response
	• Open sessions of Senate should be scheduled as separate sessions to Ordinary meetings.	
Equality, Diversity & Inclusion		
R.12 Senate would benefit from a special session on enhancing and updating knowledge of EDI.	There is broad support for this recommendation. Key points raised in feedback: • There is support for increased diversity among the Senate membership across all categories but particularly ex-officio membership. • Work should be ongoing and not isolated to a single EDI session.	There is support for this recommendation. This recommendation will be referred to the University EDI Committee via the University EDI Lead for a proposal to be developed.
R.13 An EDI impact assessment/assurance rating should be used in all Senate papers.	There is broad support for this recommendation. Key points raised in feedback: • This is understood to already be a requirement of Senate and Committee papers. • There is support for papers providing a robust EDI impact assessment. • Enhanced training and guidance is required to support members and paper authors to adequately fulfil this recommendation.	There is support for this recommendation. This recommendation will be referred to the University EDI Committee via the University EDI Lead for a proposal to be developed.
R.14 We suggest that the University considers how the developmental membership of Senate could be promoted as part of the induction and development programme. Specifically, the Staff BAME network could promote Senate as part of its mentoring programme.	There is broad support for this recommendation. Key points raised in feedback: • There is support for ensuring Senate membership reflects the diversity of staff and reflects the diversity of views from across the University.	There is support for this recommendation. This recommendation will be referred to the University EDI Committee via the University EDI Lead for a proposal to be developed.

Recommendations extracted from Advance HE Report	Feedback received via survey	Proposed actions in response
	• The expectations regarding the workload implications and resource requires careful consideration to avoid overburdening marginalised colleagues. There should be clear benefit and reward for staff involved.	
R.15 Consider adding some nominated members to Senate to widen diversity	There is general support for the principle of this recommendation, however many expressed a lack of clarify on what this recommendation means in practice. Key points raised in feedback: • Members expressed a lack of clarity and there were diverging views on the practical application of this recommendation. Members made suggestions for the process of identifying and appointing nominated members and the use of University networks to identify appropriate members. • The addition of any nominated members should be undertaken via a transparent and democratic process.	There is support for this recommendation. This recommendation will be referred to the University EDI Committee via the University EDI Lead for a proposal to be developed.
Senate & Research		
R.16 We recommend that the VP Research and Enterprise undertakes a short review of how Research and especially PGRs could become more mainstreamed into Senate business.	There is broad support for this recommendation. Key points raised in feedback: • Members would value greater time being spent discussing research related matters at Senate. • Members noted the links between R1 and R16 and note that actions to address these two recommendations should be aligned.	There is support for this recommendation. This recommendation will be referred to the VP Research and Enterprise for a review and proposal to be developed. This recommendation will be taken forward in connection with R1.

Recommendations extracted from Advance HE Report	Feedback received via survey	Proposed actions in response
	• There is support for the VP Research and Enterprise to lead on this work, however with involvement from PGR students and doctoral staff. • The importance of retaining School and College level expertise in research related matters was noted.	
Senate Support		
Suggestions: S.7. We suggest that the university make resourcing of academic services support for Senate governance a key priority. S.8. We also suggest a minor tidying up point of clarifying in the largely very clear public documentation on the University's governance on whether both UG and PG students are within the remit of the QAC and APRC.	Key points raised in feedback: • The support provided to Senate should be adequately resourced. • Actions taken to address the recommendations provided under Agenda setting & chairing and Format of Senate may help reduce the administrative resource required to support Senate. • Members support the clarifying the remit of QAC and APRC as suggested.	These suggestions and feedback will be referred to Academic Services for consideration.
Senate Committees		
R.17. We recommend that the VP Students reviews the Terms of Reference, coverage and scope of the three Senate Committees with a view to identifying any overlap and considering if they together cover all university academic priorities.	There is broad support for this recommendation. Key points raised in feedback: • Members feel that the current Standing Committee structure does not adequately provide coverage of research related matters.	This recommendation be adopted and the VP Students in discussion with the Provost undertake this review with support from Academic Services and oversight provided by the proposed Senate External Review Task and Finish Group.

Recommendations extracted from Advance HE Report	Feedback received via survey	Proposed actions in response
	• Members would value the opportunity for the wider Senate membership to input into a review, including student and elected members. • Members support the involvement of The Provost in the review to bridge any gap between existing Committee remits and coverage of research related matters.	Any proposals relating to the Terms of Reference, coverage and scope of Standing Committees will be presented to Senate for approval.
R.18. We recommend that Senate establish a task and finish group (ideally with neutral facilitation) to explore the feasibility and establish the criteria for Senate Committee decisions that need further discussion in full Senate before a final decision is made.	There is broad support for this recommendation, however mixed views on the practical application of this recommendation. Key points raised in feedback: • Senate should have trust in its Standing Committees to undertake the work delegated to them, with regular and robust reporting provided to the wider Senate. • The volume of business undertaken by Standing Committees is significant and the work cannot reasonably be undertaken by full Senate • Standing Committees are accountable to Senate and decisions relating to key items of strategic importance should have Senate involvement. • Members would value Senate having input into any concrete proposals relating to the implementation of this recommendation.	This recommendation be adopted and considered by the proposed Senate External Review Task and Finish Group.
Suggestions: S.9. We suggest that the chair of each of the 3 Committee Chairs clarifies the relevant scheme of delegation for their committee.	Key points raised in feedback: • Senate are responsible for approving the Terms of Reference for its Standing Committees.	

Recommendations extracted from Advance HE Report	Feedback received via survey	Proposed actions in response
S.10. We suggest that the Senate gives thought to using a framework such as RACI as a framework for improving understanding and clarity about responsibilities, accountabilities consultation and communication relationships in Senate.	- The delegation of authority to Standing Committees should be clarified at appropriate points, including Induction, to help facilitate members' understanding of this. - Members held mixed views on the use of RACI as a framework for these purposes.	

These suggestions and feedback will be taken forward in connection to R.17. The VP Students, in discussion with the Provost, undertake a review with support from Academic Services and oversight provided by the proposed Senate External Review Task and Finish Group.

	Overall comments and reflections raised by members in feedback	
	Key points raised in feedback: - Thanks were extended to Advance HE for undertaking the review. Members broadly felt the report and findings were thorough and articulated the challenges experienced at Senate in recent years. - Members support a practice of a regular review of actions taken in response to recommendations being established. - The recommendations emerging from the review are an opportunity for positive change. Clear and timely action in response to the recommendations will support rebuilding trust at and within Senate and its members.	

	- Members shared their reflections on the decision to not enact a Senate Review Steering Group and noted that Advance HE found this an unusual practice. - Members noted that only Standing Committee members were surveyed on the effectiveness of Committees. There may have been value in seeking the views of the wider Senate on the relationship between Senate and its Committees.	

Appendix 2

Proposed Senate External Review Task and Finish Group

Purpose

The Senate External Review Task and Finish Group are responsible for considering recommendations emerging from the Senate External Review as agreed by Senate and developing proposals in response.

Terms of Reference

- To provide oversight of actions arising from the Senate External Review.

- To provide regular updates and reports to Senate on the progress of actions in response to the external review.

- To drive forward actions and initiatives in response to recommendations from the Senate External Review in-year and between meetings of Senate, where such actions have a clear benefit to the functioning of Senate.

- To develop proposals in response to the recommendations of the review where the input and approval of Senate is required.

Membership

Chair – The Provost

3 x ex-officio members, including a Senate Assessor to Court, the University Lead on EDI and Head of School representation. An equal balance of representation across Colleges will be sought.

3 x student members as nominated by the Students' Association. Student membership should include representation from one postgraduate research student member.

3 x elected members, with representation from one member whose holds a dedicated research position such as a junior research associate, early career fellow or equivalent. An equal balance of representation across Colleges will be sought.

2 x representatives from Registry Services, including the Senate Clerk who will also provide support to the group.

The term of office for members would be 1 November 2023 – 31 July 2024.

Timelines:

The task and finish group will meet at least four times over the course of 2023/24 and will conduct business electronically between meetings as required. The work of the group is expected to be of a similar volume to that of a Senate Standing Committee.

The group is expected to develop recommendations in response to actions over the course of the year with proposals requiring wider Senate approval to be presented to the February 2024 and May 2024 meetings of Senate.

Process for appointment of members

The work of the group is expected to be of a similar volume to that of a Senate Standing Committee and the process for electing members to the task and finish group is intended to reflect that of Senate Standing Committees.

To allow the work of the group to commence as soon as possible, it is proposed that the following pragmatic arrangements will apply to the nomination and appointment of elected members:

- Current elected academic staff members of Senate will have the opportunity to nominate themselves for membership of the task and finish group. The principle of ensuring a wide input of views from elected members will apply and members who are already serve on a Senate Standing Committee cannot seek membership of the task group;
- Each of the three elected member positions on the task and finish group will be assigned to each College.
- In the event that the number of eligible nominees for the Group does not exceed the three available places and the equal balance of Colleges is maintained, each nominee will be assigned to the membership of the group;
- In the event that the number of eligible nominees for the group exceeds the three available places, the drawing of lots will determine which nominees are assigned to the membership of the group;

If Senate supports these arrangements, Academic Services will take this forward on the following timelines:

- Monday 16 October: call for nominations
- Wednesday 25 October: nominations close
- By Monday 30 October: elected members informed of the outcome

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Senate

11 October 2023

Senate Standing Committees – upcoming business

Description of paper

1. This paper informs Senate of the main points of activity and business that we anticipate that the Senate Standing Committees will consider between October 2023 and February 2024.

Action requested / recommendation

2. This paper is provided to Senate for information.

Background and context

3. As has been established as practice, a note of upcoming key items of business from the Senate Standing Committees is a standing item on the agenda for Ordinary meetings of Senate. This is intended to facilitate Senate awareness and oversight of Standing Committee activity. This note does not a comprehensive overview of all business that the Standing Committees may consider during this period.

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.

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Professor Colm Harmon, Convener of SEC
Professor Tina Harrison, Convener of SQAC
Professor Patrick Hadoke, Convener of APRC

Freedom of Information
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Appendix 1

Senate Standing Committees: upcoming business October 2023 – February 2024

Senate Education Committee (SEC)	
Upcoming business:	**Brief description and context:**
1. Curriculum Transformation	This a standing item on SEC agendas in and a Committee priority for 2023/24. The exact nature of the business that SEC will consider during this period will depend on the decisions and advice that the project requires.
2. Student Experience	This is a standing item on SEC agendas in 2023/24.
3. Draft Learning and Teaching Strategy	The Committee will be asked to comment on a draft Learning and Teaching Strategy.
4. Assessment and Feedback Groups	This is a Committee priority for 2023/24. The Committee will receive updates from the two task groups set up to coordinate institutional activities around assessment and feedback (one focussing on strategy and policy, the other on guidance, procedures, data, systems and evaluation). These groups will report to SEC, APRC and QAC as appropriate depending on the nature of the business.
5. Doctoral College	This is a standing item on SEC agendas in 2023/24.
6. Higher Education Achievement Record (HEAR)	The Recommendations Panel will report to the November meeting of the Committee on any proposals for adding categories or amending existing categories of achievement.
7. Accessible and Inclusive Learning Policy	Update on the implementation of the amendments to the Policy approved in May 2023.
8. Generative Artificial Intelligence	This is a Committee priority for 2023/24.

[Senate Quality Assurance Committee](#) (QAC)

Upcoming business:	Brief description and context:
1. College Annual Quality Reports 2022-23	The Committee will discuss College reflections on progress with, and effectiveness of, actions from the last year and proposed activities and actions for the year ahead.
2. Annual Report on Academic Appeals 2022-32	The Committee will consider an analysis of appeals submitted in the last year and areas for action.
3. Annual Report on Student Discipline 2022-23	The Committee will discuss an analysis of cases considered under the Code of Student Conduct over the course of the academic year 2022-23.
4. Annual Report on Complaint Handling 2022-23	The Committee will discuss an analysis of the handling of complaints to the University for the academic year 2021-22, in line with the requirements of the Scottish Public Services Ombudsman (SPSO) and the University's Complaint Handling Procedure (CHP).
5. Annual Review of Student Support Services 2022-23	The Committee will discuss the report on the annual review, noting areas of good practice for sharing across services and agreeing themes for development and action.
6. Quality Enhancement and Standards Review (QESR)	The Committee will consider a progress update on the Quality Enhancement and Standards Review (QESR) due to be held in November 2023.

[Senate Academic Policy and Regulations Committee](#) (APRC)

Upcoming business:	Brief description and context:
1. Review of student concessions	Academic Services are undertaking work to collate the individual student concessions approved in 2022/23 and the Committee will consider a report of concessions at its November meeting. The Committee will be asked to consider the current approach to handling individual student concessions and provide feedback on this.
2. Review of regulations arising due to the revised review deadlines	The Committee will consider proposals for essential changes to policies due for review in 2023/24, including but not limited to the Student Maternity and Family Leave Policy.
3. Curriculum Transformation	Depending on the project's programmes, the Committee may consider the regulatory and policy implications of the proposed Curriculum Transformation framework

Senate

11 October 2023

Senate Ex-Officio Membership

Description of paper

1. The paper informs Senate of an amendment to the ex-officio membership from 2023/24 onwards.

2. Under Ordinance 212, the University Court are responsible for specifying the posts or offices which bring with them ex-officio membership. Under Regulation 4 of the Senate Election Regulations, the University Secretary can vary this list from time to time, to reflect changes in organisational structures and job titles. Any changes will be notified to Senate at the next meeting of Senate.

3. In line with its Terms of Reference, the Senate Academic Policy and Regulations Committee (APRC) is responsible for nominating and approving a Convener from among its members on an annual basis at the final meeting of the academic year. At its 25 May meeting, APRC appointed Professor Patrick Hadoke as Convener of the Committee for the 2023/24 academic year.

4. The Conveners of the three Senate Standing Committees are required to attend and feed into Senate business, provide routine updates to Senate to allow oversight of Standing Committee work, and ensure transparency between Senate and its Committees. Professor Hadoke is not elsewhere represented in the membership of Senate, and the ex-officio membership is updated to include the Conveners of Standing Committees as an ex-officio member, where they are not represented elsewhere in the Senate membership.

5. There has been a further minor amendment to future-proof the ex-officio membership and to allow University thematic leads to be included in the membership if not represented elsewhere in the Senate membership.

6. The University Secretary is content to make these amendments to the the ex-officio membership.

7. The total number of ex-officio members' remains below the maximum of 80. There is a total of 68 ex-officio members in 2023/24.

Action requested / recommendation

8. Senate is invited to note the update to the ex-officio membership. For reference, the ex-officio membership breakdown is provided in Appendix 1.

Resource implications

9. N/A

Risk management

10. N/A

Equality & diversity

11. Annual internal reviews of Senate effectiveness provide an opportunity to identify and address any issues relating to Equality and Diversity.

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

12. The 2023/24 Senate membership is published on the Senate website.

Author

Olivia Hayes, Academic Policy Officer
27 September 2023

Freedom of Information

Open

Appendix 1: *Ex-officio* membership breakdown

Position	Membership	Membership Breakdown
Principal	1	**(Required under Ordinance 212)**
Ex officio appointments Approximately 70, with a maximum 80 *ex officio* members in total.		Heads of Schools **(Required under Ordinance 212)** and Heads (Deans) of the Deaneries of the Edinburgh Medical School.
		Heads of College **(Required under Ordinance 212)**
		Vice-Principals
		Assistant Principals
		Director of Library and University Collections
		Director of the Institute for Academic Development
		University Leads on thematic areas, (e.g.Equality, Diversity and Inclusion)
		Up to 5 College-level office holders per College nominated by that College who hold academic posts (for example, Deans and Associate Deans)
		Office-holders who are specifically entitled to Senate membership under the terms of collaborative agreements.
		2 Senate Assessors on the University Court
		1 Academic Staff member on the University Court
		Conveners of Senate Standing Committees, if the Conveners are not elsewhere represented in the Senate membership.

Senate

11 October 2023

Review of Timetabling Processes – Progress Update

Description of paper

1. This paper provides an update on progress with the Timetabling work stream managed through Student Lifecycle Management Group's (SLMG), which is tasked with identifying recommendations that can deliver improved stability and timelines for students and staff.

2. The work detailed in this paper align with some of the 2030 Strategy outcomes, in particular:

    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 have more user-friendly processes and efficient systems to support our work.
    iii) Our estate will be fit for purpose, sustainable and accessible. We will support learning, research and collaboration with our neighbours, businesses and partners.

Action requested / Recommendation

3. Senate to note progress update

Background and context

4. The full-scale return to in-person teaching for 22/23 caused significant turbulence to the timetable as Schools largely implemented new timetables to reflect the change in delivery. This combined with significantly increased pressure on resourcing constraints around staffing and rooming led to a significant increase in the volume of timetable change requests in-and-around the start of teaching in September 2022, which in turn contributed to an unstable timetabling environment, creating disruption to both students and staff. This environment was further exacerbated by a critical system failure during week 1 of teaching in Sept 22.

5. The decision was taken to incorporate a review of current processes within the SLMG portfolio of work streams, with the view to identifying recommendations that can deliver improved stability and timeliness of delivery for students and staff
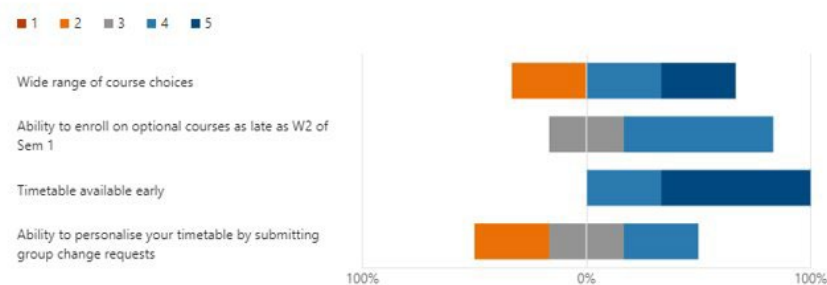
Discussion

6. Through a series of meeting and workshop sessions held with key stakeholders (Teaching Office staff, academic staff and students) the following key challenges were identified, which also reflect the outcome of a pre-workshop survey for staff members:
    1)   Late deadlines for course choice confirmation
    2)   Uncertainty on student enrolment numbers

3) Uncertainty on staff availability, particularly around dependency on Tutors and Demonstrators
4) Complexity/uncertainty introduced by high-level of course choice
5) Teaching estate constraints
6) Staggered approach to timetabling of all core programme requirements
7) Early engagement from key academic colleagues
8) Competing workload priorities for Teaching Offices at critical times

7. A separate survey confined to the student representation on the group confirmed the highest value placed on receiving their timetable earlier, but with other preferences stated that serve to emphasise the challenge in achieving this core ambition (see below)

2. How important for you are the factors listed below? (0 point)

More Details

■ 1 ■ 2 ■ 3 ■ 4 ■ 5

Wide range of course choices

Ability to enroll on optional courses as late as W2 of Sem 1

Timetable available early

Ability to personalise your timetable by submitting group change requests

8. The summary of challenges contributed towards over 12,500 requests for changes to the published timetable for 22/23, an increase of 25% from 21/22. Additional analysis work to identify propensity to change by level of study confirmed the following breakdown:
   1) 29.5% - PGT
   2) 22.9% - Year 1
   3) 17.2% - Year 2
   4) 15.4% - Year 3
   5) 13.6% - Year 4
   6) 1.4% - Year 5

9. The SLMG work stream is currently scheduled to conclude its initial review and sign-off on emerging recommendations for change by mid-June 2023.

10. Many of the core challenges will take time to fully address, but some immediate improvements have been identified and have been or are being implemented which should lead to some reduction in timetable instability:

   1) **Delivered:** The full roll-forward of the 22/23 timetable to recognise this is less likely to be subjected to widespread change for 23/24

   2) **In progress:** A full internal Timetabling Unit review of its processes for clash-checking to ensure these are updated and significantly tightened. This will ensure late change requests by Schools will not impact their students' wider timetable commitments

   3) **Delivered:** A full upgrade of the current system to its latest version. This eliminates some known bugs and delivers some performance improvement

11. The majority of emerging recommendations (section 6) will take longer to address, as will require significant review of both processes and current ways of working for academic staff. Timescale and priority of these changes will be built into SLMG plans for continuous service improvement to create an implementation plan for significant change across Colleges, School and Registry Services to enable a new improved approach to timetabling for our students.

Resource implications

12. Identified areas of improvement for 23/24 have either already been delivered, or can be covered within existing resource provision. Progress with some the larger, longer-term changes would need funding and capacity for project delivery, although priorities would need to be identified before any detailed costing could commence.

Risk Management

13. Risk to service disruption and delivery levels should be partially mitigated by the short-term measures detailed.

Responding to the Climate Emergency and Sustainable Development Goals

14.

Equality and Diversity

15. No EIA required at this stage

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

16. Outcome with emerging recommendations will be presented to Student Lifecycle Management Group for consideration and next steps

Consultation

17. SLGM work stream, Academic Registrar

Further information

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15 May 2023

Freedom of information

Open.

Senate

11 October 2023

Feedback and actions arising from the Internal Effectiveness Review of Senate and its Standing Committees

Description of paper
1. On 24 May 2023, Academic Services notified Senate members of plans for the annual internal review of the effectiveness of Senate and its Committees.
2. This paper provides Senate with the analysis and proposed actions drawn from the responses received to the light-touch internal Senate Effectiveness Review conducted in summer 2023.
3. This paper also provides Senate with the analysis and proposed actions from the responses received to the light-touch Senate Standing Committees Effectiveness Review and conducted in summer 2023.

Action requested / recommendation
4. Senate is invited to note the analysis of feedback received on Senate and the proposed actions set out in Appendix 1, which are intended to aid continuous improvement of our approach to academic governance in 2023/24.
5. Senate is invited to note the responses received from Senate Committees' members in Appendix 2.

Background and context
6. The University is required under the 2017 Scottish Code of Good HE Governance to carry out an annual internal review of Senate and its Committees which carry delegated responsibilities.
7. In summer 2023, Academic Services issued a short questionnaire to Senate members and their responses were collated and analysed by Academic Services.
8. In summer 2023, Academic Services issued and a short questionnaire to Senate Standing Committee members and their responses were collated.
9. The review was deliberately light touch, taking account of the forthcoming recommendations and actions arising from the recent external effectiveness review which took place in 2022/23.

Discussion
10. An analysis of responses received in relation to Senate, and suggested actions can be found in Appendix 1. Proposed actions are intended to be proportionate to the scope of an annual effectiveness review, the volume of feedback received and the forthcoming actions arising from the Senate External Effectiveness Review.
11. An analysis of responses received in relation to Senate Committees, and suggested actions can be found in Appendix 2. Proposed actions are intended to be proportionate to the scope of an annual effectiveness review and the volume of feedback received.
12. In line with the 2017 Scottish Code of Good HE Governance, the University is required to carry out an external effectiveness review of Senate and its Committees every five years. Senate agreed to bring this review forward by one year to 2022/23. The report was finalised and submitted to the University in July 2023. A series of actions are proposed in response to the recommendations and suggestions received via the Senate External Review. A paper outlining feedback provided by members and proposed actions arising

from the review are presented to Senate at its 11 October 2023 meeting (Paper S 23/24 1I).

13. Any overlap in actions arising from the external review and actions arising via the internal effectiveness review are identified. Any actions arising via the internal effectiveness review will be taken forward by Academic Services as part of their established role in supporting Senate and its Committees and efforts towards continuous improvement.

Resource implications

14. The recommended actions can be managed within the current resources of Academic Services, as part of their established role in support of Conveners and the cycle of committee business.

Risk management

15. This activity supports the University's obligations under the 2017 Scottish Code of Good HE Governance.

Equality & diversity

16. The review provides an opportunity to identify any equality and diversity challenges in Senate and its Committees, and the way they conduct their business.

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

17. Academic Services will report to Senate at the first meeting of 2024/25 on progress against actions taken in response to the review.

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Services

Freedom of Information
Open

APPENDIX 1

Report on the Senate Internal Effectiveness Review 2022/23

1. Context and response rate

This review of Senate is conducted in compliance with the Scottish Code of Good Higher Education Governance 2017. This analysis compares the results with the previous review conducted in summer 2022.

The Senate review took the form of a short online questionnaire to Senate 2022/23 members.

53 responses were received out of 210 members (25% response rate). Respondents were not asked to identify which College nor membership group they belonged to.

The questionnaire opened on 14 July 2023 and closed on 11 August 2023

In 2021/22, 59 responses were received from 203 Senate members, which was a response rate of 29%. The number of responses and overall response rate has slightly decreased from the previous year.

The findings and any recommended actions or enhancement opportunities are reported to Senate at the 11 October meeting, and to Court via the routine reporting of Senate business to Court.

2. Analysis of responses by question

Q1 During your time as a member of Senate, have you had a clear understanding of your role on Senate? Do you have any suggestions for how this could be better communicated, for example via the Senate Members' Handbook, or the Senate website?

- The majority of the respondents felt they had a clear understanding of their role on Senate.
- Approximately 67% of the respondents felt that the Induction and materials provided were useful in helping them understand their role on Senate. Approximately 13% of the respondents felt that the Induction was not adequate.
- Approximately 30% of the respondents felt that they required greater clarity on the role and purpose of Senate. Members reflected on there being diverging views on the purpose of Senate and a difference of opinion between elected members and members of the Senior Leadership Team.
- Approximately 13% of the respondents felt they required greater clarity on the role of Senate members. Some members believe this was related to a broader lack of clarity on the purpose and role of Senate among the wider Senate membership, and others felt that developing a greater understanding of expectations surrounding consultation and communication on Senate business would be valuable.
- A small number of respondents reflected on procedural elements, with some members noting that there is a lack of clarity around Senate procedures and others noting that too much time is spent on procedural matters diverting time from core business.
- A number of members provided useful suggestions for improvements of member induction and the Induction session, including but not limited to:
  - Provision of a glossary or guide of abbreviations, jargon and common terminology used at Senate.

- o Guidelines for members on meetings, covering items such as the conduct of meetings, meeting etiquette and agenda setting.
- o Provision of case studies, member provided videos and greater involvement with continuing or more experienced members of Senate.

Comparison with 2021/22 response

- There continues to be a majority of respondents who feel they understand their role and this is communicated effectively. There is an increase in respondents who felt that the materials and Induction were useful.
- In 2021/22 several members stated that they understood their role, but raised questions about whether this role is effective or appropriate. In 2022/23, approximately 37% of respondents reflected on there being a lack of clarity regarding the role and purpose of Senate and Senate members. These comments will be considered in relation to Question 3.
- In 2021/22 a small number of members noted that the procedural elements of Senate can be challenging, and this has been raised again in 2022/23.

Q2 In May each year, Senate receives an Annual Report of the Senate Standing Committees. Does this provide Senate with appropriate oversight of the Committees' work?

- Approximately 45% of respondents agreed that the annual report of the Senate Standing Committees provided Senate with sufficient oversight of the Committees' work. Approximately 34% of respondents did not agree that the annual report provides Senate with sufficient oversight of the Committees' work and approximately 17% of respondents were either unsure or did not have a view.
- Approximately 17% of respondents felt that the timing of the annual report did not provide Senate with sufficient oversight or ability to feed into Committee business and priorities. Some members felt that more regularly reporting of business, for example at Senate meetings, would help improve oversight of Standing Committees.
- Approximately 13% of respondents felt that the detail of the annual report was insufficient and that greater detail was required for effective oversight.
- A small number of respondents noted that other mechanisms, such as the inclusion of elected Senate members on Standing Committees, email notifications to Senate on agendas and papers for Standing Committee meetings being available, as well as use of tools such as a Teams channel, as allowing greater oversight and opportunity to input into Standing Committee work. These respondents gave positive, negative and neutral views on the annual report.
- One member indicated they were not aware of the annual report.

Comparison with 2021/22 response

- In the 2021/22 review, approximately 50% of respondents agreed that the report provided sufficient oversight. Whilst the majority of respondents still agree with this statement, this has reduced from 50% to 45% in 2022/23.
- There was a small decrease in the minority who were did not think of the annual report alone as providing adequate oversight, reducing to 34% of respondents in 2022/23 compared with 40% of respondents in 2021/22. There continues to be a consistent proportion of members who feel that the timing of the report is inappropriate and detail provided is insufficient.

Q3 During your time as a member of Senate, do you feel Senate has engaged effectively with the strategic priorities of the University? In what ways? How could Senate engagement with strategic priorities be improved?

- The majority of members do not believe that Senate engages effectively with strategic priorities.
- Approximately 42% of respondents felt that the University and Senior Leadership Team do not respond to Senate's efforts to engage with or influence strategic priorities. Respondents noted that feedback raised and decisions taken by Senate are not always acted upon and this undermines the sense of Senate having a meaningful role in University governance and decision making. Respondents reflected on the timing of Senate's input and noted that Senate is asked to approve decisions on strategic priorities without input at a formative stage and insufficient oversight throughout the development of areas of strategic change or priority.
- Approximately 20% of respondents noted that Senate's role in shaping strategic priorities was unclear and a debates regarding the remit and a lack of clarity on the purpose of Senate detracted from its ability to engage effectively with strategic priorities. A number of respondents stated that Senate should have a greater role in shaping the strategic priorities of the University and that Senate's role in meaningfully shaping the strategic priorities is underutilised. Respondents noted that a focus on operational matters has dominated discussion, which has prevented sufficient time being spent discussing strategic priorities.
- Approximately 15% of respondents felt that the conduct of Senate meetings contributed to the view that Senate does not engage effectively with strategic priorities. Respondents highlighted specific examples relating to the conduct of meetings including poor time management of the agenda, meetings overrunning, use of the Teams chat during meetings, amendments to papers raised during Senate meetings and a lack of clarity ahead of decisions being taken via a vote. Respondents also highlighted frequent recurring topics as contributing to this view. Respondents noted examples including: procedural challenges, detailed operational discussions and differing opinions regarding Senate's remit as detracting from Senate's ability to engage effectively with University and Senate priorities.
- A small number of respondents noted the value of the Presentation and Discussion sessions and expressed a hope that these return to Senate.

Comparison with 2021/22 response

- There continues to be a majority of members who do not feel that Senate engages effectively with strategic priorities. Comments raised are broadly similar to those in previous years. Notably, that feedback raised and decisions taken by Senate are not always acted upon and that there is a lack of Senate influence over strategic priorities.
- There has been a shift in the feedback provided on meeting conduct with an increase in respondents who believe this prevents Senate from engaging with strategic priorities. In 2021/22 respondents reflected on the time available for formal meetings and the engagement of Senate members. In 2022/23 respondents have highlighted a broader range of areas relating to meeting conduct which they identified as requiring improvement.

Q4 Do you feel that Senate is supported effectively by the Senate Support team within Academic Services? Please comment on what works well, and what you think could be improved.

- The response was overall very positive with 89% of respondents agreeing that Senate is effectively supported by the Senate Support team. Two respondents expressed dissatisfaction with the support provided but did not provide a reason for this. Three respondents did not give a view.
- Approximately 10% of respondents, who responded positively to the support provided, noted that greater resource is required to allow high quality support to continue being provided to Senate. Respondents highlighted that the production of minutes, circulation of papers and timely communication of decisions could all be improved if the Senate Support team had greater resource.
- Approximately 10% of respondents, who responded positively to the support provided, noted that greater transparency of the agenda setting process and timings allocated to items on the agenda would be welcomed.

Comparison with 2021/21 response

- The responses received are similar to those returned in 2021/22.
- There was increase in feedback received on the resourcing of the Senate Support team and seeking greater clarity on the agenda setting process.

Proposed actions identified in response to 2022/23 review

Area Under Review	Recommended Action	Responsible	Deadline
Member resources and engagement	1. Academic Services to review the Senate Induction for 2023/24. Members will receive an induction to Senate from key staff involved, followed by break-out sessions tailored to each membership group. These sessions are targeted at specific groups and intended to help members understand their role and the expectations of them.	1. Academic Services	1. September 2023
	2. Academic Services to develop an online Senate Members' portal to bring together key resources to support Senate members in effectively carrying out their role.	2. Academic Services	2. As soon as possible and by January 2024.
	3. The development of a Senate Members Behaviour Charter.	3. Work towards this action will be undertaken by the proposed Senate External Review Task and Finish group.	3. Ongoing throughout 2023/24.
Planning and management of meetings	4. Considering the process and principles for agenda setting and what role members play in this.	4. Work will be undertaken towards this action by the proposed Senate External Review Task and Finish Group	4. Ongoing throughout 2023/24.
	5. Undertaking work to improve member satisfaction with the conduct of Senate meetings. This includes supporting work and actions undertaken in relation to recommendations arising from the Senate External Review and by the proposed Senate External Review Task and Finish Group to address feedback on poor time management of the agenda, meetings overrunning, use of the Teams chat during meetings, amendments to papers raised during Senate meetings.	5. Academic Services in support of the proposed Senate External Review Task and Finish Group	5. Ongoing throughout 2023/24.

	6. The development of an action log to provide transparency and update on the progress of actions undertaken in response to decisions at Senate.	6. Academic Services.	6. For implementation from January 2024.

Progress on actions identified in the 2021/22 review

Area Under Review	Recommended Action	Responsible	Status
Role and remit	1. Academic Services to hold a briefing on Senate regulations and procedures to build members knowledge of the Senate Standing Orders and procedural elements of acting as a Senate member – in line with the paper presented to Senate's August 2022 meeting.	All: Academic Services	1. This action has not been progressed due to competing priorities and limited resource within Senate Support. This action will be revisited following the conclusion of work undertaken by the Senate External Review Task and Finish Group.
	2. Additional efforts will be made by Academic Services to ensure that any members joining out with the usual cycle receive the induction materials provided to all staff. Induction sessions are held annually and all Senate members are invited to attend. This practice will continue.		2. Academic Services has established the practice of contacting new members joining out of cycle with Induction materials and this practice will continue moving forward.
Oversight of Senate Standing Committees	3. Add three elected members of Senate to Standing Committees – in line with the amendment approved at Senate's August 2022 meeting.	All: Academic Services and Senate Standing Committee Conveners	3. A paper will be presented to 12 October meeting of Senate
	4. Revise the format of the annual Senate Standing Committees report to provide further detail on the work of Committees.		4. This action was completed with the 2022/23 Annual Report amended to provide greater detail on Standing Committee business.
	5. Standing Committee Conveners to continue be available at Senate meetings to answer questions on the work of the Standing Committees.		5. This practice has been established and a Standing Committees Upcoming

			Business item is now included on Senate agendas as standard.
	6. Academic Services to continue with the practice of informing Senate members when Standing Committee papers are available and offering them an opportunity to comment, and to implement the guidelines for Senate Standing Committee papers as approved at the August 2022 Senate meeting		6. Academic Services has established the practice of notifying Senate when Standing Committee papers are available. This is an established practice and will continue moving forward.
Senate engagement with strategic priorities	7. Review the format of Senate meetings taking account of members' feedback on the format, duration and timing of meetings. The review will take account of members' preference for hybrid meetings. Senate Support made extensive efforts with ISG to hold the 25 May meeting as hybrid. The technology and functionality for a high-quality hybrid meeting, which allowed for members to engage from home, was unable to be arranged in the time available. It is expected that the briefing on Senate regulations and procedures session will also addressed some of the feedback received on procedural matters raised under this item.	Academic Services, for discussion with the Convener	7. This action is ongoing. Meetings in 2022/23 took place in online or hybrid and sought to prioritise accessibility and opportunities for discussion.
Committee Support	8. Support the externally facilitated review of Senate to take place in 2022/23. 9. Continuously review practical arrangements for Senate meetings to prioritise accessibility and opportunities for discussion.	All: Academic Services	8. This action is complete. Academic Services provided support to the externally facilitated review of Senate which took place in 2022/23. 9. This action is ongoing. Meetings in 2022/23 took place in online or hybrid and sought to prioritise accessibility and opportunities for discussion.

Report of Senate Academic Policy and Regulations Committee Internal Effectiveness Review 2022/23

The Senate Academic Policy and Regulations Committee currently has 22 members. 13 responses were received to the Internal Effectiveness Review Questionnaire, equating to a 59% response rate. This is a small drop in response rate when compared with 2021/22 when there were 12 responses from 19 members equating to a 63% response rate.

- **Committee Remit**
  The majority of respondents strongly agreed with the following statements, with a minority of respondents agreeing with the following statements:
    o the Committee remit is clear (8 respondents strongly agreed, 5 respondents agreed).
    o the Committee has adapted effectively to challenges of changes in priority (10 respondents strongly agreed, 3 respondents agreed).

  All respondents agreed (7 respondents) or strongly agreed (6 respondents) that the scope of the Committee remit is appropriate.

  The majority of respondents agreed (10 respondents) or strongly agreed (1 respondent) that the Committee is using task groups effectively and 2 respondents disagreed that the Committee is using task groups effectively.

  The majority of free-text comments returned were regarding the use of task groups by the Committee. Comments reflected on defining the appropriate use of task groups, potential barriers to the Committee utilising task groups and the broader challenges experienced by short-life task groups across the University.

- **Governance and Impact**
  The majority of respondents (11 out of 13) strongly agreed that they have a clear understanding of how the Committee fits into the academic governance framework of the University.

  The majority of respondents agreed or strongly agreed with the following statements. A small number of respondents (≤2 out of 13) disagreed with the following statements:
    o There is an effective flow of business between relevant College Committees, Senate Committees and Senate
    o There are clear links between Committee business and University strategic priorities.
    o The Committee makes the desired impact based on its remit and priorities

  Free-text comments received indicate that members have a clear understanding of the Committee's role within the governance framework. Responses indicate that there could be improvements to reporting links between Senate Committees, reporting from Colleges and greater feedback on the outcomes and effectiveness of items within the Committees remit.

- **Composition**

All respondents agreed or strongly agreed that the current composition of the Committee enables it to fulfil its remit and the size of the Committee is appropriate in order for it to operate effectively.

Free-text comments reflected on the valuable contributions and scrutiny brought by Senate members since joining the Committee and noted that further expansion of the Committee would impinge on the Committee's ability to function effectively.

- **EDI**
  The majority of the respondents agreed (7 respondents) or strongly agreed (1 respondent) that the composition of the Committee is suitably representative of the diverse University population. Five respondents disagreed with this statement.

  The majority of respondents agreed (8 respondents) or strongly agreed (1 respondent) that equality and diversity considerations are adequately addressed when discussing Committee business. Four respondents disagreed with this statement.

  Free-text comments reflected on the Committee's consideration of EDI matters when receiving items of business. Members noted the challenges in ensuring that all protected characteristics are represented, and whether EDI matters are given appropriate scrutiny before items of business reach the Committee.

- **Role**
  All respondents either strongly agreed (7 respondents) or agreed (6 respondents) that they have a clear understanding of their roles and responsibilities as Committee members.

  6 respondents agreed, 4 strongly agreed, and 3 disagreed, that they received an effective induction when they joined the Committee.

  All respondents agreed or strongly agreed that Committee members fully engage in Committee business.

  One free-text comment reflected on the meeting times often clashing with another University-level group. Other comments reflected on the relevance of Committee business to their role and the ability to judge the effective engagement of members during a period where the volume of business was higher than normal.

- **Communications**
  The majority of respondents agreed (7 respondents) or strongly agreed (2 respondents) that the Committee communicates effectively with stakeholders. Four respondents disagreed with this statement.

  All respondents agreed or strongly agreed that they have a clear understanding of their role in cascading information from the Committee as a representative of their College or Group.

  The majority of respondents either strongly agreed (5 respondents) or agreed (4 respondents) that they have a clear understanding of their role in cascading information from the Committee. 3 respondents disagreed and 1 respondent strongly disagreed with this statement.

Free-text comments reflected on the value in clarifying the role of members in cascading information, defining what information can be cascaded and how developing a structured approach to cascading information will support members in providing updates on Committee business to the areas they represent.

- **Support**
  All respondents either strongly agreed (10 respondents) or agreed (2 respondents) that the Committee is effectively supported by Academic Services.

  The majority of respondents strongly agreed (9 respondents) or agreed (2 respondents) that the information provided to the Committee supports effective decision-making. One respondent disagreed with this statement.

  All respondents agreed or strongly agreed that Committee papers provide an appropriate level of detail on the background of issues brought to the Committee.

  The majority of respondents agreed (6 respondents) or strongly agreed (5 respondents) that Committee papers provide an appropriate level of detail on how Committee decisions will be implemented. Two respondents disagreed with this statement.

  Free-text comments indicate that members would value greater detail in papers on the implementation of proposals brought to the Committee. One comment reflected on repetitive detail and the length of papers, whilst another noted that the length of meeting agendas can be challenging to allow sufficient time for scrutiny of business. Comments reflected that the Committee has excellent support from Academic Services.

  Proposed actions:
- Consider how to focus business within the Committee remit and clarify responsibilities where business overlaps and links with other committees. Academic Services will support paper authors to focus on the detail relevant to the Committee's remit and the decision being asked of them.

- Continue to explore ways to diversify the membership of the Committee and effectively consider EDI matters. Academic Services will signpost to relevant EDI guidance and training materials in order to empower members and enhance their understanding of EDI matters, and enable all members to appropriately scrutinise Committee business.

- Consider how the Committee can communicate effectively with stakeholders, including the roles and responsibilities of Academic Services and Committee members. In particular, proposals should include a plan of how information will be communicated to relevant stakeholders, and actions should record instances where Committee members have responsibility for communicating information or outcomes to their College or Group.

- Any actions need to be considered and undertaken within the wider context of the recommendations from the Senate External Effectiveness Review and as part of the continuous improvements made within Academic Services.

Report of Senate Education Committee Internal Effectiveness Review 2022/23

The Senate Education Committee currently has 28 members. 13 responses were received to the Internal Effectiveness Review Questionnaire equating to a 46% response rate. This is an increase when compared with 2021/22 when there were 5 responses from 24 members equating to a 21% response rate.

- **Committee Remit**

    All respondents agreed that:

    - The Committee remit is clear.
    - The Committee has adapted effectively to challenges of changes in priority.

    Three respondents disagreed that the scope of the Committee remit is appropriate.

    Four respondents disagreed that the Committee is using task groups effectively.

    There were no strong themes from the six free text comments provided. Comments related to the wide remit, the cross over between other committee remits, and blurred boundaries of the remit.

- **Governance and Impact**

    All respondents agreed that there are clear links between Committee business and University strategic priorities.

    One respondent disagreed that they understood how the Committee fits into the academic governance framework of the University.

    Two respondents disagreed that the Committee makes the desired impact based on its remit and priorities.

    One respondent strongly disagreed that there is effective flow of business between relevant College Committees, Senate Committees and Senate.

    Two of the five free text comments mentioned strengthening reporting links with colleges. Two comments talked about overlaps and links with other committees and the need for clarity on responsibilities. One comment reflected on the responsibilities of College representatives and the new elected Senate representatives roles, outlining instances where views gathered by these representatives from schools differs.

- **Composition**

    All respondents agreed that the current composition of the Committee enables it to fulfil its remit and that the size of the Committee is appropriate in order for it to operate effectively.

    Free text comments acknowledged that the Committee membership is large, but felt this was appropriate. One free text comment reflected on the challenge of Senate Standing Committees not revisiting in-depth discussion where work has been delegated to task groups.

- **Equality, Diversity and Inclusion (EDI)**

  Five respondents disagreed that the composition of the Committee is suitably representative of the diverse University population.

  Four respondents disagreed that equality and diversity considerations are adequately addressed when discussing Committee business.

  Free text comments talked about the importance of diversity on the Committee but also the challenge of achieving this given the membership is predominantly related to roles. One comment said EDI was covered well and two others mentioned how equality impact assessment could be better used.

- **Role**

  All respondents agreed Committee members engage fully in Committee business.

  One respondent disagreed that they have a clear understanding of their role and responsibilities as Committee member.

  One respondent disagreed and three strongly disagreed that they had received an effective induction when joining the Committee.
  Induction for 2023/24 has already been enhanced across all Standing Committees.

  In the free text comments, two respondents noted they had not received an induction.

- **Communications**

  All respondent agreed that they have a clear understanding of their role on the Committee as a representative of their College or Group.

  Three respondents disagreed that the Committee communicates effectively with stakeholders.

  Four respondents disagreed that they have a clear understanding of their role in cascading information from the Committee.

  Free text comments covered the challenge of communicating committee outcomes and what members are themselves responsible for communicating.

- **Support**

  All respondents felt that the Committee is effectively supported by Academic Services, with 9 strongly agreeing.

  One respondent disagree and one strongly disagreed that the information provided to the Committee supports effective decision-making.

  Two respondents disagreed that committee papers provide an appropriate level of detail on the background of issues brought to the Committee.

Three respondents disagreed that Committee papers provide an appropriate level of detail on how Committee decisions will be implemented.

Two free text comments outlined the challenge of consulting with constituencies within timescales.

As part of the Internal Effectiveness Review, the committee coverage of postgraduate research student business was reviewed. In terms of major agenda items, the Doctoral College was a standing item, the Postgraduate Research Experience Survey (PRES) questions were approved and the postgraduate research Higher Education Achievement Record was also discussed.

Proposed actions

- Consider how to focus business within the Committee remit and clarify responsibilities where business overlaps and links with other committees.
- Continue to explore ways to diversify the membership of the Committee and effectively consider EDI matters.
- Consider how committees can communicate effectively with stakeholders, including the roles and responsibilities of Academic Services and members.
- Any actions need to be considered and undertaken within the wider context of the recommendations from the External Senate review.

Report of Senate Quality Assurance Committee Internal Effectiveness Review 2022/23

The Senate Quality Assurance Committee currently has 16 members. 9 responses were received to the Internal Effectiveness Review Questionnaire equating to a 56% response rate. This is an increase when compared with 2021/22 when there were 3 responses from 12 members equating to a 25% response rate.

- **Committee Remit**

  All respondents agreed that:

  - o The Committee remit is clear.
  - o The scope of the Committee remit is appropriate.
  - o The Committee has adapted effectively to challenges of changes in priority.

  Four respondents disagreed that the Committee is using task groups effectively.

  General comments received in relation the Committee remit are as follows:

  - o There is some overlap with Education Committee.
  - o The Committee has used task groups fairly infrequently which is perhaps why they have been ineffective in the recent past.

- **Governance and Impact**

  All respondents agreed that:
  - o There are clear links between Committee business and University strategic priorities.
  - o They understood how the Committee fits into the academic governance framework of the University.

  One respondent disagreed that the Committee makes the desired impact based on its remit and priorities.

  Four respondents disagreed that there is effective flow of business between relevant College Committees, Senate Committees and Senate.

  Three of the five comments received in the free text box for this section mentioned that the flow of business between SQAC and Senate could be improved. Two comments mentioned that the flow of business between SQAC and College Committees was effective.

- **Composition**

  Seven respondents agreed that the current composition of the Committee enables it to fulfil its remit and that the size of the Committee is appropriate in order for it to operate effectively. Two respondents disagreed with this.

  Comments in the free text section reflected on recent changes to the Committee membership and suggestions for future changes. It was suggested that there should be an EDI representative on SQAC and that it would be beneficial to invite Subject Area level role holders to feed-back on challenges that may be encountered in

implementing QA policy. One member respondent noted that they were uncomfortable about the recent increase in the size of the committee and the lack of balance across the Colleges.

Another comment noted that SQAC would benefit from more representation from and conversation with elected members of Senate.

One respondent felt that the role of the Senate elected members is unclear; the Committee has representation from each College and from a School within each College. The respondent questioned what voice the elected members bring to the Committee. The respondent included in their comment that they strongly feel that if elected members join committees there should be a limit of one member from each college - no college should have more than one elected member on a committee.

- **Equality, Diversity and Inclusion (EDI)**

  Five respondents disagreed that the composition of the Committee is suitably representative of the diverse University population.

  Two respondents disagreed that equality and diversity considerations are adequately addressed when discussing Committee business.

  Comments received in relation to EDI on the Committee are as follows:

  - There is very little BAME representation on the Committee but also that it is reflective of elected positions within the University.
  - One respondent suggested that this field required a "Don't know" option and for room to be allowed to acknowledge the complexity of the question.
  - The Committee is small which makes it statistically harder to have proportional representation of different ethnicities than in a large committee and with a large number of ex-officio members who hold their posts on the basis of applying for College- and School-level positions, this is not easily changed.

- **Role**

  All respondents agreed that:

  - Committee members engage fully in Committee business.
  - They have a clear understanding of their role and responsibilities as Committee member.

  One respondent disagreed that they had received an effective induction when joining the Committee.

  Induction for 2023/24 has already been enhanced across all Standing Committees.

  One respondent used the free text box to share they find the Committee to be collegiate and effective at discussing agenda items. Another respondent noted that it would be easier to fully engage if papers were provided as much in advance as possible and were of high quality and clarity on what is being asked of SQAC.

- **Communications**

  One respondent disagreed that they have a clear understanding of their role on the Committee as a representative of their College or Group.

  Three respondents disagreed that the Committee communicates effectively with stakeholders.

  One respondent disagreed that they have a clear understanding of their role in cascading information from the Committee.

  Free text comments covered the challenge of communicating committee outcomes and the effectiveness of the cascading system. Three comments noted that the reliance on cascading information is not always clear or effective and that it relies heavily on the Convener or members. One respondent commented that they would like more digitised records and better digital infrastructure to support up to date flows of information.

  Another respondent commented that there is a tendency in all University projects/committees to rely on focus groups for information & consultation which is methodologically problematic, and that Committee business could be communicated more effectively.

- **Support**

  All respondents felt that the Committee is effectively supported by Academic Services, with five strongly agreeing.

  Two respondents disagreed that the information provided to the Committee supports effective decision-making.

  One respondent disagreed that committee papers provide an appropriate level of detail on the background of issues brought to the Committee.

  Four respondents disagreed that Committee papers provide an appropriate level of detail on how Committee decisions will be implemented.

  Free text comments included feedback that differentiated options in different questions (e.g., at all times, most of the time, etc.) would have been useful in this survey.

  Two comments noted that implementation can be challenging, either with some matters delegated to task groups and subsequent reporting is unclear, or that implementation may be clear at College or even School level but not in terms of implementation at Subject Area level.

  Another respondent noted that there is too much business for the time allocated and that shorter, more frequent meeting would be better for reflection, discussion and effective decision-making.

Proposed actions

- Continue to explore ways to diversify the membership of the Committee and effectively consider EDI matters.
- Clarify the roles of subgroups and task groups at the start of the year.

- Consider how committees can communicate effectively with stakeholders, including the roles and responsibilities of Academic Services and members.
- Any actions need to be considered and undertaken within the wider context of the recommendations from the External Senate review.

Senate

11 October 2023

Research Strategy Group Report

Description of paper

1. This paper provides a summary of issues discussed at meetings of RSG. RSG's responsibility for research policy and strategy are directly relevant to the achievement of the following outcomes set out in Strategy 2030:

i.   We will see our research having a greater impact as a result of partnership, international reach and investment in emergent disciplines.

ii.   We will be a global leader in artificial intelligence and the use of data with integrity.

iii.   We will have created opportunities for partners, friends, neighbours and supporters to co-create, engage with the world and amplify our impacts.

iv.   Edinburgh will become the Data Capital of Europe. We will deliver inclusive growth, provide data skills to at least 100,000 individuals, and create new companies and solutions for global challenges.

Action requested / Recommendation

2. For Information

Background and context

3. Since the last Senate meeting in March 2023, RSG met on 18th April, 20th June, 22nd August (REF Focussed) and 19th September.

4. This report outlines:

- Research Excellence Framework 2028 - update
- Research Culture and Research Ethics and Integrity Review Group (REIRG) updates and Good Research Practice Week 2023
- Edinburgh Earth Initiative: Amplifying climate and sustainability research at the University of Edinburgh 2023/2024
- Update on Funding, Key Grants and Research and Impact Recognition

5. Research Strategy Group has maintained an overview of the development of the University's new Research and innovation Strategy, which the VP Research and Enterprise will be presenting to Senate.

Discussion

Research Excellence Framework 2028 (REF2028)

6. In June 2023, the Future Research Assessment Programme (FRAP) published a report setting out Initial Decisions for the next REF. The submission deadline for the next REF is scheduled for late 2027 with results published in December 2028.

7. The REF2028 Initial Decisions document sets out the fundamental decisions relating to the next REF. It proposes key changes across three dimensions:

- **Weightings.** The weight of outputs as part of overall assessment will be reduced to 50% (previously 60%), of which 10% will be an 'evidence statement'. The

'Environment' section (previously 15%) will be raised to 25%, and rebadged as People, Culture & Environment. Impact remains at 25% of the assessment.

- **Volume measure.** The volume of the submission will be based on our HESA return, measuring the FTE of staff with 'significance responsibility for research' and who are deemed independent researchers. However, there will be no staff list, and no requirement that each listed researcher submit an output.

- **Outputs.** As in REF2021, each unit must submit an average of 2.5 outputs per FTE eligible staff. However, there will be no minimum or maximum number of outputs per staff member, meaning that some staff may not have any outputs submitted, and others may have a large number. Submissions are also encouraged to source outputs from a wider pool of contributors (e.g. technicians, teaching staff, or collaborators who have been employed at least 0.2 FTE over 6 months).

- **People, Culture & Environment.** This statement will be more structured, and bring in a wider range of metrics to assess the health of the research environment; however, there is a lack of clarity on the definition, coverage, or metrics that will be required. This will not be confirmed until Autumn 2024.

8. The August meeting of RSG focussed on the implications and impacts of these changes for the University and the sector, including the implication of 'decoupling' of outputs from individuals and the weighting and content of the 'People, Culture and Environment' component. There was also early strategic discussion around preparation, management and governance for this REF.

9. The sector has been asked for its views on practical implications of the changes and potential unintended consequences, rather than on the fundamental decisions which are not addressed in the consultation. The views of the Colleges and other members of RSG have been woven into the University's response which was submitted on 3rd October.

10. The 'REF2028 Further Decisions' document will be published in December and the draft Guidance on Submissions and Panel Criteria documents will be published in June 2024. Edinburgh Research Office (ERO) has a REF2028 SharePoint site[1] that is open to staff and students. It holds contains a short briefing on REF2028 and other material that Senate members may find interesting. This page will be updated as new REF2028 material is released.

Research Culture, Ethics and Integrity Review Group (REIRG) updates and Good Research Practice Week 2023

11. In September 2023, RSG and the University Executive approved the Research Cultures Delivery Plan, which sets out detailed actions and timeframes for implementing the Research Cultures Action Plan. The Action Plan and the Delivery Plan can be accessed via https://support-for-researchers.ed.ac.uk/research-cultures.

12. The Research Cultures Working Group, which met between 2020-2022 to develop the RC Action Plan, has now been repurposed as the Research Cultures Forum. The Forum, co-chaired by Dr Sukanya Krishnamurthy and Prof Timm Krueger, will provide feedback, advice and insights to support the delivery, and further development of, the Research Cultures Action Plan.

13. At its June meeting, the REIRG received a progress report from Dr Gillian Currie on the six Research Improvement Projects which had been initiated following discussions in the 2022 Good Research Practice Week (GRP22). These relate to:

- improving awareness of the importance of rigour as a foundation of high-quality research;

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[1] Research Excellence Framework 2028 and Future Research Assessment Programme (sharepoint.com)

- increasing awareness of open research & research integrity;
- facilitating the development of interdisciplinary teams;
- acknowledging the contribution of citizenship & improving its use in academic-track progression;
- developing online researcher profiles to facilitate identifying interdisciplinary collaborators; and
- improving satisfaction with, and the usefulness of, the P&DR process.

14. The leadership team for Good Research Practice 23 has been established, comprising Prof Timm Krueger, Prof Ailsa Niven, Dr Gillian Currie, Lee Murphy, Dr Emily Woollen and Prof Malcolm Macleod.

15. The date is set for November 20-24th and we encourage Senate members to engage[2]. During the week the Good Research Practice awards for 2023 will be announced. Nominations for the four awards close at 3 p.m. on 26th October[3]. There are four award categories: Good research citizen; Responsible research; Open research; and Positive disruptor.

Edinburgh Earth Initiative Amplifying climate and sustainability research at the University of Edinburgh 2023/2024

16. Professor Jamie Cross from Edinburgh Earth Institute presented a paper to RSG in September on the institute's approach to:

   i.   Strengthening, expanding, and resourcing UoE research communities,
   ii. Extending UoE partnerships and engagement, and
   iii. Maximising UoE impact through ethically informed engagement and influence.

17. This relates to both the Research & Innovation section of the Climate Strategy and the Tackling the Climate and Environmental Crisis in the Research and Innovation Strategy. EEI is working with Edinburgh Research Office (ERO), Development and Alumni, Department of Social Responsibility and Sustainability, Edinburgh Global and The Centre for Research Collections as well as Colleges and Schools across all its activities, working to add resources, capacity, and value across the institution.

Update on Funding, Key Grants, and Research and Impact Recognition (April to September)

2022-23 Year End Financial Overview

18. By the end of academic year 2022/23 the University had maintained strong application activity, with the number (2,470) of applications being comparable to the three-year average, and the value of applications (£1,377M) slightly higher than the historic average.

19. The total value of research awards was £460.78M. This represents a 44% increase relative to the three year average figure, particularly driven by major awards in CMVM (£460.78M).

20. This increase in awards by the end of academic year 22/23 is driven by some significant successes including MRC Human Genetics Unit (£46M), BBSRC Roslin Institute investment (£30.8M), UK Dementia Research Institute for QuinQuennial Review (£20.5M).

European Research Council awards

21 From January to September the University has been awarded ten ERC starting grants. Several researchers have been invited for interview in regard to their applications for an ERC Consolidator grants (more established researchers). Despite the challenges faced by

[2] Good Research Practice Week | The University of Edinburgh
[3] Good Research Practice Awards 2023 | The University of Edinburgh

those applying for an ERC award since the UK left the EU and ceased to be a member of the ERC, the University has managed to perform very well with ERC Starting Grants, winning the highest number of any UK University in both 2022/23 and 2023/24 (10 awards).

22. The University has mitigated the risks of decreased EU funding and/or non-association with an ambitious European partnership strategy. Edinburgh have 6 'deep' research partnerships with leading EU universities; and is an active member of UNA Europa, one of the European Commission-funded university alliances as well as being a member of the League of European Research Universities, which has considerable influence on EU funding priorities and policies.

23. Immediate action was taken by the University when the UK Government announced that the UK would become an Associate member of the ERC. An Action Plan is being rolled out to reactivate and scale up our collaborations with European partners, and to ensure sustained engagement with ERC and Marie-Skłodowska-Curie opportunities. The Action Plan includes a seed-funding scheme to re-activate European collaborations, targeted in particular at our early - and mid-career researchers who have missed out on international collaboration because of uncertainty over association and Covid-related restrictions on travel in 2020-22.

A selection of recent awards: UK Funders is below

24. £12M ESRC Behavioural Research UK Leadership Hub to be co-led by Usher Institute together with Moray House and University College London.

25. Usher, Centre of Population Health Sciences was awarded an MRC Applied Global Health Research Board grant (£2.3M) to study pulmonary rehabilitation delivered in low resource settings for people with chronic respiratory disease.

26. £8m was awarded by STFC to Physics & Astronomy as part of Phase C of the UK Involvement in LSST (Large Synoptic Survey Telescope).

27. £9.6m was awarded to the Biological Sciences from Wellcome Trust for the Discovery Research Platform for Hidden Cell Biology.

28. £1.1m awarded to the School of GeoSciences for a NERC Large Grant that aims to determine and communicate the risk of significant change to the Amazon rainforest caused by anthropogenic disturbance and climate change.

29. Edinburgh University Business School will be leading a project funded by £2M Wellcome Trust award entitled 'Advancing climate mitigation policy solutions with health co-benefits in G7 countries', bringing together staff from across all three colleges as well as staff from University of Cambridge, Scottish Government and other bodies.

30. History, Classics and Archaeology, with partners from the Imperial War Museum and Swansea University, has been awarded a £971k AHRC Standard Grant for the project 'Beyond Borders: The Second World War, National Identities and Empire in the UK'.

Recognition through Fellowships, Honours and Prizes

31. Eighteen researchers[4], drawn from all three Colleges, have become Fellows of the Royal Society of Edinburgh

32. Four researchers have been elected as new Fellows of the Academy of Medical Sciences[5] and two have been elected as new Fellows of the British Academy[6], The Royal

[4] https://www.ed.ac.uk/news/staff/2023/university-scholars-honoured-by-rse
[5] https://acmedsci.ac.uk/more/news/outstanding-biomedical-and-health-researchers-elected-to-academy-of-medical-sciences-fellowship
[6] https://www.thebritishacademy.ac.uk/news/the-british-academy-welcomes-86-new-fellows-showcasing-the-breadth-and-depth-of-humanities-and-social-sciences-research/

Society[7] and Royal Academy of Engineering[8] have each elected one researcher from University to be one of their new Fellows.

33. Professor Sarah Cunningham-Burley has been named as the next Chair of the Nuffield Council on Bioethics.

34. In the King's Birthday Honours Professor Jane Hillston (School of Informatics) was been awarded a MBE for services to computer science and to women in science. Professor Eleanor Riley (School of Biological Sciences) was awarded a CBE for services to immunology.

Resource implications

35. None. This report is for information only

Risk Management

36. None. This report is for information only. However, as per the Discussion section, RSG applies horizon scanning and due diligence to ensure that changes in policy and funding areas relevant to research are highlighted early. This ensures that we are best positioned to manage any risks that come about due to Political, Economic, Sociological, Technological, Legal and Environmental factors.

Responding to the Climate Emergency and Sustainable Development Goals

37. The University's research contributes to the nine UN SDGs listed which relate to the activities of Higher Education Institutions that educate and carry out research, innovation and development. RSG is a platform for strategic discussions about the University's research and at its next meeting will be considering not only how Edinburgh's R&D activities can support global efforts to counter climate change but also the need to reduce the carbon footprint of R&D.

38. Mindful of the need to reduce the carbon footprint of research activities, RSG has recently contributed feedback to the University's response to the UKRI consultation on its draft Concordat for the Environmental Sustainability of Research and Innovation Practice[9]. The UKRI concordat is aimed at all organisations involved in research or innovation activities and recognises the need to change how we conduct research and innovation, as well as promote wider solutions. Concordat signatories will be asked to agree to take action now and consistently into the future to reduce and eliminate our own environmental impacts and emissions and achieve a shared sector-wide ambition the transition to sustainable practices. The draft has been developed collaboratively across HEIs and other Research Organisations as well as UK Research Funders.

Equality and Diversity

39. This paper is for information and is not proposing new or revised policies. EDI is one of the cornerstones of the Research Cultures Action Plan, which seeks to advance inclusion and equity across all aspects of research support and research-related careers. The newly established Research Cultures Forum, which reports to RSG, has the specific objectives of supporting the development of policies and mechanisms to promote a positive research culture at the University of Edinburgh across all stages in an individual's research career and addressing barriers to equity related to under-represented groups.

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[7] https://royalsociety.org/news/2023/05/new-fellows-2023/
[8] https://raeng.org.uk/news/royal-academy-of-engineering-welcomes-73-new-fellows
[9] Concordat for Environmental Sustainability of Research and Innovation Practice - UK Research and Innovation - Citizen Space (ukri.org)

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

40. RSG membership includes representation from Communications and Marketing. The RSG papers for discussion explicitly ask for information about communication plans. RSG works with its subgroups, the College Research Committees as well as other University committees to evaluate the impact of action agreed and to determine best approach to dissemination. RSG is reviewing its subgroups at the moment and is considering whether it should establish a group with a specific function of facilitating effective communication

Consultation

41. The report itself has not been the subject of consultation but is composed of material that was the subject of discussion at the meetings of RSG over the meetings from April to September 2023.

Further information

Author(s)
42. Dr Susan Cooper
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Edinburgh Research Office

2nd October 2023

Freedom of information

43. Open