Senatus Academicus
Reconvened Meeting
Tuesday 18 June 2024 at 9:45-10:45am
Teams

AGENDA

FORMAL MEETING OF SENATE		
ITEMS FOR APPROVAL		
1.	**Award of degrees: delegation of authority to Boards of Examiners – 15 minutes** For approval	**S 23/24 3J CLOSED**

2.	**Senate Committee Administration – 30 minutes**
	For approval:
	  - Senate Exception Committee Membership & Terms of Reference (5 minutes)
	  - Senate Standing Committee Membership (15 minutes)
	  - Senate Standing Committee Priorities (10 minutes)
	
	For information:
	  - Senate Standing Committee Upcoming Business
		S 23/24 3K
		
		S 23/24 3L
		S 23/24 3M
		
		S 23/24 3N

3.	**Senate Task and Finish Group Update & Proposals – 15 minutes** For approval	**S 23/24 3O**
ITEMS TO COMMENT **Members are invited to comment on the following items via an additional e-Senate to take place from Monday 3 June - 12pm, Friday 14 June.**		
4.	**People & Money Improvement Plan 24-26** To comment	**S 23/24 3Q**
5.	**Court Resolutions – Personal Chairs** To comment	**S 23/24 3R**

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

Senate

22 May 2024

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 note two changes to the membership:
   a. One elected academic staff Senate member position will become vacant on the Committee. This position will be filled in line with the existing process for filling vacancies on the Senate Exception Committee. A call for expressions of interest for the position will be circulated to elected academic staff Senate members in late May, alongside communications on the Senate Standing Committee Elections.
   b. Dylan Walch, the Students' Association Vice-President Education has been nominated to fill the Students' Association position on the Senate Exception Committee.

Resource implications

5. None

Risk management

6. Effective academic governance assists the University in managing risk associated with its academic activities.

Equality & diversity

7. 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

8. The Terms of Reference and updated Membership will be published on the Senate website.

<u>**Author**</u>

Olivia Hayes
Academic Policy Officer
30 April 2024

Freedom of Information: Open

Appendix 1:

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 11 October 2023

Senate Exception Committee Membership 2024-25

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 Hadoke	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)	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
To be confirmed	Elected academic member of Senate	1 August 2024 – 31 July 2027	2.3
Dr Steven Morley	Elected academic member of Senate, College of Medicine and Veterinary Medicine	December 2022 – 31 July 2025	2.3

Dr Darrick Evensen	Elected academic member of Senate, College of Arts, Humanities and Social Sciences	December 2023 – 31 July 2026	2.3
Professor Patrick Walsh	Elected academic member of Senate, College of Science and Engineering	December 2023 – 31 July 2026	2.3
<mark>Dylan Walch</mark>	Students' Association Vice-President Education	<mark>1 August 2024 – 31 July 2025</mark>	2.3

Senate

22 May 2024

Senate Standing Committee Membership 2024/25

Description of paper:
1. Senate Standing Committee Membership for 2024/25.

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 is presented to Senate annually for approval. Due to the timing of the 22 May Senate and subsequent Standing Committee meetings for APRC on 23 May and SQAC on 16 May, Senate is receiving a copy of the draft membership for approval. It is possible there will be further amendments to the membership following APRC and SQAC's meetings. Any subsequent amendments to the membership will be reported to Senate at the next Ordinary meeting, usually held in October.

6. Senate Standing Committees formally report to Senate annually in addition to providing updates on recent and forthcoming business at each ordinary meeting of Senate. 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, Registry Services) via committee membership. Therefore, a number of committee roles are ex officio, to ensure that committee members have the appropriate knowledge, expertise, responsibility and accountability to fulfil the committee remit.

7. In October 2022, Senate agreed to expand the membership of each Standing Committee to include three elected Senate members. An election is held annually to fill the three positions. 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. The terms of reference for each Committee are available on the relevant Committee page

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

Discussion

12. The Committee membership for the Senate Education Committee is provided below. Any changes to the membership are highlighted in yellow.

13. The draft Committee membership for the Senate Quality Assurance Committee is provided below. Any known changes to the membership are highlighted in yellow, there may be further changes to the membership following the final meeting to take place on 16 May 2024.

14. The draft Committee membership for the Academic Policy and Regulation Committee is provided below. Any known changes to the membership are highlighted in yellow, there may be further changes to the membership following the final meeting to take place on 23 May 2024. The election of the Convener and Vice-Convener, will be confirmed at the final meeting of APRC, in line with APRC's Terms of Reference.

15. All changes to membership will take effect from 1 August 2024.

16. The Standing Committee webpages will be updated with membership once all positions are confirmed.

17. In 2022/23 Senate was the subject of an externally facilitated review. The results of this review were formally received at the 11 October 2023 meeting of Senate. The review contained two recommendations which relate to Senate Standing Committees including a recommendation that a review of the Terms of Reference, coverage, and scope of the three Senate Committees be undertaken. It was recommended these recommendations be adopted, however delegated to the Senate External Review Task and Finish Group to provide oversight and drive the recommendations forward (see Paper S23/24 1I).

18. The formation of the Task and Finish Group was approved at the 7 February 2024 meeting of Senate and the first meeting of the group took place on 15 April 2024. The group discussed the prioritisation of recommendations with reference to the Standing Committee recommendations. The Group intend to consider, consult, and develop proposals for Senate with the intention of bringing proposals to future meetings of Senate (see Paper S 23/24 3O).

19. At its 11 October 2023 meeting, Senate agreed an action that Senate Standing Committees be formed in accordance with the Senate Standing Orders. Senate

subsequently established an External Review Task and Finish Group at its 7 February 2024 meeting, and this group are responsible for providing oversight of the external review recommendations, including those relating to Senate Committees. The group are responsible for considering and formulating proposals to Standing Committees, which may include revisions to membership. The group have acknowledged the importance of having adequate time to consider and consult on proposals relating to Standing Committees.

Resource implications

20. No amendments with resource implications are proposed.

Risk management

21. Effective academic governance assists the University in managing risk associated with its academic activities.

Equality & diversity

22. 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 SEC 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

23. The Senate Standing Committees' Membership and Terms of Reference are communicated via the Academic Services website: https://www.ed.ac.uk/academic-services/committees

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

Author
Olivia Hayes
Senate Clerk
May 2024

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

Freedom of Information: Open

The University of Edinburgh
Senate Education Committee

Role on SEC	Position	Name	Term of Office
Vice-Principal Students	Vice-Principal Students	Professor Colm Harmon (Convener)	Ex Officio
Deputy Vice-Principal Students (Enhancement)	Deputy Vice-Principal Students (Enhancement)	Professor Tina Harrison (Vice-Convener)	Ex Officio
2 x senior staff member from each College with responsibility for Learning and Teaching – CAHSS	Representative of CAHSS (Learning and Teaching)	Professor Mary Brennan	
2 x senior staff member from each College with responsibility for Learning and Teaching – CAHSS	Representative of CAHSS (Learning and Teaching)	Dr Lisa Kendall	
1 x senior staff member from each College with responsibility for postgraduate research – CAHSS	Representative of CAHSS (Postgraduate Research)	Professor Laura Bradley	
2 x senior staff member from each College with responsibility for Learning and Teaching – CMVM	Representative of CMVM (Learning and Teaching)	Dr Sarah Henderson	
2 x senior staff member from each College with responsibility for Learning and Teaching – CMVM	Representative of CMVM (Learning and Teaching)	Professor Jamie Davies	
1 x senior staff member from each College with responsibility for postgraduate research – CMVM	Representative of CMVM (Postgraduate Research)	Professor Patrick Hadoke	
2 x senior staff member from each College with responsibility for Learning and Teaching – CSE	Representative of CSE (Learning and Teaching)	Professor Patrick Walsh	
2 x senior staff member from each College with responsibility for Learning and Teaching – CSE	Representative of CSE (Learning and Teaching)	Professor Tim Stratford	

1 x senior staff member from each College with responsibility for postgraduate research – CSE	Representative of CSE (Postgraduate Research)	Dr Antony Maciocia	
1 x Edinburgh University Students' Association, Vice-President Education	Vice President Education, Edinburgh University Students' Association	Dylan Walch	Ex Officio
1 x postgraduate research student representative	Postgraduate Research Student Representative	TBC – election held in October	Ex Officio
1 x member of the Edinburgh University Students' Association permanent staff	Academic Engagement Coordinator, Edinburgh University Students' Association	Callum Paterson	Ex Officio
1 x Head of School from each College chosen by the Heads of College - CSE	Head of School, CSE	Professor Jason Love	
1 x Head of School from each College chosen by the Heads of College - CAHSS	Head of School, CAHSS	Professor Jo Shaw	
1 x Head of School from each College chosen by the Heads of College – CMVM	Head of School / Deanery, CMVM	Professor Mike Shipston	
Director of Academic Services, or nominee	Interim Director of Academic Services	Nichola Kett	Ex Officio
Director of Institute for Academic Development, or nominee	Deputy Director, Institute for Academic Development (Director's nominee)	Dr Velda McCune	Ex Officio
Director of Student Recruitment & Admissions, or nominee	Representing Director of Student Recruitment and Admissions	Dr Shane Collins	Ex Officio
Director of Learning, Teaching and Web Services Division of Information Services, or nominee	Director of the Learning, Teaching and Web Services Division of Information Services	Dr Melissa Highton	Ex Officio
Director for Careers & Employability, or nominee	Director for Careers and Employability	Shelagh Green	Ex Officio

Up to 3 co-options chosen by the Convener	Co-opted member (Student Analytics, Insights and Modelling)	Marianne Brown	1 August 2024 - 31 July 2027
Up to 3 co-options chosen by the Convener	Co-opted member (Digital Education)	Professor Sian Bayne	1 August 2023 - 31 July 2026
Up to 3 co-options chosen by the Convener	Co-opted member (Student Experience)	Lucy Evans	1 August 2022 - 31 July 2025
3 x elected member of Senate	Representative of Senate	TBC – election outcome not yet known	1 August 2024 - 31 July 2025
3 x elected member of Senate	Representative of Senate	TBC – election outcome not yet known	1 August 2024 - 31 July 2025
3 x elected member of Senate	Representative of Senate	TBC – election outcome not yet known	1 August 2024 - 31 July 2025
Committee Secretary	Committee Secretary	Patrick Jack	

The University of Edinburgh
Senate Academic Policy and Regulation Committee

Role on APRC	Position	Name	Term of Office
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	Dean of Quality Assurance and Curriculum Validation (CAHSS)	Dr Emily Taylor	
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	Dean of Students (CAHSS)	Professor Jeremy Crang	
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	Head of Taught Student Administration and Support (CAHSS)	Cat Morley	
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	Dean of Learning and Teaching (CSE)	Professor Tim Stratford	
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	Dean of Student Experience (CSE)	Professor Stephen Warrington	
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	Head of Academic Affairs (CSE)	Alexandra Laidlaw	

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	Dean of Taught Education (CMVM)	Professor Jamie Davies	
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	Dean of Students (CMVM)	Dr Deborah Shaw	
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	Academic Administration Manager (CMVM)	Isabel Lavers	
1 x senior staff member from each College with responsibility for postgraduate research	Head of PGR Student Office (CAHSS)	Kirsty Woomble	
1 x senior staff member from each College with responsibility for postgraduate research	Dean of Postgraduate Research (CSE)	Professor Antony Maciocia	
1 x senior staff member from each College with responsibility for postgraduate research	Director of Postgraduate Research and Early Career Research Experience (CMVM)	Professor Paddy Hadoke	
1 x Edinburgh University Students' Association sabbatical officer	Vice-President, Education	<mark>Dylan Walch</mark>	
1 x member of the Edinburgh University Students' Association permanent staff	Advice Place Manager & Deputy Manager, Students' Association	This role is shared between: Charlotte Macdonald and Clair Halliday	

1 x member of staff from Student Systems and Administration	Academic Registrar, Registry Services	Lisa Dawson	
1 x member of staff from the Institute for Academic development	Head of Taught Student Development, Institute for Academic Development (IAD)	Dr Donna Murray	
1 x member of staff from Academic Services	Head of Academic Policy and Regulation	Dr Adam Bunni	
1 x member of staff from Information Services' Learning, Teaching and Web Services Division	Head of Digital Learning Applications and Media	Karen Howie	
3 x elected Senate member, one positions is nominally assigned to each College	College of Science and Engineering	TBC – election outcome not yet known	1 August 2024 - 31 July 2025
3 x elected Senate member, one positions is nominally assigned to each College	College of Arts, Humanities and Social Science	TBC – election outcome not yet known	1 August 2024 - 31 July 2025
3 x elected Senate member, one positions is nominally assigned to each College	College of Medicine and Veterinary Medicine	TBC – election outcome not yet known	1 August 2024 - 31 July 2025
Committee Secretary	Committee Secretary	Cristina Matthew	

The University of Edinburgh
Senate Quality Assurance Committee

Role on SQAC	Position	Name	Term of Office
Deputy Vice-Principal Students (Enhancement)	Deputy Vice-Principal Students (Enhancement)	Professor Tina Harrison (Convener)	Ex Officio
College Dean of Quality - CMVM	College Dean of Quality (CMVM)	Professor Matthew Bailey (Vice-Convener)	Ex Officio
College Dean of Quality – CSE	Dean of Education Quality Assurance and Culture (CSE)	Professor Linda Kirstein	Ex Officio
College Dean of Quality - CAHSS	Dean of Quality Assurance and Curriculum Approval (CAHSS)	Dr Emily Taylor	Ex Officio
1 x member of staff from each College with experience of and an interest in quality assurance at School level - CMVM	School representative of CMVM (Director of Quality)	Dr Neneh Rowa-Dewar	1 August 2023- 31 July 2026
1 x member of staff from each College with experience of and an interest in quality assurance at School level - CSE	School representative of CSE	<mark>To be confirmed</mark>	
1 x member of staff from each College with experience of and an interest in quality assurance at School level - CAHSS	School representative of CAHSS (Director of Quality)	Dr Anne Desler	1 August 2023- 31 July 2026
1 x member of staff from the Doctoral College	Representative of Doctoral College	Professor Laura Bradley	
1 x member of staff from the Institute for Academic Development	Representative of Institute for Academic Development	Olivia Eadie	
1 x external member from within the Scottish Higher Education	Deputy Vice Chancellor and Vice Principal of Learning &	Professor Nazira Karodia	1 August 2023 – 31 July 2026

sector with experience in quality assurance	Teaching, Edinburgh Napier University		
1 x Edinburgh University Students' Association sabbatical officer	Vice President Education, Edinburgh University Students' Association	Dylan Walch	Ex Officio
1 x member of the Edinburgh University Students' Association permanent staff	Academic Engagement Coordinator, Edinburgh University Students' Association	Callum Paterson	Ex Officio
1 x member of staff from Academic Services	Head of Quality Assurance and Enhancement, Academic Services	Brian Connolly	Ex Officio
Up to 3 co-options chosen by the Convener	Co-opted member (Student Analytics, Insights and Modelling)	Marianne Brown	1 August 2024 – 31 July 2027
3 x representative of Senate - CAHSS	Representative of Senate	TBC – election outcome not yet known	1 August 2024 - 31 July 2025
3 x representative of Senate - CMVM	Representative of Senate	TBC – election outcome not yet known	1 August 2024 - 31 July 2025
3 x representative of Senate - CSE	Representative of Senate	TBC – election outcome not yet known	1 August 2024 - 31 July 2025
Committee Secretary	Committee Secretary	Sinéad Docherty	

Senate

22 May 2024

Senate Standing Committee Priorities 2024/25

Description of paper

1. This paper provides Senate with the Senate Standing Committee priorities for academic year 2024/25.

Action requested / recommendation

2. Senate is invited to endorse the proposed priorities for 2024/25.

Background and context

3. Senate received the Annual Report of Standing Committees for 2022/23 at its 11 October 2023 meeting. This report contained the Standing Committee priorities for 2023/24 however Senate did not approve this item by a vote of 51%.

4. Following a review of feedback raised by Senate members and in line with the efforts toward continuous improvement and enabling greater oversight of Standing Committee work for Senate, a revised approach is being taken to Committee Priorities and the Annual Report of Standing Committee business.

5. The Annual Report of Standing Committee business will be presented to the first Senate meeting of 2024/25. This change to sequence has been made to allow the full Committee cycle to take place prior to the report being drafted and presented to Senate. The report will be drafted with consideration of the feedback raised at the 11 October 2023 meeting, Senate Standing Committee Conveners will hold discussions with the Senate representatives elected onto their Committee or 2023/24 to identify areas where greater information may be helpful.

6. Senate receive a Standing Committee Upcoming Business report at each meeting of Senate and are notified when the agendas, papers and minutes are published for Senate Standing Committees.

7. At its 7 February 2024 meeting, Senate received a paper (Paper S23/24 2D) which outlined the plans for developing Standing Committee priorities for 2024/25.

8. In line with these plans, each Standing Committee has received a paper with the draft proposed Committee priorities with adequate time provided at meetings for discussion of Committee priorities. The development of the priorities for each Committee is outlined in paragraphs 9-11.

9. SEC received a paper outlining the draft proposed committee priorities at its 7 March 2024 meeting. The feedback provided by members at the meeting was used to develop a further iteration of the proposal priorities which was shared on the Committee's SharePoint site for further comment. Comments received on this

iteration have been used to finalise the proposed priorities presented in paragraph 12.

10. APRC received a paper outlining the draft proposed committee priorities at its 21 March 2024 meeting. The feedback provided by members at the meeting was used to develop a further iteration of the proposal priorities which was shared with APRC for further comment. The finalised proposed priorities for APRC presented in paragraph 13.

11. SQAC received a paper outlining the draft Committee priorities ahead of its April meeting for consultation. The paper was then formally discussed by SQAC at its 25 April meeting. The feedback provided by members was used to develop a further iteration of the proposed priorities which was shared on the Committee's SharePoint site for further comment. Comments received on this iteration have been used to finalise the proposed priorities presented in paragraph 14.

Discussion

12. *Senate Education Committee proposed Committee priorities 2024/25*

Proposed priority	Curriculum Transformation
Rationale and fit with remit	Curriculum Transformation is a major University strategic priority which aligns to Strategy 2030. It is also relevant to the committee remit: 2.1 Promote strategically-led initiatives and university-wide changes designed to enhance the educational experience of students and learners 2.2 Promote innovations in learning, teaching and assessment, embrace new teaching methods and consider cross-cutting themes such as research-led and technology-enhanced learning, digital and information literacy, education for employability, internationalisation and lifelong learning. Consider and promote local developments or initiatives with substantial implications for University learning and teaching strategy, policy, services or operations
Area of focus and objectives	• Committee to contribute to and guide development and adoption of UG and PGT Curriculum Frameworks • Committee to have oversight of priority areas for enhancement linked to Curriculum Transformation (e.g. programme level assessment, sustainability & climate, accessibility & inclusion)
Regulatory/external requirement?	No

Proposed priority	Student experience – actions taken in response to student survey results

Rationale and fit with remit	• Relevant to committee remit 2.3: Oversee policy relating to students' academic experience and proactively engage with high-level issues and themes arising from student feedback • Feedback from Senate via elected members (January 2024, Paper F) • Also fits with Senate Quality Assurance remit 2.6 Identify areas for innovation and enhancement of the student experience and ensure that these inform Senate Education Committee's policy development.
Area of focus and objectives	• For the Committee to continue to receive and consider updates on work undertaken to improve the student survey results from the Deputy Secretary (Students). • By the end of AY 24/25, for the Committee to have worked in partnership with Senate Quality Assurance Committee to facilitate the sharing of good practice and successes in relation to improving student survey results to support Schools, including in relation to core learning skills.
Regulatory/external requirement?	Yes – Quality Code advice and guidance Student Engagement

Proposed priority	Assessment and feedback
Rationale and fit with remit	• Relevant to committee remit 2.3: Oversee policy relating to students' academic experience and proactively engage with high-level issues and themes arising from student feedback. • Also fits with Senate Quality Assurance remit 2.5 Support the University's engagement with external quality requirements and activities, including: Enhancement-Led Institutional Review, the UK Quality Code, and responses to consultations and initiatives.

Area of focus and objectives	• Ensure ongoing implementation of the Assessment and Feedback Principles and Priorities, with a focus on principles:
	1. Assessment will be fit for purpose;
	3. Assessment and feedback will be inclusive, equitable and fair; and
	 6. Feedback on assessment will be constructive, developmental and timely
	    o Ensure mechanisms are in place for the continued monitoring of feedback turnaround times (to the three-week standard)
	    o Ensure mechanisms are in place for the continued monitoring of feedback quality

	• Consider School-level data and evidence against assessment and feedback priorities, including timeliness and quality/usefulness of feedback.
Regulatory/external requirement?	Yes – This was a recommendation in the QAA ELIR 2021 Report and has been re-emphasised in the QAA QESR Report (published January 2024).

Proposed priority	Learning and Teaching Strategy
Rationale and fit with remit	• Relevant to committee remit 2.1 Promote strategically-led initiatives and university-wide changes designed to enhance the educational experience of students and learners • Relevant to committee remit 2.2 Promote innovations in learning, teaching and assessment, embrace new teaching methods and consider cross-cutting themes such as research-led and technology-enhanced learning, digital and information literacy, education for employability, internationalisation and lifelong learning. Consider and promote local developments or initiatives with substantial implications for University learning and teaching strategy, policy, services or operations.
Area of focus and objectives	• Launch a Learning and Teaching Strategy from AY 2024/25 that aligns with Strategy 2030 • Provides strategic direction for learning, teaching • Facilitate curriculum development, student engagement and inspire and support teaching excellence.
Regulatory/external requirement?	Yes – This was a recommendation in the QAA ELIR 2021 Report and has been re-emphasised in the QAA QESR Report (published January 2024).

Members also identified the following areas of focus for the Committee. These will be added to the Committee's forward agenda for discussion initially which will inform further work.
- The Widening Participation Strategy
- Awarding gaps (aligns with a QESR recommendation so the Committee will also receive updates on the actions being taken to progress this recommendation from the External Quality Review Oversight Group)
- Staff development (would need to ensure alignment with the Committee's remit and also other relevant HR/staff groups/committees)
- Small group teaching
- Employability (a report on Graduate Outcomes will be presented to the May meeting)
- Consider the experience of cohorts of students given the changing student profile, using evidence to identify cohorts (aligns with committee remit 2.4 Give specific consideration to instances in which the experience of one particular cohort of students or learners (undergraduate, postgraduate taught

or postgraduate research students, and those involved in non-standard programmes) may diverge from that of others)
- Estates and space
- Look at data across the student journey, including but not limited to awarding gaps

13. *Senate Academic Policy and Regulation Committee proposed Committee priorities 2024/25*

Proposed priority	Curriculum Transformation Programme
Rationale and fit with remit	The Curriculum Transformation Programme is a major University strategic priority which aligns to Strategy 2030. It is also relevant to the committee remit: 2.1 Oversee the development, maintenance and implementation of an academic regulatory framework which effectively supports and underpins the University's educational activities. 2.2 Ensure that the academic regulatory framework continues to evolve in order to meet organisational needs and is responsive to changes in University strategy, and in the internal and external environments.
Area of focus and objectives	• Consider and approve relevant policies to articulate the PGT programme archetypes (contingent on approval of the archetypes by Senate); • Consider regulatory implications of elements of the PGT curriculum, including progression points, awarding criteria, programme length, and Recognition of Prior Learning.
Regulatory/external requirement?	No

Proposed priority	Postgraduate Research students
Rationale and fit with remit	This is the continuation of work initiated in 23/24 via an APRC sub-group. Further work is needed to ensure our regulations and policies provide the most appropriate routes to address situations where students' progress with their research is severely hampered by adverse personal circumstances. This is relevant to the committee remit: 2.1 Oversee the development, maintenance and implementation of an academic regulatory framework which effectively supports and underpins the University's educational activities. 2.6 Consider the implications of the Committee's work and its decisions in the context of external initiatives and

	compliance and legal frameworks, particularly in relation to equality and diversity.
Area of focus and objectives	• Consider regulatory options for handling cases where students' progress with their research is severely hampered over a prolonged period. • Ensure regulations and policies take account of adjustments which may be offered to students with disabilities. • Take steps to ensure the Annual Review process focuses on academic matters.
Regulatory/external requirement?	We have an anticipatory duty under the Equality Act 2010 to ensure that our regulations and policies do not discriminate against students with disabilities, and other protected characteristics.

Proposed priority	Scheduled review of policies
Rationale and fit with remit	APRC revised the schedule of reviews for policies in March 2023 to group these more thematically and address a backlog in reviews generated during the pandemic period. Maintenance of the framework of policies and regulations is central to APRC's remit: 2.1 Oversee the development, maintenance and implementation of an academic regulatory framework which effectively supports and underpins the University's educational activities.
Area of focus and objectives	Policies scheduled for review during 2024/25 include the following: • Authorised Interruption of Study Policy • Dual, Double, and Multiple Awards Policy • Handbook for External Examining of Research Degrees • Visiting and Non-Graduating Student Policy and Procedure • Withdrawal and Exclusion from Studies Procedure
Regulatory/external requirement?	Yes. Regular review of core practices as enshrined in policy is an expectation under the QAA UK Quality Code.

Proposed priority	Students with support needs beyond the scope of the Exceptional Circumstances policy

Rationale and fit with remit	The Watch that Gap project identified gaps in the support offered to some groups of students, e.g. student parents, students with caring responsibilities, students with health issues not covered by learning adjustments. It is expected that the project will lead to recommendations regarding additional support that could be offered to these students. Some of these recommendations are likely to have implications for policies falling within APRC's remit. This is relevant to the committee remit: 2.1 Oversee the development, maintenance and implementation of an academic regulatory framework which effectively supports and underpins the University's educational activities. 2.2. Ensure that the academic regulatory framework continues to evolve in order to meet organisational needs and is responsive to changes in University strategy, and in the internal and external environments.
Area of focus and objectives	The recommendations from the Watch that Gap project include the provision of modifications such as extensions to deadlines, and flexibility regarding attendance. The committee will consider proposals for changes to policy and regulation relating to these areas.
Regulatory/external requirement?	No.

14. *Senate Quality Assurance Committee proposed Committee priorities 2024/25*

Proposed priority	**Responding to 2023 Quality Enhancement & Standards Review**
Rationale and fit with remit	This priority responds to the recommendations following the 2023 QESR and is relevant to the committee remit: 2.1 Oversee the delivery and enhancement of the University's quality assurance framework, ensuring that it meets external requirements. 2.5 Support the University's engagement with external quality requirements and activities, including: Enhancement-Led Institutional Review, the UK Quality Code, and responses to consultations and initiatives.
Area of focus and objectives	• Committee to focus on the progress required against the QESR recommendations: i) Assessment & Feedback (turnaround times and quality of feedback)

	ii) Implementation of the Tutors & Demonstrators training policy iii) Promotion of academic staff based on teaching iv) Learning & Teaching Strategy v) Attainment gap monitoring vi) Pace of change: make progress on recommendations from external reviews which can be evidenced in the next academic year. • Committee to support and monitor the work of the QESR oversight group who are taking action to progress the above recommendations. The group will report to SQAC and SEC to allow the Senate Committees to monitor progress against recommendations and ensure that appropriate action is being taken. • Committee will also update wider Senate on developments and progress in order to facilitate understanding of QESR and related external QA requirements. • Committee to give particular focus to progress against Assessment & Feedback and T&D training which have been identified as time critical recommendations following the external review.
Regulatory/external requirement?	Yes. This is in response to recommendations made in the QAA ELIR 2021 Report and the later QAA QESR Report (published January 2024).

Proposed priority	**Responding to the outcome of the Scottish Funding Council's Tertiary Quality Review**
Rationale and fit with remit	A sector-wide Tertiary Quality Enhancement Framework (TQEF) for implementation within 2024-25 is being developed (the University has been represented during this development). As above, this fits with the remit: • 2.1 Oversee the delivery and enhancement of the University's quality assurance framework, ensuring that it meets external requirements. • 2.5 Support the University's engagement with external quality requirements and activities, including: Enhancement-Led Institutional Review, the UK Quality Code, and responses to consultations and initiatives.
Area of focus and objectives	• Committee to focus on identifying where policy, guidance and practice is updated to align with changes to the TQEF • In line with its remit, the Committee is expected to promote the quality assurance framework as an

	important part of the University's activities and ensure that the outcomes inform relevant University business. • Committee will also update wider Senate on developments and changes in order to facilitate understanding and engagement with the new TQEF.
Regulatory/external requirement?	Yes – mapping to SFC Guidance on Quality is an external requirement.

Proposed priority	**Evaluation and monitoring of the implementation and effectiveness of the new student support model (SSM)**
Rationale and fit with remit	Relevant to committee remit: • 2.5 Support the University's engagement with external quality requirements and activities, including: Enhancement-Led Institutional Review, the UK Quality Code, and responses to consultations and initiatives. • 2.6 Identify areas for innovation and enhancement of the student experience and ensure that these inform Senate Education Committee's policy development.
Area of focus and objectives	• Oversight of the evaluation of the implementation of the model (continuation from 2023/24 academic year). The Committee will look to ensure consistency and identify good practice & lessons learned from the use of the SSM. Any relevant lessons learned from implementation will be shared with the University's change management group. • Oversight of the development of an evaluation mechanism as the model transitions to business as usual – including how this mechanism integrates with existing quality assurance processes. • Committee to be responsible for assessing the effectiveness of the SSM, through the evaluation model and supported by data to evidence the impact.
Regulatory/external requirement?	Yes. The University has made progress on the recommendation in ELIR 4 to progress with student support services. Under this recommendation, the University was asked to develop an effective mechanism to monitor consistency of implementation and allow it to evaluate the impact of these changes on the student experience. Equally, evaluation and institutional oversight of the SSM will be an ongoing piece of work that will be the responsibility of SQAC as a quality measure once the project team completes its work.

Proposed priority	**Progression and Attainment Monitoring**
Rationale and fit with remit	Relevant to committee remit: • 2.6 Identify areas for innovation and enhancement of the student experience and ensure that these inform Senate Education Committee's policy development. • 2.7 Consider the implications of the Committee's work and its decisions in the context of external initiatives and compliance and legal frameworks, particularly in relation to equality and diversity.
Area of focus and objectives	The Committee established a task group in 2019/20 but the work was impacted by Covid-19 disruption. The Committee intend to revive the task group with the objective to adopt a systematic approach to monitoring student, progression and attainment data. This will include focus on quality data and high standards of evidence collection and use. Where appropriate, the Committee will consult with APRC to understand relevant policies, behaviours & EIQA analysis. Some aspects of the work of this task group are in alignment with the attainment monitoring recommendation of the QESR. The QESR report requires the University to: • Complete the recommendation on attainment gap oversight, coordination and monitoring from ELIR 4, expediting progress to ensure that the work being undertaken is effective. • Pay particular attention to sharing good practice and supporting staff in understanding the causes of attainment gaps and taking effective action.
Regulatory/external requirement?	Yes. This was a recommendation in the QAA ELIR 2021 Report and has been re-emphasised in the QAA QESR Report (published January 2024). Furthermore, it is an area of work that the Committee has identified for focus in previous years and now looks to prioritise the package of work that is required.

Resource implications

15. Standing Committees' work has implications not only for Registry Services, but also for the membership and stakeholders the Committee may need to consult

and work with in relation to a particular priority. Resource implications should be outlined and considered by Committees on an ongoing basis as work on priorities progresses.

Risk management

16. Work on priorities is vital to the Committee fulfilling its remit. Failure to fulfil its remit raises potential risks associated with the University's framework of academic policy and regulations and the student experience.

Responding to the Climate Emergency & Sustainable Development Goals

17. This paper does not respond to the climate emergency or contribute to the Sustainable Development Goals.

Equality & diversity

18. Equality and diversity implications should be outlined and considered on an ongoing basis as work on priorities progresses. Consideration of the equality and diversity implications of Committee business is the responsibility of all Standing Committee members.

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

19. The proposed priorities will be reported to Senate in May for endorsement. Additionally, the Senate Committees' Newsletter provides information on standing committee business.

Author
Olivia Hayes
Senate Clerk
30 April 2024

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

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Senate

22 May 2024

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 May and October 2024.

Action requested / recommendation
2. Senate is invited to comment on the upcoming business of the Standing Committees.

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 include a comprehensive overview of all business that the Standing Committees may consider during this period.

Discussion
4. A summary of the Standing Committee upcoming business paper is provided in Appendix 1. This summary is to inform Senate of the main points of activity and business that we anticipate that the Senate Standing Committees will consider between May and October 2024.

Resource implications
5. This paper does not propose any actions. The resource implications of any actions which arise from the discussion would need to be considered by the relevant Standing Committee.

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

Responding to the Climate Emergency & Sustainable Development Goals
7. This paper does not respond to the climate emergency or contribute to the Sustainable Development Goals.

Equality & diversity
8. This paper does not propose any actions. The equality and diversity implications any actions which arise from the discussion would need to be outlined and considered by the relevant Standing Committee.
9. 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

10. Any comments raised by Senate will be reported to the Standing Committees at their next meeting. Comments and feedback raised by Senate members will be taken into account when drafting the Senate Annual Report.

11. Additionally, the Senate Committees' Newsletter is prepared after each round of Committee business and this will provide information on business undertaken by Senate and its Committees to the wider University community.

Author	**Presenter**
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Professor Tina Harrison, Convener of Senate Quality Assurance Committee
Professor Patrick Hadoke, Convener of Academic Policy and Regulation Committee

May 2024

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Appendix 1:

Senate Standing Committees: upcoming business May – October 2024

All committees:

- May– Committee priorities for 2024/25. This is routine business where the committees will note their priorities for the upcoming year. The Committees received papers for discussion at the March/April round of meetings, with discussion focussed on the rationale and how priorities fit with the remit of the committee. Priorities from the current year may be taken forward and/or new priorities agreed. Senate elected members on the committees were asked to feed the views of Senate into the consideration of proposed priorities and Senate will receive the Committee Priorities for endorsement at its 22 May meeting.
- May – Committee Terms of Reference and membership. These are presented annually to each committee for noting and identify any changes in members for onward approval at Senate.
- May & September/October – Senate Committees' Internal Effectiveness Review. As part of routine annual business, each committee will receive an update on actions taken in response to last year's review and an outline of plans for undertaking the review of 2023/24. Each Committee will receive the outcomes of the Internal Effectiveness Review at its September/October meeting.
- September/October – Students' Association Sabbatical Officer Priorities 2024-25:

Senate Education Committee (SEC)	
Upcoming business:	**Brief description and context:**
1. Curriculum Transformation	This is a standing item on SEC agendas and a Committee priority for 2023/24 and 2024/25. 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.

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Student Experience and actions taken in response to student survey results will be a Committee priority for 2024/25.

Watch That Gap Project Report – May 2024

A report on the short-term research project 'Watch That Gap' will be presented to the Committee for information and for comment. The project was undertaken to explore the learning and assessment needs of students with caring responsibilities.

National Student Survey 2024 Results – September 2024

The initial findings of the annual National Student Survey will be presented to the Committee to note. The NSS gathers students' opinions on the quality of their courses. The survey asks students questions about a range of factors related to their academic experience, including the teaching on their course, assessment and feedback, and how well courses are organised.

Student-Staff Academic Relationships

A report on the developments around how the University is considering, developing and promoting initiatives to strengthen staff-student academic relationships will be provided at the September meeting of SEC.

| 3. Assessment and Feedback Groups | This is a Committee priority for 2023/24 and 2024/25. Two task groups had been coordinating institutional activities around assessment and feedback (one focussing on strategy and policy, the other on guidance, procedures, data, systems and evaluation). At the January 2024 meeting, SEC approved the proposal to disband the operational group and allow the strategy group to refine its remit, and take forward the activities required. The activities will include the action required to respond to the recommendations made in the |

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	QESR report (following the November 2023 review). The strategy group will continue to report to SEC. The Committee will receive a verbal update at its May meeting.
4. Learning and Teaching Strategy	This is a Committee priority for 2024/25. **Learning and Teaching Strategy 2030: Update on Development - May** The Committee will receive an update on the progress of the development of the Learning and Teaching Strategy 2030 and be asked to discuss and approve the current direction of travel at its May meeting, and make recommendations for continued development. **Learning and Teaching Strategy 2030 - September** The Committee will receive a final version of the Learning and Teaching Strategy at its September meeting for approval. The strategy will have consolidated all feedback received via consultation.
5. Graduate Outcomes Survey Annual Report	The Committee will receive an update on the latest release of Graduate Outcomes Survey (GOS) data for discussion. The paper focusses on data released in 2023 looking at graduate destinations for those graduating in winter 2020 and summer 2021. The Graduate Outcomes Survey (GOS) is the sector's measure of what happens to graduates 15 months after their programme ends and a statutory return to HESA (Higher Education Statistics Agency).
6. Postgraduate Research Culture Action Plan	The Committee will receive the Postgraduate Research Culture Action Plan which fleshes out and contextualises (for postgraduate research) the commitments made to improvement

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	of research cultures through the University Research Cultures Action Plan (RCAP). The Committee will receive this item for information and comment.
7. Student Partnership Agreement	The Student Partnership Agreement is presented annually to the Committee in May for approval, outlining the areas that the Students' Association wishes to work on (on behalf of the students) in partnership with the wider University.
8. CPD Framework for Learning and Teaching	The Institute for Academic Development are presenting an update to the Committee on CPD Framework for Learning and Teaching at the May meeting for discussion.
9. Doctoral College	This is a standing item on SEC agendas in 2023/24. It is not anticipated that any business will be presented to the May meeting.
10. Generative Artificial Intelligence	This is a Committee priority for 2023/24. The Committee will receive a verbal update on this item at its May meeting.

Senate Quality Assurance Committee (QAC)	
Upcoming business:	**Brief description and context:**
1. Undergraduate Degree Outcomes	The Committee will consider the annual report on degree classification data (benchmarked against the Russell Group) at its May meeting. The Committee will discuss themes and agree actions.
2. Scotland's Rural College	The Committee will consider the annual report for 2022-23 of the Accreditation Committee of Scotland's Rural College (SRUC) at its May meeting.

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3. External Examiners Policy	The Committee will receive an updated External Examiner Policy for consideration and approval at its May meeting.
4. Work-based and Placement Learning Policy	The Committee will receive an updated Work-based and Placement Learning Policy for consideration and approval at its May meeting.
5. Internal Review, Reports and Responses	The Committee will receive Internal Periodic Review Final Reports from 2023/24 for approval at its May and September meetings.
6. School Annual Quality Reports	The Committee will consider the annual report from the School Annual Quality Reports Sub-Group (tasked with reviewing School annual quality reports) at its September meeting. The Committee will discuss themes and agree actions.
7. Thematic Review	The Committee will consider a proposal at its September meeting for a Thematic Review of Student Support.

Senate Academic Policy and Regulations Committee (APRC)	
Upcoming business:	**Brief description and context:**
1. Annual review of Assessment Regulations	At its May meeting the Committee will consider and approve, as appropriate, amendments to the following sets of regulations as part of the annual review cycle: - Taught Assessment Regulations - Postgraduate Research Assessment Regulations
4. Periodic review of policies	The Committee will consider proposals for essential changes and enhancements to policies due for periodic review in 2023/24. These include: - Handbook for Boards of Examiners for Taught Courses and Programmes

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	- Performance Sport Policy - Work-Based and Placement Learning Policy
5. Academic Misconduct Investigation Procedures	The Committee will receive minor amendments to the Academic Misconduct Investigation Procedures for approval at its May meeting.
6. Exceptional Circumstances Communication Plan	The Committee approved a final version of the policy at its March meeting and will receive a Policy Communications Plan at its May meeting.
7. Postgraduate Taught Curriculum Framework – Regulatory questions	The Committee will receive a paper detailing regulatory questions for consideration in the event that Senate approves the Postgraduate Taught Framework at its May meeting.
8. Support for Study	The Committee will receive a amendments to the Support for Study policy for approval at its September meeting.
9. Policy updates contingent on Curriculum Transformation	The Models of Degree Types, Framework for Curricula, and the Degree Programme Specification Guidance will need to be reviewed as part of the Curriculum Transformation Programme. These frameworks and guidance were due for review in 2023/24, however will be considered in 2024/25.

Senate

22 May 2024

Senate External Review Task and Finish Group – update & Senate meeting proposal

Description of paper

1. This paper provides an update on the progress of the Senate External Review Task and Finish Group since the previous meeting of Senate.
2. This paper outlines a series of proposals on the format of Senate, the feedback received via consultation with Senate and presents three proposals for approval.

Action requested

3. To note the progress update since the group was formed at the 7 February meeting of Senate.

4. To consider and approve the proposals relating to the format of Senate as provided in paragraphs 28, 34 and 39.

5. To consider and approve in-principle that meetings of Senate will be recorded solely for the purposes of preparing minutes of Senate meetings, as outlined in paragraphs 40 - 42.

Background and context

6. Senate approved the formation of a Senate External Review Task and Finish Group at its 7 February 2024 meeting. In consultation with Senate, the group is responsible for developing proposals in response to the recommendations of the Externally Facilitated Review undertaken in 2022/23. The group will provide oversight of the implementation of agreed recommendations and drive forward work in areas where further development is needed. The group's full terms of reference are available on the Senate Members Portal.

Discussion

Update on the progress of the Senate External Review Task and Finish Group

7. The group held its first meeting on 15 April 2024. At that meeting, the group discussed the prioritisation of recommendations and agreed to recommend proposals to Senate on an incremental basis and to allow for a continuous review of the effectiveness of proposed measures, where they are approved and adopted by Senate. The agenda and unconfirmed minute for this meeting are available on the Senate Members Portal.
8. The group agreed to consult Senate members ahead of any proposals coming to Senate for approval. The group encourages Senate members to continue to engage with consultation to help shape proposals. Consultation will be undertaken via the Senate Members Portal.
9. The group will continue to meet over the remainder of 2023/24 and into 2024/25 with proposals expected to follow over the coming year.
10. The next meeting is scheduled for 23 May 2024. Senate will be notified via email once the agenda for the meeting is available.

Proposals relating to the format of Senate

11. The external review made four recommendations (R8 – R11) and four suggestions (S4 – S6) relating to the format of Senate. Those recommendation were delegated to the Task and Finish Group for oversight.
12. At its first meeting, the group identified a small number of practical measures where proposals could be made before the end of the current session, with a view to implementing these measures for the commencement of the 2024/25 session.

13. These proposals are intended to enable and enhance Senate processes, and ensure sufficient time for routine and wider Senate business, in addition to increasing the accessibility, inclusivity, and participation of Senate members at Senate meetings.
14. The group consulted with Senate on the proposals via a Microsoft Form survey posted on the Senate Members Portal. A total of 37 members (15% of the total membership) engaged with the consultation with feedback from across all member categories.
15. A summary of the key points and feedback received via the consultation is provided in paragraphs 16 to 42.

Overall feedback

16. Respondents expressed their support for the proposals and welcomed the opportunity for increased time spent on Senate business.
17. In addition to providing feedback, respondents made several suggestions relating to Senate meeting conduct. This feedback will be provided to the Task and Finish Group to consider as part of its broader work and continuous review of measures to help support the implementation of any agreed changes to meeting format. Suggestions included establishing agreed meeting practices and processes with a focus on good citizenship, for example, limiting verbal introductory comments and reports; considering means to prioritise student contributions in meetings; reviewing the practices of e-Senate; transparency of the agenda setting process and workload implications for staff.

Increased time for Senate business

18. The group proposes to increase the time available for Senate business. There has been an increase in the volume of business at Senate, and a desire from Senate to increase the time allocated to discussing Senate Standing Committee business. This has resulted in routine business being carried forward to future meetings and, on occasion, Special Meetings being arranged, as it has not been possible to complete the tabled business within the time currently allocated for Ordinary meetings.
19. The group consulted with Senate on the proposal to increasing the time for Senate by increasing the number of Ordinary meetings with the following two alternate options presented. The feedback on these options is provided in paragraphs 26 and 27:
    19.1.   Four meetings per year, with each meeting being a maximum of three hours in duration with 2 meetings held each semester
    19.2.   Six meetings per year, with each meeting being a maximum of two hours duration with meetings scheduled across the academic year, including the summer period.
20. Both options result in a total of 12 hours of meeting time, which is an increase from the current 9 hours of meeting time.
21. A Schedule of Business was also provided to support members consideration of the proposals. The Schedule of Business outlined the routine items Senate oversees in an ordinary year and provided an indicative and actual time required for consideration of routine items.
22. Based on the timings allocated to routine agenda items in 2023/24 (2022/23 for the May meeting), a minimum of 2 hours and 40 minutes was estimated to be required for routine business. This is based on the indicative agenda timings allocated to items throughout 2023/24 and in 2022/23 for the May meeting. It should be noted that Senate has not routinely completed an agenda in the time allocated at any Ordinary meeting in 2022/23 or 2023/24 except for the 22 October 2022 and 7 February 2024 meetings.
23. Therefore, an estimate of the actual time required for routine items was also provided for reference. Based on this, it is estimated that at minimum of 6 hours is required to complete routine Senate business.
24. This estimate is based on the current schedule of routine business and does not include substantial, or non-routine items of Senate business, such as proposals relating to Curriculum Transformation.
25. Benchmarking of Scottish institutions was also undertaken via consultation with the Scotland and Northern Ireland branch of the Academic Registrars' Council. Responses received indicate that the majority of institutions hold a minimum of 4 meetings a year, with an average of 12.3 hours of meeting time across institutions.

Institution	Number & duration of Senate meetings
Abertay University	4 meetings of 2 hours, with the option for an additional meeting during the summer
Edinburgh Napier University	5 meetings of 2.5-3 hours duration
Glasgow Caledonian University	4 meetings of 2 hours duration
Heriot Watt University	6 meetings of 2.5 hours duration
The Glasgow School of Art	4 meetings of 4 hours duration
University of the West of Scotland	4 meetings of 3 hours duration

26. Respondents expressed their support for an overall increase in meeting time and felt the additional time would allow Senate to adequately discuss and debate issues. The following points were raised in feedback:

- Meetings should take place on a schedule which allows student members to contribute. Scheduling should also take account of school holidays, time dedicated to research and conferences and non-teaching periods available for staff to take annual leave. This was noted in reference to meetings taking place over the summer period and potential challenges in reaching quorum.
- Additional meeting time should be used appropriately and not to allow an expansion of routine business.
- E-Senate practices should be revisited by the group to consider what routine business can be conducted outside Ordinary meetings to facilitate greater time being spent on substantive issues.
- Diary scheduling is likely to be challenging for either option. There were mixed views on the time commitment required, with some respondents indicating that six shorter meetings would be easier to find diary space for, whereas others indicated that four meetings of three hours would be easier.
- Six shorter meetings would reduce the volume of business missed if a member is unable to attend a meeting due to other commitments. This would also help to contain the volume of business in each meeting and contain the volume of papers circulated ahead of each meeting.
- The administrative time required to support and conduct voting is unlikely to be reduced and procedural elements will continue to take up some meeting time.
- Consideration should be given to resuming open Senate sessions, outside of Ordinary meetings for the wider University community to engage with Senate business.
- The increase in overall meeting time would impact on the workload for members of Senate. There is a risk that substantially increasing meeting frequency will impact on engagement and attendance at meetings over the course of the year.
- Respondents welcomed the Schedule of Business which provided an overview of routine business, this was noted as particularly useful for new members.

27. Respondents expressed a preference for the format of Senate meetings, with responses provided in the table below:

Preferred format of Senate meetings	Number of responses
6 meetings of up to 2 hours duration	12 respondents preferred this option
4 meetings of up to 3 hours duration	11 respondents preferred this option
Either option	11 respondents did not indicate a preference
Shorter meetings with no number indicated	3 respondents
6 meetings of up 3 hours duration	1 respondent

28. **Senate is asked to consider the following proposals:**
    28.1.   **Senate is asked to approve increasing the overall Senate meeting time to a minimum of 12 hours per academic year.**
    28.2.   **Should Senate approve 28.1, then Senate is asked to vote to decide between the following two options:**

- Four meetings a year - Each meeting would be a maximum of three hours in duration.	- Six meetings a year - Each meeting would be a maximum of two hours in duration.

    28.3.   **Should Senate approve 28.1 and 28.2, then Senate is asked to vote to decide between the following two options:**

Meetings be confined to the boundaries of a standard University semester.	Meetings take place over the entire calendar year, including over the summer period, with no more than 2 meetings taking place in each semester.

Scheduling of meetings:

29. From an Equality, Diversity, and Inclusion perspective it is desirable for meetings to conclude by 4pm.
    29.1.   Should Senate support 4 x 3-hour meetings, meetings should take place from 1-4pm.
    29.2.   Should Senate support 6 x 2-hour meetings, meetings should take place from 2-4pm.
30. At present, Ordinary meetings are scheduled to take place on a Wednesday commencing at 2pm.
31. Wednesday afternoon is no longer considered 'free' from teaching and research commitments and therefore it is proposed that any additional meetings beyond the existing three Ordinary meetings be scheduled to take place on alternate days of the week. Any additional meetings beyond the existing three would not normally be scheduled to take place on a Friday, noting the potential EDI implications for staff and students with caring responsibilities for meetings held on a Friday.
32. The group proposes to increase opportunities for informal networking amongst Senate members by recommending that meetings normally be preceded by 30 minutes of refreshments prior to the scheduled meeting start time.

33. Respondents expressed their support for a revision to the meeting scheduling, for meetings concluding by 4pm and for informal networking opportunities. The following points were raised in feedback:
    - Meetings concluding by 4pm is preferred from an Equality, Diversity and Inclusion perspective and allows staff and students to manage work and personal commitments. A small number of respondents were content for meetings to continue beyond 4pm.
    - There is general support for rotating the days of the week for meetings to maximise engagement for staff and students who have teaching or research commitments which fall on a Wednesday afternoon, and allow staff who do not work Wednesdays to engage with Senate.
    - There is a risk that rotating the days of the week will impact on attendance as the current model of Senate taking place on Wednesday afternoons allows members certainty on when meetings will take place. It may be feasible for additional meetings beyond the existing three to be held on other days of the week.
    - Teaching on a Wednesday does not conclude until 1pm.
    - Meetings of 2 hours or longer should include a short break.

- An informal opportunity for networking with refreshments to take place prior to meetings was welcomed. The opportunity for networking with refreshments prior to the Senate Session on Curriculum Transformation was valued. Members should be asked ahead of time whether they plan to attend in person to help reduce waste.

34. **Senate is asked to approve the proposal that meetings be scheduled to conclude by 4pm. Meetings scheduled in addition to the existing three meetings should take place on alternate days of the week, avoiding Friday's. Meetings dates for the following year will normally be communicated to Senate at the final meeting of the preceding academic year.**

35. A 30-minute period of informal networking with refreshments will normally take place prior to the commencement of Ordinary meetings. This recommendation will be passed to Registry Services who provide support for meetings of Senate.

Format of meetings

36. The group proposes that meetings of Senate take place in a hybrid format as standard.

37. Meetings should take place in a suitably equipped space, rotating around the University campuses where possible.

38. Respondents expressed their support for meetings of Senate to be held in hybrid format as standard and for in-person meetings to rotate around University campuses where possible. The following points were raised in feedback:
- Meetings should take place as hybrid. Ensuring that rooms are equipped with appropriate technology will support the smooth running of meetings.
- Rotating the venue around campuses will allow for engagement from staff and students based at campuses outside the central area.
- An informal networking opportunity will encourage in-person attendance.
- In-person attendees should adhere to the University's Sustainable Travel Policy for travel between campuses.

39. **Senate is asked to approve the proposal that meetings be scheduled to take place in hybrid format as standard. Meetings will be scheduled in a suitably equipped space and rotate around the University campus where possible.**

Additional feedback on potential proposals: Recording of Meetings

40. Respondents were also invited to provide comments and feedback on the recording of meetings for the purpose of preparing the minutes of Senate meetings. Respondents indicated their support for recording meetings of Senate for the purposes of preparing the minutes.

41. **Therefore, Senate are asked to approve in-principle that meetings will be recorded solely for preparing Senate minutes.**

42. If in-principle approval is given, the Task and Finish Group will seek advice from relevant University departments including the Information Compliance Service, along with considering the feedback provided by members ahead of specifying protocols for handling recordings. The protocols will be presented to a future meeting of Senate for approval before implementation, along with a request to commence recordings.

Resource implications

43. An increase in the number of meetings will have resourcing implications for Senate members, Registry Services including the Senate Clerk, and Professional Services staff within Information Services. It is noted this will be managed within existing resources through the prioritisation of activity.

Risk Management

44. 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 that led to the review being brought forward.

45. 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 in a timely and considered manner.

Responding to the Climate Emergency and Sustainable Development Goals

46. The facilitation of hybrid meetings will contribute towards the University's Climate and Sustainable Development Goals.

47.

Equality and Diversity

48. The Senate External Review Task and Finish Group has considered and identified existing barriers to equality, diversity and inclusion in meeting practices and these have informed the proposals presented for approval in this paper.

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

49. The Senate External Review Task and Finish group is expected to regularly communicate updates on its work to the wider Senate membership. All agenda, papers and minutes will be available to Senate via the Senate Members Portal.

Consultation

50. Senate was consulted on the Senate External Review Task and Finish Group's proposals via completion of a Microsoft Form via the Senate Members Portal.

Further information

Author(s)
Olivia Hayes on behalf of Senate External
Review Task and Finish Group
Senate Clerk
3 May 2024

Presenter
Olivia Hayes
Senate Clerk

Freedom of information

Open

Senate

22 May 2024

People and Money Improvement Plan 24-26

Description of paper

1. This paper provides Senate with an update on the People and Money system and processes which underpin our Finance, HR, Payroll and Procurement services.

Action requested/recommendation

2. Senate is asked to note and comment on the paper to help ensure Senate is consulted and informed of the current and plans and strategic direction for People and Money.

Background and context

3. Our new finance processes launched in People and Money on 31 August 2022. As well as the system changes and the processes they underpin, we formed new teams to help with the buying of goods and services (Procurement Operations), how we get money into and out of the University (Finance Operations) and how we support new budget areas (Finance Business Partners), along with the introduction of a new Chart of Accounts.

4. We established and communicated the set of priorities we worked to during the 2023 calendar year. These were:
   a. Our first set of priorities in 2023 focussed on the critical business as usual finance activities including financial year end/audit (including subsidiaries) and regulatory returns, budget and forecasting for 2023/24, and ongoing maintenance of payments, new supplier set up and supply of goods and services; as well as ongoing core stabilisation of research finance processes and activities.
   b. Our second set of priorities in 2023 focussed on the incremental improvements to the purchase to pay process, implementation of the collections module and completion of handover to InoApps managed service.
   c. While significant progress has been made, we knew there would be more to do so we committed to developing a programme of work – a roadmap/improvement plan – which would set out our next set of priorities.

5. The Senior Leadership Team welcomed and accepted the recommendations arising from the People and Money External Review conducted by PA Consulting and shared with colleagues on 7 December 2023.

6. As well as the broader recommendations on future change programmes, the report set out specific recommendations for People and Money, which will be

aligned with/included in the roadmap. The headings in the report covered: addressing the division felt within the University and building trust; placing greater focus and emphasis on change management; validating organisational and process design and embedding new ways of working; outlining a clear strategy and approach; presenting a single integrated roadmap and plan to co-ordinate and prioritise; scoping well and securing sufficient funding; establishing clear and effective governance; system, integrated, data and reporting.

7. The December 2023 meeting of the University Executive endorsed the emerging priorities for the People and Money Roadmap 24-26; provided initial comment on the proposed governance and endorsed the recommendation received to proceed with two areas of work in advance of the full roadmap being presented (these are titled 'Knowledge and Engagement – Understanding the Processes; and 'Research grants/projects – continuous improvement of finance processes').

8. The January 2024 meeting of the University Executive approved the post-Enactment Group governance group/model which met for the first time on 28 March 2024. [The membership and the terms of reference are published](#). This governance model will report into the [University Initiatives Portfolio Board (UIPB)](#). The UIPB reports into the University Executive and recognising that People and Money will continue to be a topic of interest, escalations will come through the UIPB to University Executive and then material items reporting into Court via the more appropriate of Policy & Resources Committee or Audit & Risk Committee depending on the item.

9. In February 2024 the University Executive approved the direction set out in the Finance and HR processes roadmap document, which is summarised in this paper in the table below paragraph 17, noting the comments from the Enactment Group, priorities, resource, and risks; and approved the recommendations from the Enactment Group on the two outstanding impact assessment from the Principal's external advisor, on cost centre access and financial approvals, and the next steps set out for these (see paragraphs 18-22). The papers presented at the February University executive went to Policy & Resources Committee in March 2024 and University Court in April 2024.

Discussion

10. The Finance and HR improvement plan 24-26 sets out the roadmap for our key Finance, Procurement, Payroll and HR processes and a prioritised set of activities that need to be undertaken to deliver these; the approach to engagement, training and support; reporting; outcomes from impact assessments; governance; risks; issues and assumptions; and forecast/estimated resourcing requirements.

11. When developing the roadmap we received feedback from several sources, including but not limited to:

a. Feedback from colleagues, following the implementation of phase 1, 2, and 3 and most recently through engagement with Implementation Groups, on priorities for Finance and HR processes;
b. Known scoping decisions either pre- or post-implementation;
c. Input from colleagues in Finance, Human Resources, Information Services Group;
d. Governance groups including the University Executive, the Enactment Group, Implementation Group, the Research Stabilisation Group; and from other governance bodies such as Senate letters/papers which were shared through the Enactment Group;
e. Recommendations received by the University from review activity during 2023; and
f. Other informal feedback, meetings, and continuous improvement logs.

12. The Enactment Group endorsed the Roadmap at its final meeting on 6 February 2024 and made several key comments as part of that endorsement to the University Executive in February 2024. These included:
    a. At this stage we need to accept that the roadmap sets the direction and priorities and we recognise that this work is not straightforward and not all elements have a neat solution.
    b. There is an acceptance that the level of detail in some areas of the roadmap will become clearer as we complete some of the more detailed specification work and commence the work with colleagues – for example reporting changes or the implementation of new processes for allocating salaries to research projects.
    c. The limitations expressed at this stage in the estimation of resource required for the work to be completed and the confidence levels are noted and the most effective way to build confidence will be the appropriate programme/project controls being utilised in advance of starting the work.
    d. Budget area capacity and resource requirement is not fully captured and will be addressed as we progress with the work, which in most cases required deep engagement with budget holders.
    e. It is important that this work aligns with the new University Initiatives Portfolio Board and the positive discussions at its initial meeting. The roadmap outlines a pragmatic set of priorities but it can be difficult to assess these in isolation and to maintain focus as others emerge. Alignment with planning round expectations and process is required.
    f. The importance of lessons learned from the People and Money external Review has been noted, both in general terms and in relation to the specific recommendations relating to this next phase of work. For example, the approach to engagement through the new user groups is a critical aspect to help build trust and deploy a more engaging approach to design of processes. We need to ensure this is effectively delivered and supported.

13. As we move into delivery of the roadmap, it will be important to break the work down into specific areas of focus and within that deliverable project/work that needs to be completed. These areas of activity are then underpinned by change and project management support and technical support.

14. The focus of the roadmap, and the governance model, starts with the end-to-end business process, engagement and support, rather than with the system itself, with the intention of fully embedding the processes and organisational design. We have taken this approach because our key processes are in different states of maturity and the actions set out in the roadmap will reflect that not all actions require systems work. This focus aligns with one of our Strategic Performance Indicators and our intention as set out in Strategy 2030 'to have more user-friendly processes and efficient systems to support our work.'

15. More information has been set out in the [governance terms of reference](#) which have been shared with the University community, but the focus on people and their experience of the end-to-end processes has several key characteristics that include but are not limited to:
    a. Standard Operating Procedures available with clearly defined roles and responsibilities;
    b. Training, guidance and support to fully embed the design and ways of working is available, including escalation for end-users to agreed standards and is being delivered in a consistent way;
    c. Greater user engagement and support, and ensuring developments are reviewed with a range of representative business perspectives and scenarios so that organisational change leads the system implementation;
    d. Metric(s) to help measure effectiveness and efficiency of process and alignment with organisational goals.

16. Feedback on priorities areas was consistent. The table below provides a summary of these and this table was shared through an all staff email on 18 April 2024.

17. As of April 2024, we have prioritised the following areas of work from the table of priorities. The work on these priorities has just started.
    a. Increase capacity to support the work required to set up research grants in People and Money and support the key processes such as the creation of portfolio codes and burdening schedules;
    b. Set up the project which will deliver improvements to the allocation of salaries to research process (this project is called Research Salary Management Project);
    c. Set up the first three end-to-end processes where we will develop and deliver standard operating procedures for purchase to pay, academic promotions, and research collaborator payments;
    d. Set up the work to improve the good-receipting process by giving targeted colleagues access to receipt transactions other that their own Purchase Orders (POs), supported by appropriate training and support;
    e. Start work to scope the reports that will enhance visibility for colleagues outside finance, particularly relating to visibility of general ledger information.

S 23/24 3Q

Area of focus	Where we are now	Where we want to be	What we're doing
Knowledge and engagement – understanding the process	Key processes and documentation are different across the organisation	Business processes and operating procedures that are consistent and easy to understand	• Publish standard operating procedures in a user-friendly format • Have the appropriate guidelines and training in place to help you use these processes. • Provide initial support to help you adopt the processes and guidelines and overcome any challenges • Provide ongoing support and engagement
Research grants/projects – continuous improvement of finance processes	Projects not set up quickly enough and are manual, complex and not well-understood Difficult to manage projects in the most effective way.	We have processes in place which are simple, well understood and work quickly so that we save time, maximise the recovery of external funds and add more value.	• Assess and tackle backlogs to support set-up, management and visibility, allocation of income and forecasting, closure. • Allocation of salaries to research: Improve current processes before implementing a change to both process and system which will be called the Research Salary Management Project. • Collaborator partner payments: Improve existing process before implementing a change to both process and system so the payments can be made at the point of signing.

S 23/24 3Q

			- Improve systems integrations between Wortribe and People and Money. - Fully develop processes and procedures leading to providing better support, engagement and training to key users of research elements – PIs, School/Institute research teams and ERO.
Financial planning and operations	Inconsistent ways of working across budget areas. Reporting improvements needed. Decision making in key areas can be challenging.	Processes which clearly identify roles/responsibilities from start to finish and best practice in place consistently across all areas. This will help enable effective, well-informed decisions to be made.	- Improve management and reporting on staffing, including salary forecasting. - Payroll changes including Form 13 and 100 processes. - Improvements to processes where HR and Finance overlap. - Improvements to planning and budgeting, including student income and expenses forecasting. Improvements to standardised system reporting. - Updated delivery approach for finance reports (including the general ledger) which will enable us to improve reporting, provide more visibility to colleagues outside finance to help ensure the right information is available to the right people at the right time.

S 23/24 3Q

			• All underpinned by improved training and support.

Improvements to purchase to pay and non-trade payments	Multiple routes to generate payment.
	
	Payments not always made on time.
	
	More reporting needed to support management of this process.
		Clear processes and differentiation of the available payment routes and the advantages of each.
		
		Process improvements and any related system changes implemented and working effectively.
			• Put in place engagement, training and support on our purchasing and payment processes, focussing on key areas.
			
			• Make improvements to the purchase-to-pay process, including:
			
			   o Invoice handling including electronic scanning of invoices, with the objective of achieving a smoother journey from invoice received to payment of our suppliers. This includes how we can improve efficiency by reducing the number of invoices that fail checks and are placed on hold.
			   o Improve the use if our supplier portal to streamline the purchasing and payment process for the benefit of suppliers and the University.
			   o Review of VAT processes.
			   o Process efficiencies and improvements for high volume suppliers.
			
			• Improve four key processes in accounts payable (including non-trade creation, non-trade payment and student

			expenses/payments) and two in accounts receivable (including credit memo and improvements to sales invoice) through introduction of system workflows. • Make improvements to processes for PGR student expenses, simplified non-trade payment approval and review process.
Additional capacity to support continuous improvement in our HR processes			

For Human Resources

Area of focus	Where we are now	Where we want to be
Improved Training	Written guidance for HR processes, with few video resources. Colleagues have told us training needs to be improved.	Learning and engagement available on HR processes, systems, and ways of working. Will include instructor led in person and Teams sessions, recorded webinars and self-paced eLearning materials, with links to relevant guidance.
Recruitment	Users have said the recruitment process currently takes too long and needs streamlining.	Candidate recruitment is efficient and user friendly, with recruiting staff clear on their responsibilities.
Onboarding	Some new members of staff have faced confusion and problems with onboarding, delaying their salary.	A better experience for new members of staff, with bank details submitted sooner, faster access to resources and systems.

S 23/24 3Q

Service requests	Service requests can only be raised by individual staff members – school and department teams cannot see the requests or HR responses.	Review of Service Request categories and Guidance. Allow everyone in a school or department admin team to view service requests raised by that team.
Alerts and notifications	Notifications are not always worded clearly and staff don't know what the next steps should be. Staff have said there are too many alerts and notifications.	The wording of alters and notifications should be simpler, with clear next steps for staff. Fewer notifications.
Personal data and document storage	Documents are stored in different places, with some on people and Money and others in Employee SharePoint. There's a lack of complete EDI data	Consistent storage of documents. A higher percentage of staff have completed their EDI and other data.

Impact Assessments

18. There were two outstanding recommendations which were received from the Principal's external advisor which have been impacted assessed and discussed with the Enactment Group with recommendations set out below approved at the February 2024 meeting of the University Executive. These recommendations are now being aligned with the work that will be delivered through the roadmap. These were two complex impact assessments and stand-alone reports were produced for the Enactment Group.

19. The first impact assessment focussed on cost centre access. The Enactment Group agreed the following wording for the recommendation to be impact assessed: *Access should be allocated based on cost centres and enable limited trained resource outside team finance to find and clear issues directly in the system, and establish the level of oversight/control required to be able to ensure this is being done consistently with best practice.* Two options were compared:
    a. Leave access as it is (as has been defined and modified through to September 2023). If this option is chosen then we must also define ways of solving ongoing current operational issues.
    b. Change to access based on cost centre allocations. If this option is chosen, we must have clarity on the change implied through the organisation, chart of accounts and People and Money.

20. The Enactment Group and the University Executive agreed with the recommendation in the impact assessment that no further work or progress should be undertaken with regards to change the access based on cost centre allocation, in short this starts to deviate substantially from our configuration of the Oracle system. Instead, there are a number improvements which can be progressed within our current configuration, including: updated delivery approach for finance reports (including general ledger) which will enable us to improve reporting and provide more visibility to colleagues outside finance; improve access to support the Goods Receipting process; and continue to improve response rates through the finance helpdesk so that any problems identified are fixed quickly.

21. The second impact assessment focussed on the process of financial approvals. *The Enactment Group agreed the following wording for the recommendation to be impact assessed: the authorisation route for financial transactions should be directed to budget holders and not to line managers. The control structure within People and Money should be amended to reflect budget holder cost structure.* Two options were compared:
    a. Leave the authorisation route for the finance transactions with the line manager. If this option is chosen then we mist also define the ways of solving the ongoing current operational issues.
    b. Change the authorisation route for finance transactions to budget holder. If this option is chosen, we must have clarity on the changes implied to the organisation, chart of accounts and People and Money.

22. The Enactment Group and the University Executive agreed with the recommendation in the impact assessment group that:
    a. Progress work within the current configuration of the system including ongoing monitoring of the changes that were introduced to implement a minimum value (£250) below which no line manager authorisation is required for purchases through the purchase to pay process which impacts around 50% of our transactions; utilising the task based delegation functions in People and Money to redirect approvals with clear instructions and support for use;
    b. For any changes to be made there is work that needs to be done to map each appropriate decision-making structure in each School College and Department so that we have a consistent approach across the University before we can make any changes in the system, this is a significant piece for work. Before any decision is made on whether changes can be considered, tested and implemented, a proof of concept on the changes required across Schools, Colleges and Departments will need to be undertaken. The timing and approach to this is one of the items the new governance group will consider.

Resources

23. The scope of work, the inter-dependencies, the system underpinning the processes, and the structure of the University, mean that this remains a complex and challenging set of deliverables to resource, plan and incorporate into a roadmap.

24. We have set a planning horizon of two years, recognising that some of our work will be effective in a shorter time – this will emerge as we break down the specific area of focus and the deliverable project/work that needs to be completed. The financial estimates have been provided through University Executive, Policy & Resources Committee, and University Court papers and are subject to the decisions made through the University planning round process.

25. The external review of People and Money has made several recommendations relating to improved planning, prioritisation and co-ordination; that sufficient resourcing should not be under-estimated and needs to be planned in plenty of time, from both internal and external perspectives; and scope and security of resource. The lessons learned are being implemented and that will mean ongoing improvement in the estimation and forecasting of the individual elements in addition to the appropriate project/programme controls being implemented through the new Implementation Board and the University Initiatives Portfolio Board.

Risk Management

26. A risk register is maintained and managed by the Finance and HR Process and System Implementation Board and is part of the programme status report which is a standing item at each meeting.

27. There is an escalation process from the Implementation Board through the UIPB for risks and issues which are trending at red and/or are not within the scope of the Implementation Board to effectively mitigate or resolve.

Communication

28. The Finance and HR Process and System Implementation Board has ongoing support from colleagues in Communication and Marketing to help with the implementation of an ongoing communication plan, which is in line with the new approach to change and communications which has been established as part of the review of strategic change and continuous improvement.

29. An all staff email was issued on 24 April 2024 which updated staff on our plans to improve our Finance and HR processes underpinned by People and Money. This included links to:

   a. [Improvement plan SharePoint](#)
   b. [Finance and HR Process and Systems Implementation Board](#)

30. We will be keeping colleagues informed as the plan progresses. We are planning a series of in-person events across all campuses in early summer 2024 to introduce the improvement plan, listen to feedback and answer questions. The SharePoint site will be regularly updated with our progress.

31. The External review of People and Money conducted by PA Consulting, and our own review of Strategic Change and Continuous Improvement, have set out the need to enhance our approach to how we engage with leaders, managed and affected staff. As we make progress on this improvement plan, we will be engaging directly with those colleagues who work closely with Finance, HR and the Edinburgh Research Office. We will be setting up engagement groups for these colleagues over the coming weeks and months and details will be added to the SharePoint site once they're available.

Further information

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Director of Strategic Change   Personal Chair in Applied Logic
Co-Chair Implementation Group   Co-Chair Implementation Group

Dave Robertson
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Co-Chair Implementation Group

Freedom of Information

32. Open

Senate

22 May 2024

Court Resolutions – Personal Chairs

Description of paper

1. This paper is presented to Senate for consultation in accordance with the procedures for the creation of Resolutions as set out in the Universities (Scotland) Act 1966.

Action requested / Recommendation

2. Senate is invited to make observations on the following draft Resolutions:

No. 8/2024: Foundation of a Personal Chair of Competition law
No. 9/2024: Foundation of a Personal Chair of Audiovisual Translation Studies
No. 10/2024: Foundation of a Personal Chair of Carbon Accounting
No. 11/2024: Foundation of a Personal Chair of International Law and Global Governance
No. 12/2024: Foundation of a Personal Chair of Fashion Design
No. 13/2024: Foundation of a Personal Chair of Contemporary History
No. 14/2024: Foundation of a Personal Chair of Science and Sustainability Education
No. 15/2024: Foundation of a Personal Chair of Creative Anthropology
No. 16/2024: Foundation of a Personal Chair of Brain and Cognitive Ageing
No. 17/2024: Foundation of a Personal Chair of Experimental Pragmatics
No. 18/2024: Foundation of a Personal Chair of Music and Audio-Visual Media
No. 19/2024: Foundation of a Personal Chair of Contemporary Art History and Theory
No. 20/2024: Foundation of a Personal Chair of Banking and Risk Analytics
No. 21/2024: Foundation of a Personal Chair of Consumer Culture and Society
No. 22/2024: Foundation of a Personal Chair of Health and Wellbeing
No. 23/2024: Foundation of a Personal Chair of International Law and Practice
No. 24/2024: Foundation of a Personal Chair of Finance
No. 25/2024: Foundation of a Personal Chair of Social Mobilisation
No. 26/2024: Foundation of a Personal Chair of the History of Late Antiquity
No. 27/2024: Foundation of a Personal Chair of Synchronic and Diachronic Phonology
No. 28/2024: Foundation of a Personal Chair of Law and History
No. 29/2024: Foundation of a Personal Chair of Anthropology and Modern Asia
No. 30/2024: Foundation of a Personal Chair of Social Psychology
No. 31/2024: Foundation of a Personal Chair of English Language
No. 32/2024: Foundation of a Personal Chair of Modern European History
No. 33/2024: Foundation of a Personal Chair of Digital Marketing and Consumer Behaviour
No. 34/2024: Foundation of a Personal Chair of the Sociology of Markets
No. 35/2024: Foundation of a Personal Chair of Literacy (Psychology & Education)
No. 36/2024: Foundation of a Personal Chair Personality Psychology
No. 37/2024: Foundation of a Personal Chair of Sport Coaching
No. 38/2024: Foundation of a Personal Chair of Social Work and Refugee Studies
No. 39/2024: Foundation of a Personal Chair of Digital Culture and Education Futures
No. 40/2024: Foundation of a Personal Chair of the Analysis and Philosophy of Music
No. 41/2024: Foundation of a Personal Chair of Second World War Studies
No. 42/2024: Foundation of a Personal Chair of Literary and Cultural History
No. 43/2024: Foundation of a Personal Chair of Small Animal Soft Tissue Surgery
No. 44/2024: Foundation of a Personal Chair of Digital Innovations in Health and Care
No. 45/2024: Foundation of a Personal Chair of Thoracic Toxicology
No. 46/2024: Foundation of a Personal Chair of Comparative Neurology

No. 47/2024: Foundation of a Personal Chair of Veterinary Medical Humanities
No. 48/2024: Foundation of a Personal Chair of Social Sciences in Medicine
No. 49/2024: Foundation of a Personal Chair of Veterinary Ophthalmology
No. 50/2024: Foundation of a Personal Chair of Animal Welfare Science and Education
No. 51/2024: Foundation of a Personal Chair of Veterinary Diagnostic Imaging
No. 52/2024: Foundation of a Personal Chair of Pathogen Phylodynamics
No. 53/2024: Foundation of a Personal Chair of Translational Molecular Imaging
No. 54/2024: Foundation of a Personal Chair of Cancer Network Biology
No. 55/2024: Foundation of a Personal Chair of Clinical and Experimental Neurosurgery
No. 56/2024: Foundation of a Personal Chair of Liver Pathology
No. 57/2024: Foundation of a Personal Chair of Global Food Systems
No. 58/2024: Foundation of a Personal Chair of Molecular Thermofluids
No. 59/2024: Foundation of a Personal Chair of Chromatin Replication and Architecture
No. 60/2024: Foundation of a Personal Chair of Biological Mass Spectrometry
No. 61/2024: Foundation of a Personal Chair of Therapeutic Engineering
No. 62/2024: Foundation of a Personal Chair of Mass Spectrometry
No. 63/2024: Foundation of a Personal Chair of Structural Biology
No. 64/2024: Foundation of a Personal Chair of Geometry and Representation Theory
No. 65/2024: Foundation of a Personal Chair of Statistical Data Science
No. 66/2024: Foundation of a Personal Chair of Plant Evolutionary Ecology and Biogeography
No. 67/2024: Foundation of a Personal Chair of Sustainable Energy
No. 68/2024: Foundation of a Personal Chair of Physics Education
No. 69/2024: Foundation of a Personal Chair of Process Systems Engineering
No. 70/2024: Foundation of a Personal Chair of RNA Biochemistry
No. 71/2024: Foundation of a Personal Chair of Fire Science
No. 72/2024: Foundation of a Personal Chair of Foundations of Quantum Informatics
No. 73/2024: Foundation of a Personal Chair of Biophysics
No. 74/2024: Foundation of a Personal Chair of Plant Genomics
No. 75/2024: Foundation of a Personal Chair of Sustainable Materials Chemistry
No. 76/2024: Foundation of a Personal Chair of Astronomy
No. 77/2024: Foundation of a Personal Chair of Political Ecology
No. 78/2024: Foundation of a Personal Chair of Nuclear Astrophysics
No. 79/2024: Foundation of a Personal Chair of High-Pressure Chemical Physics
No. 80/2024: Foundation of a Personal Chair of Mathematical Physics
No. 81/2024: Foundation of a Personal Chair of Applied Remote Sensing
No. 82/2024: Foundation of a Personal Chair of Biomineralization
No. 83/2024: Foundation of a Personal Chair of Knowledge Computing
No. 84/2024: Foundation of a Personal Chair of Mobile Intelligence
No. 85/2024: Foundation of a Personal Chair of Scientific Computing
No. 86/2024: Foundation of a Personal Chair of Advanced Laser Diagnostics
No. 87/2024: Foundation of a Personal Chair of Global Change Biology
No. 88/2024: Foundation of a Personal Chair in Computational Engineering
No. 89/2024: Foundation of a Personal Chair of Software Testing and Verification
No. 90/2024: Foundation of a Personal Chair of non-Mendelian genetics
No. 91/2024: Foundation of a Personal Chair in Sustainable Materials
No. 92/2024: Foundation of a Personal Chair of Theoretical Particle Physics
No. 93/2024: Foundation of a Personal Chair of Political Ecology
No. 94/2024: Foundation of a Personal Chair of Geography and Education
No. 95/2024: Foundation of a Personal Chair of Experimental Neutrino Physics
No. 96/2024: Foundation of a Personal Chair of GeoEnergy
No. 97/2024: Foundation of a Personal Chair of Cosmology
No. 98/2024: Foundation of a Personal Chair of Engineering Biology

Background and context

3. The Universities (Scotland) Act 1966 enabled the University Court to exercise by Resolution a wide range of powers, including the creation of Chairs. The Act sets out the procedure for making Resolutions and stipulates that the Senate, the General Council and any other body or person having an interest require to be consulted on draft Resolutions throughout the period of one month, with the months of August and September not taken into account when calculating the consultation period.

Discussion

4. Attached to this paper is draft Resolution No. 8/2024: Foundation of a Personal Chair of Competition Law as an example. All the Resolutions founding Personal Chairs follow the same format.

Resource implications

5. The approval processes includes confirmation of the funding in place to support the Chairs.

Risk Management

6. There are reputational considerations in establishing Chairs which are considered as part of the University's approval processes.

Responding to the Climate Emergency and Sustainable Development Goals

7. N/A

Equality and Diversity

8. Equality and diversity best practice and agreed procedures are adopted in appointing individuals.

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

9. Via Court's report to Senate.

Consultation

10. The statutory process for the creation and renaming of Chairs requires consultation with Senate and the General Council prior to approval by the University Court.

Further information

Author(s)
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May 2024

Freedom of information

Open paper

UNIVERSITY OF EDINBURGH

Draft Resolution of the University Court No. 8/2024

Foundation of a Personal Chair of Competition Law

At Edinburgh, the Seventeenth day of June, Two thousand and twenty four.

WHEREAS the University Court deems it expedient to found a Personal Chair of Competition Law:

THEREFORE the University Court, after consultation with the Senatus Academicus and in exercise of the powers conferred upon it by Section 3 of the Universities (Scotland) Act, 1966, with special reference to paragraph 5 of Part II of Schedule 2 to that Act, hereby resolves:

1.   There shall be a Personal Chair of Competition Law in the University of Edinburgh.

2.   The patronage of the Chair shall be vested in and exercised by the University Court of the University of Edinburgh.

3.   Notwithstanding the personal nature of this Chair, the terms and conditions of appointment and tenure which by Statute, Ordinance and otherwise apply to other Chairs in the University shall be deemed to apply in like manner to the Personal Chair of Competition Law together with all other rights, privileges and duties attaching to the office of Professor.

4.   This Resolution shall come into force with effect from 1 August Two thousand and twenty four.

For and on behalf of the University Court

LEIGH CHALMERS

University Secretary