



THE UNIVERSITY *of* EDINBURGH

H/02/02/02

e-S: September 2019

The University of Edinburgh

Electronic Senate

Agenda

Electronic Senate will commence on Tuesday 10 September 2019 and close at noon on Wednesday 18 September 2019

FORMAL BUSINESS

1. Minutes from the Senate Meeting held on 29 May 2019 **e-S 19/20 1 A**
- a) Special Meetings and Graduation Ceremonials on 29 June, 1, 2, 3, 4, 5, 6, 8, 9 and 10 July 2018 (available from Student Administration)
2. Membership of the Senatus **e-S 19/20 1 B**
3. Conferment of the title of Professor Emeritus **e-S 19/20 1 C**
4. Senate Exception Committee Membership and Terms of Reference **e-S 19/20 1 D**
5. Senate Standing Committees Remits **e-S 19/20 1 E**

MATTERS ARISING

None

COMMUNICATIONS AND REPORTS

6. Annual Report to the Scottish Funding Council on Institution-led Review and Enhancement Activity 2018/19 **e-S 19/20 1 F**
7. Communications from the University Court **e-S 19/20 1 G**

CLOSED

8. Report from the Honorary Degrees Committee **e-S 19/20 1 H**

Electronic Senate

10 - 18 September 2019

Minutes of Senate meeting held on 29 May 2019

Description of paper

1. The paper provides the minutes of the Senate meeting held on 29 May 2019.

Action requested / recommendation

2. For approval.

Discussion

3. Senate is invited to approve the Minutes which are attached as an appendix.

Resource implications

4. None.

Risk management

5. Not applicable.

Equality & diversity

6. Not applicable.

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

7. Key decisions were communicated in the Senate Committees' Newsletter to stakeholders on the distribution list:

www.ed.ac.uk/academic-services/committees/newsletter

Any Other Relevant Information

8. A comment need only be submitted to raise an objection/suggest corrections. If no comments are received the paper will be deemed approved. In this context any comments on this paper should be emailed to Senate.Support@ed.ac.uk quoting "comment n e-S 19/20 1 A. These comments will be added verbatim at <http://edin.ac/18tbekG>

Author

Senate Secretariat
September 2019

Freedom of Information

Open paper.

SENATUS ACADEMICUS**UNCONFIRMED MINUTES OF AN ORDINARY MEETING OF THE SENATUS****ACADEMICUS** held in Shirley Hall, Chancellor's Building, Little France

Wednesday 29 May 2019

Present: The Principal, Professors Anjos, Baxstrom, E Cameron, Critchley, Duncan, Fisher, French, C Jeffery, Gordon, L Grant, Jarvie, MacRae, Murray, Schmid, B Stanley, Warwick, Weir, A Aydin-Aitchison, D Cavanagh, C Caqueneau, G Duursma, J Goodrich, L Hamilton, J Hoy, L Kendall, L Kirstein, W Kwon, P Larkman, Q Li, S MacPherson, S Morley, F Narumi-Munro, P Norris, N Ogryzeko, C Phillips, S Rolle, T Rundell, P Smith, P Taylor, N Treanor, U Tufail-Hanif

Associate Members: D Mukherji, R Nixon

In Attendance: I Ackermann, G Aitken, N Akta, P Bailey, S Bird, C Blackwood, J Brown, E Buxton, K Castle, L Cattell, T Chaurin, M Cox, M Daw, J-C Denis, R Donnelly, G Douglas, L Dunbar, C Emmerson, B Esk, S Fredrick, A Gotzkes, P Hadoke, D Haines, J Haldane, I Hart, L Henry, S Horrocks, L Howat, M Hoeve, J Hume, R Hunt, F Iezzi, J Johnston, S Kean, L Kelly, R Kerr, S Knapp, K Kokowska, H Lambert, C Lennie, G Lerpiniere, R Lindsay, A-M Maciejuk, O Maciver, C Mackay, P McGregor, C McShane, T Madden, H Szoor-McElhinney, J Nisbet, F Parry, E Paterson, P Patras, S Pennings, A Lawley-Powell, S Purves, S Raeside, L Reilly, C Sanderson, J Sayers, R Scott, L Segal, A Shanks, T Sheppard, L Smith, M Smith, R Stenhouse, L Stokes, T Stratford, J Tamplin, G Thompson, L Thompson, H Tracey, G Trousdale, A Tyndall, R Walker, P Ward, H Wallace, K Williams, J Younger

PRESIDENT'S COMMUNICATIONS

The Principal noted that this was Senior Vice-Principal Professor Charlie Jeffery's final meeting of Senate. He thanked Professor Jeffery for his significant contribution to the work of Senate and the University as a whole over a number of years, and wished him well in his future role as Vice-Chancellor of the University of York.

Attendees noted that whilst two members of the Principal's Senior Team – Professor Jeffery and Professor Norman – were moving on, the University would be welcoming Professor Colm Harmon from the University of Sydney to the role of Vice-Principal Students in October 2019. Professor Harmon would take on the learning and teaching-related aspects of Professor Jeffery's current role. Discussions were ongoing about who would take responsibility for the equality and diversity and sustainability aspects of Professor Jeffery's and Professor Norman's roles in the future, but the University remained committed to providing strong leadership in these areas.

The Principal also thanked the outgoing Edinburgh University Students' Association Sabbatical Officers, and welcomed the new post-holders who were present at the meeting. Ms Theresa Sheppard, outgoing Clerk to Senate, was thanked for her contribution to the work of Senate.

The Principal also highlighted the following in his communications:

- University Strategic Plan – attendees were advised that that University was at an advanced stage of a redrafting process. The revised Strategic Plan was based on values and high-level priorities, and it was hoped that it would be a fresh and informative document.
- Brexit – the Principal informed attendees that he would be attending a Scottish Government forum on this issue the following day. It was noted that the University was actively planning for all scenarios.
- Augar Review – the report of this review into the funding of post-18 education in England would be published imminently. Once published, the University would assess the implications for Scottish institutions of the report. The University was again modelling and scenario-planning for all eventualities.

PRESENTATION AND DISCUSSION

Widening Participation

The purpose of the session was to consider the University's [Widening Participation Strategy](#), and ways in which colleagues from across the institution were implementing this.

Presentation

Introduction and Overview

Professor Charlie Jeffery, Senior Vice-Principal, and Ms Laura Cattell, Head of Widening Participation

Professor Jeffery stated that the University has a moral responsibility to widen participation: while innate ability is evenly distributed across demographic groups, different demographic groups are not evenly represented within the University's student population. Secondary school attendance continues to play a key role in determining whether or not a student enters higher education. For those entering higher education, non-continuation rates are higher for students from Scottish Index of Multiple Deprivation (SIMD20) postcodes, and for those over the age of 21 on entry.

The Scottish Government set ambitious widening participation targets for the University, and the University is now performing well against these: it has met its SIMD20 target 3 years early as a result of a number of initiatives including building on existing outreach, introducing a part-time Access course to the College of Arts, Humanities and Social Sciences (CAHSS), adopting innovative approaches to working in communities, and reviewing articulation and other access routes.

Ms Cattell noted that the development of the new Widening Participation Strategy had been a collective endeavour involving colleagues from across the University. The Strategy was launched in October 2018 and adopted a whole student lifecycle approach by considering:

- Aspiration and Early Engagement
- Support to Get In
- Support to Succeed and
- Support to Progress

A University-wide approach would also be required if the Strategy was to be properly embedded. Priorities going forward would include:

- Ensuring that widening participation considerations were included in the remits for the University's Student Support and Thematic Reviews
- Working with colleagues to ensure that a seamless support system exists across the student journey
- Enhancing and making more accessible to Schools data about students who have entered through widening participation routes
- Working with the Institute for Academic Development (IAD) to develop online toolkits and examples of best practice to support the implementation of the Strategy.

*Aspiration and Early Engagement and Support to Get In – View from a School
Professor Iain Gordon – School of Mathematics*

Professor Gordon noted that only 4 members of academic staff within the School of Mathematics were Scottish. The School was involved in a range of initiatives that aimed to widen participation, and used 'reach' (range and significance) as a measure of success. School-led activities included:

- Maths Circles
- Work in schools
- Scholarship schemes
- The introduction of a Level 7 mathematics course
- Development of a Graduate Apprenticeship with the School of Informatics
- Work with other Scottish universities to expand reach

*Support to Get In and Support to Succeed
Mr Andy Shanks, Director of Student Wellbeing*

Mr Shanks advised attendees about the 'Edinburgh Cares' initiative, which supports students who are care-experienced, student carers and students who are estranged from their parents. The University now has in place a whole system approach to supporting these students, and aims to provide accessible, responsive and flexible support. At present, this includes outreach and partnership working; providing support during the application process, during transitions, whilst on-programme, and for careers and employability; and offering help with finance, accommodation, and mental health and wellbeing. Future developments will include:

- Increasing staff awareness of and confidence in dealing with the relevant issues
- Improving communications and accessibility of information
- Working in partnership by contributing to 'Hub for SUCCESS'
- Developing a student carer policy and associated guidance
- Undertaking benchmarking and seeking to apply for a Kitemark
- Ongoing collaboration with staff and students to bring about continuous improvement

Ms Diva Mukherji and Ms Sarah Purves, Edinburgh University Students' Association

Ms Mukherji and Ms Purves presented on the 'Participation Grant', which is co-ordinated by the Students' Association, but is a partnership with a number of other areas. The Grant aims to break down financial barriers to getting involved in extracurricular activities whilst at University and £25,000 of funding was made available to eligible students in 2018/19.

Evaluation of the Grant suggested that it was operating successfully, with many students in receipt of funding noting that it had impacted positively on their University experience. Areas for further development included:

- Ensuring that the processes for awarding funding reflected the fact that some activities are more expensive than others
- Reviewing the eligibility criteria for the Grant, recognising that the current funding model may be too simplistic

Support to Progress

Ms Susan Bird, Careers Consultant and Ms Paula McGregor, 2018 Geography Graduate

Ms Bird advised attendees that many of the University's widening participation students transition very effectively into careers. However, they often face more barriers than those who do not enter University through widening participation routes. The University Careers Services supports widening participation students in a variety of ways including:

- Development and delivery of the 'Insights' programme, which offers students the opportunity to connect with alumni
- Providing support for transitions, including contributing to 'Moving on' and the 'Access Programme'
- Encouraging students to recognise their wider achievement and employability through the 'Edinburgh Award'
- Providing access to on-campus employment opportunities

Ms McGregor noted that she had attended a poorly-performing school and that no-one else in her family had attended university. However, she had secured a place to study Geography at Edinburgh in 2014 and had graduated with a 2:1 in 2018. Ms McGregor was now working for Ecometrica on their Space Programme.

Ms McGregor advised Senate that the Lothian Equal Access Programme for Schools (LEAPS), particularly attendance of a Summer School, had played a key role in her success. Taking advantage of part-time employment opportunities whilst at University had also been beneficial, and the Careers Service had provided excellent guidance on CV building, communication skills, interview technique and completing graduate scheme applications.

Discussion

The following points and questions were raised during the discussion section of the meeting:

- The high value of the work being undertaken by the School of Mathematics, particularly their newly-introduced Level 7 course and pre-arrival, online resources, was recognised.
- It was noted that school pupils often lack aspiration and confidence, not ability.
- There would be benefit in the University giving further consideration to its local staff demographics in addition to its student demographics.
- Attendees were advised that new models were being developed and piloted for LEAPS, including redesigning the summer school.

- It was noted that a University group had recently been established to consider access for asylum seekers and refugee students. More information was available from the [Head of Widening Participation](#).
- The value of thinking beyond Scottish, undergraduate recruitment when considering widening participation was recognised. Attendees agreed that international, rest of the UK and postgraduate recruitment also required attention. Expanding the University's online offer and offering more scholarships were likely to be beneficial in this respect.
- Attendees were advised that there was some funding attached to the implementation of the Widening Participation Strategy. This was currently being used to fund areas of commonality and activity that would benefit the widest groups of people.
- The benefit to those with part-time work or caring responsibilities of offering flexibility in core courses, and particularly in assessment was recognised. The Senior Vice-Principal noted that many of the University's students would value having greater flexibility, and suggested that the University may wish to give this matter further consideration.
- Cost, and lack of availability of funded university places, was viewed as being a major barrier to widening participation.

FORMAL BUSINESS

1. Report of E-Business conducted 7 – 15 May 2019 (S 18/19 3 A)

The report of the e-business conducted between 7 and 15 May 2019 was approved.

2. External Review of Senate and its Committees (S 18/19 3 B)

Professor Charlie Jeffery advised members that the University was required periodically to conduct an externally-facilitated review of Senate, and that the paper provided a report of the review conducted in 2018/19. Key points emerging from the review related to:

- The future role of Senate and its committees
- The relationship between the academic governance structures of Senate and its committees and the Executive and Court governance structures
- The role of Senate in the University's research activity
- Governance of broader student experience matters

The report included 16 recommendations for consultation, and discussion of these would inform the University's formal response to the external review.

The following points were raised by Senate members:

- Senate has a vital role to play as the University's supreme academic body, and steps therefore need to be taken to ensure that it operates as effectively as it can.
- The role of the senate is currently being debated in many institutions. It was hoped that Edinburgh's decision to move from a Senate of around 800 members to a body of 300 members in response to the Higher Education Governance (Scotland) Act (2016) would improve Senate's operation.
- An increase in the proportion of elected members of Senate may mean that members are more motivated to ensure that it is an effective and influential body.
- Senate should have a role in research activity in a research-intensive University.

- Engagement with Senate may be greater if more key issues were debated and decisions taken. A clearer agenda-setting and decision-making cycle may also be beneficial in this respect.
- The importance of the non-professorial voice on Senate was highlighted.
- There may be benefit in strengthening the dialogue between Senate and its standing committees, and in having prescribed mechanisms for feeding matters up to Senate.

3. Review of the Structure of Senate Committees (S 18/19 3 C)

Professor Charlie Jeffery advised members that the paper summarised the recommendations of a Task Group established in January 2019 to review the Senate Committee structures. The key issues considered by the Group were:

- the location of governance of postgraduate research and early career research matters
- reporting lines for research matters
- the membership and nomenclature of the committees
- the governance of the broader student experience beyond learning and teaching-related matters.

Key recommendations were:

- to dissolve Research Experience Committee (REC) and to transfer REC's responsibilities for postgraduate research student matters to Learning and Teaching Committee (or 'Education Committee'), and its responsibilities for early career researchers to Research Policy Group (RPG).
- to rename Learning and Teaching Committee (LTC) 'Education Committee', and to extend its remit and membership to include strategic postgraduate research matters in addition to learning, teaching, assessment and student support for taught students.
- to defer decisions around the long-term governance of the broader student experience for a year, recognising that a sub-committee of the University Executive is currently fulfilling this role by overseeing the development and implementation of the Student Experience Action Plan.
- to make minor changes to the Curriculum and Student Progression Committee (CSPC), including changing its name to 'Academic Policy and Regulations Committee'.
- to make no substantive changes to Quality Assurance Committee (QAC)
- to give RPG dual reporting lines into both Senate and the University Executive.

Members were advised that the next step for the Task Group would be to agree revised terms of reference and memberships for the three Senate committees, and to bring these back to the October 2019 meeting of Senate for approval.

Members raised the following points in response to the paper:

- The proposed reporting routes for RPG were supported, with the view being expressed that they would give greater visibility and direction.
- Some concerns were raised about the remit of the proposed Education Committee, it being recognised that there are significant differences between taught and research students. The Senior Vice-Principal acknowledged that there were a variety of views

on this issue. However, the weight of opinion was that REC was not currently operating effectively and that an alternative approach was therefore required. It was noted that Education Committee's role would be to consider issues which were common to both taught and research students, and that the amount of taught content in PGR programmes was increasing.

- The potential value of recognising Quality Assurance Committee's role in enhancement by renaming it 'Quality Assurance and Enhancement Committee' was discussed.

The recommendations for change to the structure and memberships of the Senate committees were approved.

4. Annual Report of the Senate Committees (S 18/19 3 D)

Members noted the report, recognising that more detailed planning would be undertaken over the summer once the remits and memberships for the three Senate committees had been finalised.

5. Conferment of the Title of Emeritus Professor (S 18/19 3 E)

Senate agreed to confer the title of Professor Emeritus upon Professors Hastie, Williams and Withers and to adopt their Special Minutes.

COMMUNICATIONS

6. Draft Ordinances – Composition of the Senatus Academicus; General Council (S 18/19 3 F)

Members were content with the wording of the draft Ordinances.

7. Careers and Employability: Year-On Update (S 18/19 3 G)

Senate welcomed the report, noting that year-on updates on the presentation and discussions sections of Senate would become a standard item on the agenda to allow progress to be measured.

8. Communications from the University Court (S 18/19 3 H)

The communications from the University Court were noted.

9. Report from Central Academic Promotions Committee (S 18/19 3 I)

The recommendations of the Central Academic Promotions Committee were noted. Members were pleased to note that 3 Personal Chairs of Education had been awarded.

CLOSED BUSINESS

10. Report from the Honorary Degrees Committee (S 18/19 3 J)

Senate approved the recommendations for the award of Honorary Degrees in summer and winter 2020.

RESERVED BUSINESS

11. Conferment of Degrees for Two Cohorts of Undergraduate Medicine and Veterinary Medicine (MVM) Students (S 18/19 3 K)

Senate agreed to admit the graduands listed in the paper to their degrees. It was noted that the paper potentially raised wider issues about the timing of graduation ceremonies and the long delays currently faced by some students, particularly postgraduate students.

Electronic Senate

10 – 18 September 2019

Membership of the Senatus

Description of paper

1. The paper lists new professorial members of Senate.

Action requested / recommendation

2. Senate is invited to note the membership.

Resource implications

3. None.

Risk Management

4. Not applicable

Equality and diversity

5. Professorial members of staff who hold a Substantive or Personal Chair are automatically members of Senate; equality and diversity issues in the appointment to Chairs will therefore be considered in accordance with HR processes.

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

6. New members of Senate are invited to an induction event. All Senate members receive a copy of the Senatus Academic Governance Handbook.

Any Additional Information

A comment need only be submitted to raise an objection/suggest corrections. If no comments are received the minutes will be deemed approved. In this context any comments on this paper should be e-mailed to Senate.Support@ed.ac.uk quoting “comment on e-S 19/20 1 B.” These comments will be added verbatim at <http://edin.ac/18tbekG>

Author

Academic Services
September 2019

Freedom of Information

Open paper.

Membership of the Senate

Professorial

All appointments are with effect from 1 August 2019

Professor T Bachmann	Personal Chair of Molecular Diagnostics and Infection
Professor R Bingham	Personal Chair of Glaciology and Geophysics
Professor G Blakely	Personal Chair of Microbial Genetics and Biotechnology
Professor K Blissitt	Personal Chair of Equine Cardiology
Professor R Blythe	Personal Chair of Complex Systems
Professor J Burke	Personal Chair of Renaissance Visual and Material Cultures
Professor C Campbell	Personal Chair of Medical and Biological Spectroscopy
Professor M Canevaro	Personal Chair of Greek History
Professor S Cockroft	Personal Chair of Supramolecular Chemistry
Professor M Corley	Personal Chair of Speech, Language and Cognitions
Professor D Davidson	Personal Chair of Host Defence and Inflammation Biology
Professor A Drake	Personal Chair of Epigenetic and Metabolism
Professor I Dunn	Personal Chair of Avian Biology
Professor P Doerner	Personal Chair of Applied Biology
Professor M El Karoui	Personal Chair of Bacterial Systems Biology
Professor S Ewing	Personal Chair of Architectural Criticism
Professor S Forbes	Personal Chair of Diabetic Medicine
Professor M Graham	Personal Chair of Environmental Geochemistry
Professor R Grima	Personal Chair of Mathematical Biology
Professor M Harris	Personal Chair of Natural Science and Theology
Professor E Harrison	Personal Chair of Global Surgery and Date Science
Professor J Harrison	Personal Chair of Environmental Law
Professor M Holmes	Personal Chair of Emotions and Society
Professor L Jeffery	Personal Chair of Anthropology of Migration
Professor R Jepson	Personal Chair of Public Health in Social Science
Professor M Keown	Personal Chair of Pacific and Postcolonial Literature
Professor D Kluth	Personal Chair of Medical Education
Professor T Komura	Personal Chair of Computer Graphics
Professor G McCluskey	Personal Chair of School Exclusion and Restorative Practice
Professor V McCune	Personal Chair of Student Learning (University Education)
Professor R McIntosh	Personal Chair of Experimental Neuropsychology
Professor H McQueen	Personal Chair of Biology Education
Personal M Marina	Personal Chair of Networked Systems
Professor D Messina	Personal Chair of Italian and Comparative Literature
Professor M Metzger	Personal Chair of Environment and Society
Professor C Morrison	Personal Chair of Computational Chemistry
Professor R Nicol	Personal Chair of Student Learning (Place-Based Education)
Professor T Oh	Personal Chair of Dispersive Equations
Professor M Ota	Personal Chair of Language Development
Professor J Penarrubia	Personal Chair of Gravitational Dynamics
Professor G Pentland	Personal Chair of Political History
Professor R Rossi	Personal Chair of Uncertainty Modeling
Professor M Rovatsos	Personal Chair of Artificial Intelligence
Professor M Seery	Personal Chair of Chemistry
Professor N Shortt	Personal Chair of Health Geographies
Professor E Theodoratu	Personal Chair of Cancer Epidemiology and Global Health
Professor G Trousdale	Personal Chair of Cognitive Linguistics
Professor S Tsiftaris	Personal Chair of Engineering

Additional Out of Cycle Chair Appointments

Professor E Hunter Personal Chair of Global and African History 1 August 2019

Electronic Senate

10 – 18 September 2019

Conferment of the Title of Emeritus Professor

Description of paper

1. The Senate is invited to confer the title of Professor Emeritus upon those professors who retired recently or whose retirement is imminent.

Action requested / recommendation

2. For approval.

Discussion

3. This Senate is invited to confer the title of Professor Emeritus upon those professors who retired recently or whose retirement is imminent. The Special Minutes are attached as an appendix.

Resource implications

4. None.

Risk management

5. Not applicable.

Equality & diversity

6. Not applicable.

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

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

A comment need only be submitted to raise an objection/suggest corrections. If no comments are received the paper will be deemed approved. In this context any comments on this paper should be emailed to Senate.Support@ed.ac.uk quoting "comment n E-S 19/20 1 C". These comments will be added verbatim at <http://edin.ac/18tbekG>

Author

Senate Secretariat
September 2019

Freedom of Information

Open paper.

Special Minute
Professor Jean Duthie Beggs, BSc, PhD, FRSE, FRS, CBE
Emeritus Professor of Molecular Biology

Jean was born Jean Duthie Lancaster on 16 April 1950 to Jean Crawford (née Duthie) and William Renfrew Lancaster. She attended Glasgow High School for Girls and graduated from the University of Glasgow with a BSc (Hons) in Biochemistry in 1971 and received her PhD from the University in 1974.

From 1974-1977 she held a postdoctoral position in the Department of Molecular Biology at the University of Edinburgh working with Professors Kenneth and Noreen Murray. Having received a Beit Memorial Fellowship for Medical Research, Jean moved to the Plant Breeding Institute in Cambridge, working there for 2 years. In 1979, she began work as a lecturer in the Department of Biochemistry at Imperial College London. In 1985 Jean returned to the Department of Molecular Biology in Edinburgh where she has remained. She has been a member of the Wellcome Centre for Cell Biology since its inception in 1996, was appointed Professor of Molecular Biology in 1999 and became the Royal Society Darwin Trust Research Professor in 2005.

Jean is a Molecular Biologist whose development of a shuttle vector for propagating genes in both the bacterium *Escherichia coli* and budding yeast *Saccharomyces cerevisiae* allowed highly efficient gene cloning in yeast pioneering the development of recombinant DNA technology for eukaryotic organisms. Transcription and RNA splicing are both of critical importance for controlling protein production. The splicing machinery is highly conserved between yeast and humans and Jean uses *S. cerevisiae* as a model organism, taking advantage of its many powerful experimental techniques to identify and study many of the key proteins and mechanisms involved in the splicing of messenger RNA - an editing process which removes the parts of transcripts that do not code for proteins, prior to protein synthesis – and more recently has found evidence for checkpoints in transcription that are associated with the control of RNA splicing demonstrating that transcription and splicing and chromatin structure are functionally linked.

Jean was elected as a Member of EMBO in 1991, has been a Fellow of the Royal Society of Edinburgh since 1995 and was elected a Fellow of the Royal Society in 1998. In 2003, she was awarded the Royal Society's Gabor Medal "for her contributions to the isolation and manipulation of recombinant DNA molecules in a eukaryotic organism, adding a new dimension to molecular and cellular biology". In 2004 she was awarded the Novartis Medal and Prize of the Biochemical Society and Jean received a CBE in the 2006 Queen's Birthday Honours for her services to science. In 2016 Jean was awarded an honorary DSc by the University of St Andrews and in 2018 she received the RNA Society Lifetime Achievement Award. Jean was the Royal Society of Edinburgh Vice President for Life Sciences from 2009 to 2012, and is a member of the Council of the Royal Society of London. She has been a Trustee of the Darwin Trust of Edinburgh since 2013, a Trustee of the Earlham Institute since 2017, and was appointed a Beit Guardian by the Wellcome Trust in 2015.

Throughout her time at Edinburgh University Jean has been a wonderful teacher and mentor and has given her time unsparingly to others sitting on and chairing numerous SBS, College, University and Royal Society committees. She was Senior Honours Programme Organiser for Molecular Biology (1999-2005), was Director of the Wellcome Centre for Cell Biology PhD programme (2010-19) and has been primary supervisor for 30 PhD students, as well as numerous Masters, Honours and vacation students. Jean's research achievements, collegiality and support have made her a role model and inspiration for, not just her students and postdocs, but also for her colleagues and friends at all levels.

We are grateful to Jean for her collegiality and support over many years and wish her and her family a long and happy retirement.

Special Minute
Ronnie Cann, BA, DPhil
Emeritus Professor of Linguistic Semantics

Having been born in an army flat behind Westminster Cathedral on 26th November 1954, Ronnie Cann had a peripatetic childhood, including time in Kenya and West Germany, before he became a boarder at Peter Symonds Grammar School, Winchester. From school, he went to UCL where he read Classics, graduating in 1976, and then (while simultaneously pursuing a career in theatre) where he took the Diploma in Linguistics, with Distinction, in 1979. From UCL he went to the University of Sussex, where his DPhil, defining a formal syntax and semantics of a fragment of fifth century Attic Greek, using the then new and exciting linguistic theory of Generalized Phrase Structure Grammar, was awarded in 1984.

It was also in 1984 that Ronnie accepted an appointment in the Linguistics Department (as it then was) in the University of Edinburgh, first as a temporary lecturer and then on an open contract, where he has remained. He was initially appointed to teach syntax and formal semantics, later adding historical linguistics, pragmatics and a range of other topics. His CUP textbook, *Formal Semantics*, was published in 1993 and went on to become a standard text in this area. Ronnie has continued to contribute to our understanding of the science of meaning in his research publications ever since. His other books include *Grammatical Interfaces in HPSG* edited with Claire Grover and Philip Miller (CSLI Publication 1999); *The Dynamics of Language* with Ruth Kempson and Lutz Marten (Elsevier 2005); and *Semantics: an introduction to meaning in language* with Ruth Kempson and Eleni Gregoromichelaki, published by CUP in 2009. As this list shows, Ronnie is a well-networked and sought-after collaborator, which is also witnessed in his long list of journal publications, and which has enriched the environment here at Edinburgh over several decades. He has held and contributed to a number of research grants, most notably a Leverhulme Major Research Fellowship which he held from 2007-2010.

Ronnie was promoted to Senior Lecturer in 1994; to Reader in Linguistics in 2006; and belatedly to a Personal Chair in Linguistic Semantics in 2012. Among other leadership roles, he was Head of Linguistics between 1992 and 1996 and 1999 and 2000; Associate Dean (Postgraduate) from 1996-2000; Head of the Linguistics Planning Unit 1996-2000; Director of International Strategy (Arts) 2000-2002; Vice Provost of Arts, Divinity and Music 2001-2002; first Dean of Postgraduate Studies in the newly created College of Humanities and Social Science 2002-2004; and Head of PPLS from 2016-2018. He has also served on several University Committees and working groups. Beyond the University, he has been external examiner for 13 PhD candidates in the UK and elsewhere and held several appointments as external examiner on degree programmes in the UK and internationally; and been co-editor of a major OUP book series, and the Elsevier journal, *Ampersand*.

Ronnie has always maintained a high teaching load within the department and he also co-taught a well regarded course at the *European Summer School in Logic Language and Information*. He is a popular and successful teacher, whose students respond enthusiastically to the high standards he sets them and reward him with impressive results. He has been a generous and helpful colleague, and the department will miss him dreadfully.

In 2009, not long after moving to their new 11 acre garden (and house) near Moffat, Ronnie's husband Robert Bradford died after a short illness. Ronnie intends to spend his retirement continuing to work on Dynamic Syntax with his collaborators, and bringing his and Robert's ambitions for their garden to fruition by opening to the public.

Special Minute
Heinz Giegerich, MA, PhD, FRSE
Emeritus Professor of English Linguistics

Heinz Giegerich was born on 4 December 1952 in Aachen, Germany and brought up in the nearby town of Eschweiler where he attended school. He read English, General Linguistics, German and Journalism at Johannes Gutenberg Universität Mainz (Germany), where he was the recipient of a German National Scholarship, graduating with a First Class (*sehr gut*) MA degree in English Linguistics, with General Linguistics and English Literature as secondary subjects, in 1978; he was a non-graduating student in the Linguistics and English Language departments at Edinburgh in 1975-6; and a research assistant in the English department at Mainz University from 1976 to 1978. He spent a year teaching and as a PhD student in Mainz from 1978-1979.

In 1979, Heinz returned to Edinburgh on being appointed to a lectureship in the English Language department. He resumed PhD studies in 1980, graduating with an Edinburgh PhD, entitled *Aspects of Metrical Phonology*, in 1983. This was the beginning of the life-long interest in stress, the structure of sound systems, and word structure which has characterized Heinz's research life ever since. His first monograph *Metrical phonology and phonological structure: German and English* was published in 1985. This was a formal, theoretical contribution to the understanding of stress patterns in English and German. It was followed by a well-respected, widely-used, textbook *English phonology: an introduction*, published by Cambridge University Press in 1992; a monograph on the theory of word structure, *Lexical Phonology, Lexical strata in English: morphological causes, phonological effects* (CUP, 1999); and a monograph on the relationship between the different layers of grammar, *Lexical structures: compounding and the modules of grammar* published by Edinburgh University Press in 2015.

Heinz was promoted to Reader in English Language in 1992 and to a Personal Chair in English Linguistics in 1997. He served as Head of English Language from 2001-2005. He held a number of other substantial management positions in the university, serving at various times as Associate Dean (Postgraduate), in the Faculty of Arts; Member of University Appeals Panel (postgraduate); Member of the University Press Committee; Member of College Promotions Committee; Member of University Honorary Degrees Committee; and Director of the Angus McIntosh Centre for Historical Linguistics. Externally he was a panel member for RAE 2001 and external assessor for established Chairs at Cambridge, London and Sheffield, as well as holding several appointments as external examiner.

Despite this heavy load, and a high teaching load, Heinz has an enviable reputation as an inspired and inspiring teacher of both undergraduate and postgraduate students. He has supervised a large number of students to the successful completion of their doctoral studies, as well as mentoring and supporting junior colleagues both at home and internationally. He has also supported colleagues through his editing work, both of the Edinburgh University Press book series he founded and in the EUP journal, *Word Structure*. He has been a committed and central member of the department in his time at Edinburgh, and he will be sorely missed in his retirement.

Special Minute
Professor Elspeth Christie Reid MA LLB DipLP FRSE
Emeritus Professor of Scottish Private Law

Professor Reid has been a member of the Edinburgh Law School since she joined as a Lecturer in Private Law in 1987. For much of her early career she was seconded to the School's Legal Practice Unit as its Deputy Director. There she oversaw the professional training of graduates' legal education before they embarked on their professional practice. She was appointed a Senior Lecturer in 2001 and promoted to a Personal Chair in Scottish Private Law in 2011.

Her contributions to the life of the University – as a scholar and teacher – have been substantial and varied.

Professor Reid's main research interests have been in promoting comparative law scholarship and in developing the Scots law of obligations, particularly the Law of Delict. Her early work built on her first degree in Russian language and literature. She brought a knowledge of Russian legal sources and institutions to UK audiences in the early years after the collapse of the Soviet Union. Throughout the 1990s and early 2000s, she became active in forming networks of comparative scholars who developed the international understanding of mixed common law and civil law legal systems. She helped establish the modern place of Scots private law in a larger family of legal systems around the world.

Professor Reid has made her main contribution to the legal life of Scotland through her writings on personal bar and the law of delict. These are key parts of Scots private law but have only a small handful of active scholars to sustain active research in them. Professor Reid has been at their forefront. [*Personal Bar*](#) (co-authored with Professor John Blackie) was published in 2006 by W Green for the Scottish Universities Law Institute. Her book on [*Personality, Confidentiality and Privacy in Scots Law*](#) was published in 2010, also by the Scottish Universities Law Institute. She is currently in the late stages of writing a 450,000 word monograph on *The Scots Law of Delict*. When completed it will be the definitive work on the subject, and an important reference point for practitioners and comparative law scholars.

In the early stages of her career, Professor Reid taught across a wide span of the private law curriculum. Over time she came to concentrate in the Law of Delict. Needless to say, Delict is taught as a core subject in all the Scottish law schools. In recent years, however, the research-led teaching of Delict has largely been kept alive in Scotland by Professor Reid.

Professor Reid was elected a Fellow of the Royal Society of Edinburgh in 2013. She is an Associate Member of the International Academy of Comparative Law. Since 2014 she has held an extraordinary Professorship at the Stellenbosch University School of Law. This appointment not only marks her distinction as a scholar in private law but also her contribution to re-establishing academic links between South Africa and the UK and Europe in the post-apartheid era.

Professor Reid will remain in Edinburgh after her retirement. She plans to maintain her research connections with the Edinburgh Law School and the international network of scholars that she has contributed to developing.

Special Minute
Professor Kenneth Gilbert Cameron Reid CBE FBA FRSE LLD WS
Emeritus Professor of Scots Law

Professor Kenneth Reid has been a member of the Edinburgh Law School for nearly 39 years since his appointment as a lecturer in 1980. He was promoted to the Chair of Property Law in 1994, and in 2008 was appointed to the Chair of Scots Law. This Chair is a distinguished one: it was the first professorship established in one of the national legal systems of the United Kingdom, and has been held by a number of distinguished scholars who have been influential in the formation of Scots law, including the Institutional Writers John Erskine and George Joseph Bell.

Before joining the Edinburgh Law School, Professor Reid read History at St John's College Cambridge and the LLB in Law at Edinburgh. He qualified for professional practice as a solicitor.

Professor Reid's background in History and professional practice has been influential in forming his distinctive intellectual approach to private law scholarship in Edinburgh. That approach has been influenced as much by the civil law tradition of the Institutional Writers of the seventeenth to early nineteenth centuries as by a commitment to developing the practice and reform of Scots private law.

Professor Reid's writings during the 1980s and early 1990s culminated in the publication of the *Law of Property* (1996). This was a leading work which drew together the disparate elements of Scots property law, recasting it as a unified intellectual scheme, inspired by the works of Scots legal writers of the Enlightenment era. He contributed to the revival of Edinburgh's scholarly links with the major civil law traditions of Western Europe. He helped give international scholarly prominence to Scots law amongst the mixed common law and civil law jurisdictions across the world.

For over 25 years, Professor Reid and Professor George Gretton have delivered the annual "Conveyancing Roadshow" to hundreds of practitioners across Scotland. As a form of academic public engagement, it has been hugely influential in encouraging constructive interaction between the academic and practical sides of Scots private law. The annual Conveyancing Roadshows earned recognition as a 4* impact case study in the 2013 Research Excellence Framework. Both Professor Reid and Professor Gretton will continue the Roadshows after their retirement.

For a period of 10 years, beginning in 1995, Professor Reid served as a Scottish Law Commissioner, directing a major programme of reform in the field of land law. Much of this was implemented by legislation: by the Abolition of Feudal Tenure etc (Scotland) Act 2000, the Title Conditions (Scotland) Act 2003, the Tenements (Scotland) Act 2004, the Long Leases (Scotland) Act 2012, and the Land Registration etc (Scotland) Act 2012.

Professor Reid is a Fellow of the Royal Society of Edinburgh (2000), a Fellow of the British Academy (2008), and a Commander of the Order of the British Empire (2005). In 2015 he was awarded the honorary degree of LLD by the University of Cape Town.

Professor Reid has been a Visiting Professor at Tulane University and at Loyola University, New Orleans as well as a Fellow of the Business and Law Research Centre at Radboud University, Nijmegen. Since 2015 he has been a Fellow of the Stellenbosch Institute for Advanced Study. Professor Reid has participated in various working groups on European private law under the auspices of Nijmegen University and of the Trento Project. He has

given lectures and papers at universities in many countries including England, Germany, the Netherlands, Belgium, South Africa, Hong Kong, and the USA.

Professor Reid will continue to live in Edinburgh and remain fully active in the research life and public engagement work of the Edinburgh Law School.

Special Minute
Professor Graeme A Reid, BSc, PhD, FRSB
Emeritus Professor of Molecular Microbiology

Graeme Reid graduated from the University of Edinburgh in 1977 with a first class honours degree in Biochemistry. Even as an undergraduate he showed his research potential and published a paper together with Dr David Apps in the Biochemical Journal. For his PhD he moved to Dundee to work with P.B. Garland and W.J. Ingledew where his lifelong research interest in electron transport systems was established. After obtaining his doctoral degree in 1980 he obtained a prestigious Medical Research Council Travelling Fellowship to work with Professor G. Schatz at the Biozentrum, Basel, Switzerland. The Schatz laboratory was world-leading in the field of mitochondrial biogenesis and after two years in Basel, Graeme obtained a European Molecular Biology Organisation (EMBO) Long-Term Fellowship to continue work in this area with Schatz.

In 1983 Graeme returned to Edinburgh to take up an appointment as lecturer in the Department of Microbiology. His continuing research in the area of mitochondrial targeting and electron transport was well supported by a string of grants from the SERC (now known as the BBSRC). Graeme's success in this field was enhanced by the use of the then newly developed cloning techniques in molecular biology. Around this time a dynamic young lecturer (Steve Chapman) with an interest in electron transport systems joined the Chemistry Department and an unbeatable partnership was formed. The combination of Steve's biological and physical chemistry coupled with Graeme's biochemistry and molecular biology led to a long lasting and highly successful collaboration between these two groups that resulted in over 100 joint publications. Given that this was the leading group in the UK in this area, it was not surprising that continued grant support was forthcoming with continued and continuous support mainly from the BBSRC. The research also provided an excellent training ground for PhD students and Graeme has supervised over 25 students over the course of his career.

Graeme's excellent research record was rewarded by the University by a steady rise through the ranks with promotion to Reader in 1994. A personal chair in Molecular Microbiology followed in 2000. With promotion came more responsibility and Graeme took on the role of Head of Institute of Cell and Molecular Biology from 2001 to 2004. After a reorganisation within the School he was then appointed as Head of Institute of Structural and Molecular Biology from 2004 to 2006. Throughout his University career Graeme has always been willing to take on his share of management and internal and external committee duties; amongst a host of other responsibilities within the University he has been convener of the Exam Board for Honours Microbiology / Biotechnology since 1998 and a member of the Biochemistry Honours exam board since 1999.

Teaching has always played an important role in Graeme's professional life and through the years he has enthusiastically taken on the role of course organiser and lecturer for a number of courses. In 2008 he was appointed Director of Teaching in the School of Biological Sciences and then four years later was appointed as Dean of Learning and Teaching, College of Science and Engineering. As Dean he has taken on strategic leadership of student education and represented the College across the university and beyond.

Graeme's plans for the future include more family time that will require quite a bit of world travel with his wife Lesley to keep contact with their children: Son Euan's family is settled in Vancouver with two daughters, while Fraser works in New York. Luckily, daughter Shona and son Gavin are still in Scotland. There will also be more time to spend sailing round Scotland with trips planned up the West Coast and more local forays from Port Edgar in his own boat.

Electronic Senate

10 – 18 September 2019

Senate Exception Committee Terms of Reference and Membership

Description of paper

1. Minor updates to the Senate Exception Committee Terms of Reference and Membership

Action requested / recommendation

2. Senate is asked to approve the updated Terms of Reference and Membership

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 of Senatus.

Discussion

4. The Committee Terms of Reference and Membership appended below have been updated to remove references to the Senior Vice Principal role and to include references to the Vice-Principal Students role, and to reflect changes to the Senate Standing Committees structure.

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 appended document will be posted on the Senate website at <https://www.ed.ac.uk/academic-services/committees/senate/conduct>

Any Additional Information

A comment need only be submitted to raise an objection/suggest corrections. If no comments are received the minutes will be deemed approved. In this context any comments on this paper should be e-mailed to Senate.Support@ed.ac.uk quoting "comment on e-S 19/20 1 D." These comments will be added verbatim at <http://edin.ac/18tbekG>

Author

Kathryn Nicol
Academic Policy Officer
10 September 2019

Freedom of Information

Open

Senatus Exception Committee

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 and the Convener of each of the other 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 two Senate members 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 will 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. 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 a 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 and with the full delegated authority of Senatus to make a decision on the matter on behalf 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.

Name	Position/School	Term of office	Composition Section
Professor Peter Mathieson (Convener)	Principal	Ex Officio	2.2
Professor Colm Harmon	Convener of the Education Committee, Vice Principal (Students)	Ex Officio	2.2
Professor Alan Murray	Convener of Academic Policy and Regulations Committee	Ex Officio	2.2
Professor Tina Harrison	Convener of Senatus Quality Assurance Committee	Ex Officio	2.2
Professor Tom Gillingwater	School of Biomedical Sciences, member of Senate	January 2018 – December 2020	2.3
Professor Matthew Bailey	School of Clinical Sciences, member of Senate	January 2018 – December 2020	2.3
Mr Andrew Wilson	Students' Association President	Nominated	2.3

eSenate Committee

10 – 18 September 2019

Structure of Senate Committees

Description of paper

1. This paper implements the recommendations agreed by Senate on 29 May 2019 for changes to the structures and memberships of the Senate Committees. Terms of Reference and memberships for the Committees are attached as appendices.

Action requested / recommendation

2. Approval of the Terms of Reference and memberships for the Senate Committees.

Background and context

3. In January 2019, Senate established a task group to review the structure of the Senate Committees. The group recommended changes that were approved by Senate at its May 2019 meeting. Over the summer, Academic Services, in consultation with the conveners and co-conveners of the existing Senate Committees (Learning and Teaching and Researcher Experience Committees in particular), co-ordinated the development of Terms of Reference and memberships for the new Committees. The new Committees will meet for the first time in Autumn 2019.

Discussion

4. The attached Terms of Reference and memberships implement the following recommendations which were approved by Senate on 29 May 2019:
 - to rename Learning and Teaching Committee (LTC) 'Education Committee', and to extend its remit and membership to include strategic postgraduate research matters in addition to learning, teaching, assessment and student support for taught students
 - to dissolve Research Experience Committee (REC) and to transfer REC's responsibilities for postgraduate research student matters to the Education Committee
 - to make minor changes to the Curriculum and Student Progression Committee (CSPC), including changing its name to 'Academic Policy and Regulations Committee' (APRC).
 - to make no substantive changes to Quality Assurance Committee (QAC)
5. In implementing the changes to the above Committees, there has been no further work around the long-term governance of the broader student experience. The previously accepted recommendation was that this should be deferred for a year, recognising that a sub-committee of the University Executive is currently fulfilling this role by overseeing the development and implementation of the Student Experience Action Plan.

Resource implications

6. The operation of the Senate Committee structure has resource implications both for the secretariat (provided by Academic Services) and for members of the Committees. The paper taken to the May 2019 meeting of Senate recommended a decrease in the number of Senate committees, and this recommendation has now been approved and implemented with a commensurate impact on resources.

Risk management

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

Equality & Diversity

8. The Task Group considered equality and diversity implications when reviewing the Terms of Reference and memberships of the Senate Committees. The Task Group noted that the composition of the Senate Committees is largely determined according to defined role-holders (e.g. defined Assistant or Vice-Principal, Director of a defined Support Service or delegate) or as representatives of particular stakeholders (e.g. a College or the Students' Association). The membership of these Committees is therefore largely a consequence of decisions taken elsewhere to appoint individuals to particular roles. Ensuring that appointment processes support a diverse staff body is part of the broader responsibility of the University.

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

9. It is recommended that an evaluation of the efficiency and effectiveness of the changes to the Terms of Reference and memberships is carried out at the end of the first year of operation.

Any Other Relevant Information

10. A comment need only be submitted to raise an objection/suggest corrections. If no comments are received the paper will be deemed approved. In this context any comments on this paper should be emailed to Senate.Support@ed.ac.uk quoting "comment n e-S 19/20 1 E". These comments will be added verbatim at <http://edin.ac/18tbekG>

Author

Sue MacGregor
Director of Academic Services
29 August 2019

Freedom of Information

Open

The University of Edinburgh
Senate Academic Policy and Regulations Committee
Terms of Reference

1. Purpose and Role

- 1.1. The Academic Policy and Regulations Committee is responsible, on behalf of Senate, for the University's framework of academic policy and regulation, apart from those aspects which are primarily parts of the Quality Assurance Framework.

2. 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.
- 2.3. Scrutinise and approve proposals for new or revised academic policy or regulation, ensuring that policy and regulation is only introduced where it is necessary, and that all policy and regulation is suitably accessible to its intended audience.
- 2.4. Act with delegated authority from the Senate on matters of student conduct and discipline.
- 2.5. In taking forward its remit, the Committee will seek consistency and common approaches while supporting and encouraging variation where this is beneficial, particularly if it is in the best interests of students.
- 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.

3. Operation

- 3.1. The Committee reports to Senate, acting with delegated authority to take decisions regarding the regulatory framework for the University's educational activities.
- 3.2. The Committee may bring matters to the attention of the University Executive as required.
- 3.3. The Committee will meet at least four times each academic year and will interact electronically, as necessary.
- 3.4. The Committee will follow a schedule of business set prior to the start of the academic year and which is agreed through consultation with Senate, the Conveners of the other Senate Committees, and other relevant members of the community.
- 3.5. The Convener, or Vice-Convener will have delegated authority, on behalf of the Committee, to make decisions on student concession cases, and this business may be conducted electronically where appropriate.
- 3.6. From time to time, the Committee will establish working groups or commission individuals to carry out detailed work under the Committee's oversight.

4. Composition

Role	Term
Assistant Principal, Academic Support (Convener)	Ex Officio
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	
1 x senior staff member from each College with responsibility for postgraduate research	
1 x Edinburgh University Students' Association sabbatical officer	Ex Officio
1 x member of the Edinburgh University Students' Association permanent staff	
1 x member of staff from Student Systems and Administration	Ex Officio
1 x member of staff from the Institute for Academic development	
1 x member of staff from Academic Services	
1 x member of staff from Information Services' Learning, Teaching and Web Services Division	
Up to 3 co-options chosen by the Convener	Up to 3 years

- 4.1. Before the first meeting of the academic year, the Committee will identify a Vice-Convener for the Committee from amongst its membership. The Vice-Convener should serve for a period of at least one year.
- 4.2. The Convener can invite individuals for specific meetings or agenda items.
- 4.3. Substitutions of members (i.e. due to inability to attend) will be at the discretion of the Convener of the Committee.

5. Responsibilities and Expectations of Committee Members

- 5.1. Be collegial and constructive in approach.
- 5.2. Attend regularly and participate fully in the work of the Committee and its task / working groups. This will involve looking ahead and consulting / gathering input in order to provide the broad spectrum of thoughts and opinions which are necessary for proper consideration of the area being discussed.
- 5.3. Take collective and individual ownership for the issues under the Committee's remit and for the discussion and resolution of these issues. In taking ownership of the work of the Committee, members must take steps to ensure that they are empowered to take decisions on behalf of academic and managerial colleagues.
- 5.4. Be committed to communicating the work of the Committee to the wider University community.

**The University of Edinburgh
Senate Education Committee
Terms of Reference**

1. Purpose and Role

- 1.1. The Education Committee is responsible, on behalf of Senate, for taught and research student matters, particularly strategy and policy concerning learning, teaching and the development of curriculum.

2. 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.
- 2.3. Oversee policy relating to students' academic experience and proactively engage with high-level issues and themes arising from student feedback.
- 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.
- 2.5. Anticipate and prepare for new opportunities and likely future developments in learning and teaching for all cohorts of students and learners.
- 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.

3. Operation

- 3.1. The Committee reports to Senate, acting with delegated authority to take strategic and high-level policy decisions.
- 3.2. The Committee may bring matters to the attention of the University Executive as required.
- 3.3. The Committee will meet at least four times each academic year and will interact electronically, as necessary.
- 3.4. The Committee will follow a schedule of business set prior to the start of the academic year and which is agreed through consultation with Senate, the Conveners of the other Senate Committees, and other relevant members of the community.
- 3.5. From time to time, the Committee will establish working groups or commission individuals to carry out detailed work under the Committee's oversight.

4. Composition

Role	Term
Vice Principal for Students (Convener)	Ex Officio
Assistant Principal Academic Standards & Quality Assurance	Ex Officio
2 x senior staff members from each College with responsibility for learning and teaching	
1 x senior staff member from each College with responsibility for postgraduate research	
1 x Edinburgh University Students' Association, Vice-President Education	Ex Officio
1 x member of the Edinburgh University Students' Association permanent staff	Ex Officio
1 x postgraduate research student representative	
1 x Head of School from each College chosen by the Heads of College	
Director of Academic Services, or nominee	Ex Officio
Director of Institute for Academic Development, or nominee	Ex Officio
Director of Student Recruitment & Admissions, or nominee	Ex Officio
Director of Learning, Teaching and Web Services Division of Information Services, or nominee	Ex Officio
Director for Careers & Employability, or nominee	Ex Officio
Up to 3 co-options chosen by the Convener	Up to 3 years

4.1. The Convener can invite individuals for specific meetings or agenda items.

4.2. Substitution of members (i.e. due to inability to attend) shall be at the discretion of the Convener of the Committee.

5. Responsibilities and Expectations of Committee Members

5.1. Be collegial and constructive in approach.

5.2. Attend regularly and participate fully in the work of the Committee and its task / working groups. This will involve looking ahead and consulting / gathering input in order to provide the broad spectrum of thoughts and opinions which are necessary for proper consideration of the area being discussed.

5.3. Take collective and individual ownership for the issues under the Committee's remit and for the discussion and resolution of these issues. In taking ownership of the work of the Committee, members should take steps to ensure that they are empowered to take decisions on behalf of academic and managerial colleagues.

5.4. Be committed to communicating the work of the Committee to the wider University Community.

August 2019

The University of Edinburgh
Senate Quality Assurance Committee
Terms of Reference

1. Purpose and Role

- 1.1 The Quality Assurance Committee is responsible, on behalf of Senate, for the framework which assures standards and enhances the quality of the student learning experience.

2. Remit

- 2.1 Oversee the delivery and enhancement of the University's quality assurance framework, ensuring that it meets external requirements.
- 2.2 In partnership with Edinburgh University Students' Association, ensure effective student engagement and representation of student voices in the University's quality framework.
- 2.3 Maintain oversight of the outcomes of the quality assurance framework, ensuring that actions are addressed, and support the sharing of good practice.
- 2.4 Promote the quality assurance framework as an important part of the University's activities and ensure that the outcomes inform relevant University business.
- 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.
- 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.

3. Operation

- 3.1 The Committee reports to Senate, acting with delegated authority to take decisions in the area of quality assurance and academic standards.
- 3.2 The Committee may bring matters to the attention of the University Executive as required.
- 3.3 The Committee has the following sub-committees:
- Student Support Service Sub-Committee - with delegated authority for monitoring the quality assurance of student support services in relation to the student learning experience
 - School Annual Quality Report Sub Group - with delegated authority to review reports and prepare recommendations for consideration by the Committee
- 3.4 The Committee will meet at least four times each academic year and will interact electronically as necessary.
- 3.5 The Committee will follow a schedule of business set prior to the start of the academic year which is agreed through consultation with Senate, the Conveners of the other Senate Committees, and other relevant members of the community.

3.6 From time to time, the Committee will establish working groups or commission individuals to carry out detailed work under the Committee's oversight.

4. Composition

Role	Term
Assistant Principal Academic Standards and Quality Assurance	
An external member from within the Scottish Higher Education sector with experience in quality assurance	3 years (with no reappointment until 4 years has elapsed)
College Deans of Quality (or equivalent)	
1 x member of staff from each College with experience of and an interest in quality assurance at a School level	
1 x Edinburgh University Students' Association sabbatical officer	
1 x member of the Edinburgh University Students' Association permanent staff	
1 x member of staff from the Institute for Academic Development	
1 x member of staff from Academic Services	
Up to 3 co-options chosen by the Convenor	Up to 3 years

4.1 The Convenor can invite individuals for specific meetings or agenda items.

4.2 Substitutions of members (i.e. due to inability to attend) will be at the discretion of the Convenor of the Committee.

5. Responsibilities and Expectations of Committee Members

5.1 Be collegial and constructive in approach.

5.2 Attend regularly and participate fully in the work of the Committee and its task / working groups. This will involve looking ahead and consulting / gathering input in order to provide the broad spectrum of thoughts and opinions which are necessary for proper consideration of the area being discussed.

5.3 Take collective and individual ownership for the issues under the Committee's remit and for the discussion and resolution of these issues. In taking ownership of the work of the Committee, members must take steps to ensure that they are empowered to take decisions on behalf of academic and managerial colleagues.

5.4 Be committed to communicating the work of the Committee to the wider University community.

August 2019

Senate Committee

10 – 18 September 2019

**Annual Report to the Scottish Funding Council on
Institution-led Review and Enhancement Activity 2018/19**

Description of paper

1. The paper is the University's annual report to the Scottish Funding Council (SFC) on institution-led review and enhancement activity 2018/19. The paper will be submitted to Senate Quality Assurance Committee for approval of the contents at its meeting on 18 September 2019. The report is transmitted simultaneously to Court for consideration and approval and addition of a statement of assurance signed by the Vice Convener of Court, as required by the SFC.

Action requested / recommendation

2. To note formally and transmit any comments to the University Court.

Background and context

3. This paper is relevant as Senate has primary overall responsibility for teaching quality assurance and enhancement and exercises ultimate control of quality assurance.

Discussion

4. Senate is invited to approve the report which is attached as an appendix.

Resource implications

5. There are no specific resource implications associated with the report.

Risk management

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

Equality & diversity

7. Quality assurance policies and processes are subject to Equality Impact Assessment.

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

8. Senate Quality Assurance Committee has oversight of the implementation and communication of actions relating to quality assurance and enhancement activity.

Any Other Relevant Information

9. A comment need only be submitted to raise an objection/suggest corrections. If no comments are received the minutes will be deemed approved. In this context any comments on this paper should be e-mailed to Senate.Support@ed.ac.uk quoting "comment on e-S 19/20 1 F". These comments will be added verbatim at <http://edin.ac/18tbekG>

Author

Professor Tina Harrison (Assistant Principal Academic Standards and Quality Assurance)
and Nichola Kett (Academic Policy Manager, Academic Services)
9 September 2019

Freedom of Information

Open.



The University of Edinburgh

Annual Report to the Scottish Funding Council (SFC) on Institution-led Review and Enhancement Activity 2018/19

Summary of the institutional-led review outcomes from the preceding academic year (AY) including main themes, recommendations and/or commendations

The University carries out regular reviews of its subject areas and Schools as one of the main ways in which it assures itself of the quality of its academic provision and the student experience. The reviews are carried out on a six-yearly cycle and take the form of either a taught or postgraduate programme review (TPR or PPR).

Institution-led review (Teaching/Postgraduate Programme Reviews) – 2018/19¹

- Classics (undergraduate provision)
- Engineering (combined) (undergraduate & postgraduate taught provision)
- History of Art (undergraduate provision)
- Earth Sciences (undergraduate provision)
- Philosophy (undergraduate provision)
- College of Medicine & Veterinary Medicine (postgraduate research provision)
- Edinburgh College of Art (postgraduate taught & postgraduate research provision)
- GeoSciences (postgraduate research provision)

As agreed with the Scottish Funding Council, the review of Literatures, Languages and Cultures (postgraduate taught and postgraduate research provision) was postponed from March to October 2019. As an interim measure, a meeting with current postgraduate taught students was held in March 2019 and the review team progressed with some desk-based aspects of the review.

Discussion is underway with the Scottish Funding Council to make changes to the review schedule in the College of Arts, Humanities and Social Sciences. After completing a short review, the College have outlined changes to the schedule which will allow Schools to take a more holistic and strategic overview of their programmes. This approach is already working positively in Schools elsewhere in the College. Broadly, we propose to combine individual programme and sub-subject area reviews into single School reviews for undergraduate provision. This is common practice for postgraduate provision, where reviews are held at School level. This will result in changes for a small number of Schools, with some proposed changes requiring alternations to the current schedule. To ensure the appropriate level of granularity of scrutiny, the schedule of meetings template will be reviewed,

¹ Reports available at: <https://www.ed.ac.uk/academic-services/quality/monitoringandreview/teaching-and-postgraduate-programme-review>

parallel meeting sessions can be held, and we will consider engaging with an increased number of externals to ensure coverage of discipline knowledge.

The Senate Quality Assurance Committee (SQAC) receives an annual report in September each year on areas of good practice and for further development from institution-led reviews and remits actions as necessary². A progress report on actions is considered by SQAC at an appropriate point later in the academic year³. The areas of good practice and for further development from 2018/19 reviews are:

Areas of good practice

- **Student support – the support, dedication and commitment provided to students by both academic and professional services staff.** Examples include:
 - The dedication of staff teaching languages who provide extra support to students (TPR of Classics)
 - The clear commitment of Postgraduate Tutors (TPR of History of Art).
 - The dedication of the Personal Tutors, the Senior Tutor who is very active and is providing high quality training and guidance, and staff working within the Student Support and Teaching Offices who provide an outstanding service, especially with mental health support (TPR of Philosophy).
 - The strong administrative and pastoral support provided to students by the administration and student support team (PPR of Edinburgh College of Art).
- **Learning, teaching and the curriculum – including the quality of teaching, breadth of curriculum, skills development, and fieldwork opportunities.** Examples include:
 - The quality of academic staff in the subject area, the inspirational quality of academic teaching, and the emphasis on the relevance and application of teaching (TPR of Earth Sciences).
 - The cross-disciplinary Engineering 1 core course provides flexibility for students by keeping options open and a positive sense of community (Engineering TPR).
 - The diversity and breadth of programmes and courses (PPR of Edinburgh College of Art).
- **Employability and graduate attributes – engagement with alumni and employers, involvement of the Careers Service and use of placements.** Examples include:
 - The School Careers Consultant works with each subject area to develop its careers and employability profile through various activities including developing ways of further embedding employability initiatives in the curriculum. The School Marketing Officer is involved in linking recent graduates to the current cohort to promote careers options and employment opportunities (TPR of Classics).
 - The Work Placement Co-ordinator liaises with host institutions, supports students on placement, and ensures and maintains the quality of the work placements offered (TPR History of Art).
 - The use of residencies (typically run as micro-residencies held over the summer with student workshops) in Architecture, in order to make live projects coherent and visible (PPR of Edinburgh College of Art).
 - Careers Service support is integrated into the curriculum in a number of ways, including tailored sessions (TPR of Engineering).
- **Supporting and developing staff, including support for tutors and demonstrators – rewarding and recognising teaching, roles to support and mentor tutors and demonstrators, and support provided to staff by other staff.** Examples include:

² Example from last year <https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers-20180920-web.pdf> (Paper C)

³ Example from last year <https://www.ed.ac.uk/files/atoms/files/web-sqac-agendapapers-20190425.pdf> (Paper E)

- The support provided to tutors and demonstrators in Biomedical Sciences, particularly their mentoring training programme for the joint provision with Zhejiang University (PPR of Medicine and Veterinary Medicine).
- A major review of tutoring and demonstrating, which involved postgraduate research students, resulted in an overhaul of the tutor and demonstrator system, including making the application process more transparent (PPR of GeoSciences).
- The support provided by the Teaching Office and course organisers to postgraduate tutors and teaching staff, including during induction, the oversight of marking and feedback, and the coordination of implementation of adjustments for students in class (TPR of Classics).
- The School has ensured that contributions to good teaching are rewarded by promoting staff via the recognition of teaching pathway (TPR of Earth Sciences).
- **Academic community – use of societies, social activities and student-led activities.** Examples include:
 - Encouragement of student-led peer support through postgraduate societies and the SolidariTEA initiative which aims to provide an informal support and advice network for students (PPR of Medicine and Veterinary Medicine).
 - The work being undertaken to develop community, which includes degree programme lunches, changes made to the honours curriculum to develop cohort identity, and involvement of academic staff in year 2 tutorials (TPR of Philosophy).
 - Various social activities in place to encourage as sense of community between staff and students across all disciplines (TPR of Engineering).

Areas for further development (identified in multiple reviews)

- **Tutors and demonstrators.** Recommendations related to training, promoting continuing professional development opportunities, improving two-way (feedback to and from) communication, allocating reasonable time for tasks, appointing a role to provide support, and appointment processes.
- **Widening participation.** Recommendations related to increasing numbers of students from widening participation backgrounds, considering widening participation students through reviews of curriculum and induction arrangements, provision of additional management information, and the appointment of a subject area dedicated Widening Participation Director.
- **Assessment and feedback.** Recommendations focussed on quality of feedback and implementing assessment and feedback policy on formative assessment, feedback turnaround times, and scaling of marks.
- **Supporting and developing staff.** Recommendations covered the importance of staff engagement in continuing professional development and aspects of promotion.
- **Student voice.** Two out of three PPRs had recommendations relating to clarity and enhancement of the student representation system at postgraduate research level.
- **Employability and graduate attributes.** Recommendations related to embedding transferable skills and graduate attributes within the curriculum, extending writing skills support, engagement with alumni and employers, and extending the use of inter-disciplinary projects.

No significant changes were made to the institution-led review process in 2018/19. Academic Services provided review areas with key data to ensure that remit items explored during reviews are evidence-based and address key strategic issues. This approach was challenging due to the multiple sources of data, organisation of data (which required manipulation to reflect review areas) and presentation of data. During 2018/19 Student Data and Surveys, in consultation with stakeholders, developed enhanced student data dashboards for annual monitoring, review and reporting processes which make data more accessible, easily interpreted and understood. From 2019/20 these will be used for institution-led reviews. From 2019/20 the term 'internal periodic review' will be

used rather than 'teaching or postgraduate programme review' to better reflect the mix of provision being reviewed.

Annual monitoring, review and reporting – 2018/19

Each September, the Sub Group that reviews School annual quality reports submits a report to SQAC on the outcomes of annual monitoring, review and reporting processes, identifying areas of good practice and for further development and remitting actions as necessary⁴. Responses to the additional School-, College- and University-level actions arising from the review of School annual quality reports are made available to SQAC throughout the year.

In response to feedback, an aide memoire process was implemented in 2018/19. In advance of the review cycle, School Directors of Quality were sent an aide memoire summarising actions proposed in the previous year's report, any additional actions requested by SQAC for the next report, and a progress report on agreed College- and University-level actions. Also in response to feedback, from 2019/20 the College annual reporting cycle will be brought forward from January to November and a revised reporting template used. Additionally, the Students' Association Vice President Education attended the Sub Group meeting in September 2019.

Themes of positive practice for sharing at University level:

Examples of good practice were identified in every School annual quality report. The following two themes reflect the areas where there was a critical mass of good practice examples.

Student Voice

This was a strong theme across many School annual quality reports. Schools provided a number of examples of how student feedback was gathered and responded to, in many cases beyond the requirements set out in the Student Voice Policy. Additionally, Schools reported that the new programme student representative system was bedding in well. Examples include:

- In the School of Economics Course Organisers are required to provide pre-course updates on new features of their courses and responses to mid-course feedback and course enhancement questionnaires. Combined with cohort level feedback events this has led to a significant rise in responses to the National Student Survey question "It is clear how students' feedback on the course has been acted on."
- In the School of Philosophy, Psychology and Language Sciences trained student consultants are invited to attend a class and then provide constructive feedback to staff.
- In the Deanery of Molecular, Genetic and Population Health Sciences online distance learning programmes continue to provide several options for communication beyond the formal mechanisms. MSc Clinical Trials students are encouraged to express constructive criticism and make suggestions in the online 'not just for problems' forum. This has led to a number of enhancements during the running of the programme.
- In the School of Biological Sciences there has been wide uptake of mid-course feedback with a broad range of collection methods being used, including postcards, TopHat, Learn discussion boards and surveys, drop-ins after lectures, comments post-boxes and online blogs. One particularly effective method was for student representatives to lead a discussion at the end of a lecture which led to a good dialogue with many issues addressed in the meeting.

Academic Community

Schools are continuing to build academic communities through a variety of activities including staff-student collaboration, engaging student representatives, and the use of Student Partnership Agreement project funding. Examples include:

⁴ Example from last year <https://www.ed.ac.uk/files/atoms/files/web-sqac-agendapapers-20190425.pdf> (Paper C)

- In the School of History, Classics and Archaeology there are many examples of student-staff collaboration, including a Classics Society debate, an annual staff-student cup, and the School working with the student magazine.
- Student-led innovations in the School of Health in Social Science include Creative Mondays which are run by the School's postgraduate research student representatives and are an opportunity for staff and students to explore innovative aspects of research and community building. A group of the School's postgraduate research students have launched a blog to help support other students and build community.
- The Royal (Dick) School of Veterinary Studies is trialling coaching circles, a form of peer-to-peer support and learning, to help students to support each other during their dissertation year.
- The School of Engineering core course, Engineering Design 1, was introduced to foster creativity and independent thinking, problem solving and skills, and working in a multidisciplinary team.

Areas for further development at the University level:

- **Space.** Schools continue to identify challenges with accessing suitable learning and teaching accommodation. This included social spaces for students and staff to interact outwith timetabled sessions, appropriate space for postgraduate research students, and study space for students. Some Schools also reported challenges with suitability of staff offices, including a lack of private space to meet with students requiring support, and issues with staff and/or teaching being split across multiple sites. These issues were felt to impact on the ability to build academic communities. The importance on minimising the impact on students of estates developments at King's Building was also noted.
- **Timetabling.** The majority of Schools reported increasing issues with timetabling. Further investigation will be required to understand the specific issues. It was noted that the complexity of our provision is challenging to timetable. Challenges with the exam timetable, specifically its release date and tight timescales for marking when examinations with large cohorts happen late in the examination period, were also raised.
- **Pressure on staff time.** Schools reported that rising student numbers, especially in postgraduate taught programmes, and challenges with staff recruitment (appointing to and replacing posts) are increasing staff workloads and impacting on the student experience.
- **Assessment and Feedback.** Some Schools, with large class sizes, identified ongoing challenges in providing high-quality feedback within the 15-day feedback turnaround regulation. Further consideration will be given to feedback turnaround times.
- **Student Voice.** Several Schools questioned the purpose and usefulness of course enhancement questionnaires, particularly in the context of the recent introduction of mid-course feedback, and called for a review of student voice mechanisms.
- **IT and Systems.** A collection of individual, and sometimes recurring, items were raised by Schools under this broad heading:
 - Student record-related issues raised included annual monitoring for postgraduate research students, work and study away, special circumstances, and Boards of Examiners.
 - Student record-related workarounds and the challenges of accessing meaningful data for non-standard provision (interdisciplinary, online, and open learning) were also raised.
 - Several Schools, primarily within the College of Science and Engineering, also made requests for more support for online examinations.

Sharing Good Practice from Institution-led Review and Annual Monitoring, Review and Reporting

Alongside the report from the Sub Group, a paper outlining examples of good practice from annual monitoring, review and reporting processes in 2017/18 was considered by SQAC in September 2018⁵. This paper and the institution-led review annual report were passed to the Institute for

⁵ <https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers-20180920-web.pdf> (Paper D)

Academic Development to identify content for Teaching Matters⁶ and, as a direct result, the April 2019 issue was on building academic communities⁷. Examples of Teaching Matters blog posts that have been identified through quality assurance and enhancement processes are tagged⁸. A University-level event to share good practice relating to academic community and assessment and feedback was held in February 2019. Good practice is also shared at College-level. Additionally, an area of the University's quality website is being developed to share good practice and resources.

Ways in which support services were reviewed

Student Support Services Annual Review – reporting on 2017/18

Student-facing support services are reviewed annually by a sub-committee of SQAC. The sub-committee submits a report on the outcomes of the review process to SQAC annually in late November/early December⁹. A new process with a revised template and an earlier timeframe to align with broader institutional planning was implemented in 2018/19 (for reporting on 2017/18). The new process also changed the focus of meetings, with the readers meeting focussing on report feedback and identifying common themes and the full sub-committee meeting focussing on discussion of the common themes and sharing good practice.

Each service receives individual feedback on their report, including commendations and areas for further consideration and reflection in next year's report. The following good practice examples were shared at the full sub-committee meeting in November 2018:

- Global Community: Refugee Advisory Group and humanitarian work, International Student Advisory Service
- Staff Development: Step Up programme, University Sport and Exercise
- Digital transformation: social media and student blogs, Student Recruitment and Admissions
- Impact Reporting: Key Performance Indicators, Student Counselling Service

The common themes that arose from service reports and discussed at the full sub-committee meeting were:

- Key performance indicators (KPIs) for the student experience
- Working in partnership to support the student experience
- Affordability and finance

As a result of the discussion, all services were asked to consider the following points for inclusion in their 2018/19 reports which will be submitted at the end of September 2019:

- Establishing KPIs (measuring impact on the student experience).
- Services report honestly on challenges and actions required to address them (both by the service and by others).
- Addressing feedback, in particular feedback on feedback – closing the loop.
- Length of submissions: keeping to guidance of 10 pages.
- Commitment to staff development, for example a staff development KPI.
- Analysis of service usage.

Additionally, the Service Excellence Programme was asked to consider:

- The importance of refining priorities and phasing priorities; and
- The need for procurement of systems that communicate with each other.

⁶ <https://www.ed.ac.uk/staff/teaching-matters>

⁷ <https://www.teaching-matters-blog.ed.ac.uk/welcome-to-the-april-issue-of-teaching-matters-building-academic-communities/>

⁸ <https://www.teaching-matters-blog.ed.ac.uk/tag/quality-enhancement-report-examples/>

⁹ <https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers-20181206-web.pdf> (Paper G)

Student Support Thematic Review – 2018/19

Thematic reviews focus on the quality of the student experience in relation to a particular theme or aspect of student support which can span both student support services and academic areas. Topics for thematic reviews are influenced by the outcomes of student support services annual review and discussion with the Students' Association.

The 2018/19 thematic review has focused on black and minority ethnic students' experiences of support at the University. The initial findings of the student consultation sessions were presented to the May 2019 meeting of SQAC¹⁰. Staff consultation meetings were held in June 2019. The final report and recommendations will be received by SQAC in September 2019.

SQAC has agreed that no thematic review will take place in 2019/20. Instead, a desk-based analysis of the outcomes of previous thematic reviews will be considered holistically in relation to equality and diversity. There will also be a review of the process.

Role and nature of student engagement in institution-led review

The Students' Association and the University work in partnership to ensure that students are central to academic governance, decision-making and quality assurance and enhancement.

Institution-led and thematic reviews both include student members on review teams. The student member of a review team will typically convene one or more meetings during the review. Membership of a review team is included in the student's Higher Education Achievement Record. In addition to having student members on review teams, engagement of students from review areas as a part of institution-led review is regarded as essential. Briefing material aimed at students outlines ways in which they can engage with reviews and actions taken in response. Parallel briefings guide Schools on how to engage their students with reviews. The remits for all reviews include items proposed by students in the review area.

Contextual information and key messages from analysis of data

The University is in the process of reviewing and reflecting on the results of the 2019 National Student Survey (NSS), Postgraduate Taught Experience Survey (PTES) and Postgraduate Research Experience Survey (PRES). Whilst there has been modest improvement in the University's recent NSS results, in both absolute and relative terms the results still lag behind the desired position. The survey results will be considered by University Court and the Senate Education Committee in autumn 2019.

SQAC considers data annually on the degree classification outcomes of the University's undergraduate students, in the context of recent trends and Higher Education Statistics Agenda (HESA) data on Russell Group institutions. Most subject areas across the University are broadly in line with Russell Group comparators for their discipline and/or with the University average, however, there are a small number of outliers which diverge substantially. Whilst there may be good reasons for these areas to have these patterns of degree outcomes, SQAC asks the relevant Schools to give particular attention to their degree classification outcome data and provide an analysis of their context within their School annual quality report¹¹. To date, no University-wide action has been required.

¹⁰ https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers_20190523.pdf (Paper H)

¹¹ <https://www.ed.ac.uk/files/atoms/files/sqac-minutes-20190425-final.pdf>

Analysis of progression data showed that the University outperformed the Scottish sector average and the UK sector averages for the relevant HESA Performance Indicators (non-continuation and projected outcomes), although the University is slightly below benchmark. Despite these favourable rates of retention the University is not complacent; research into retention trends and associated factors is being carried out¹².

An analysis of 2017/18 undergraduate¹³ and taught postgraduate¹⁴ external examiners' reports shows that there continues to be a high number of commendations and a low number of issues across the University. The main theme commended in undergraduate reports across all three Colleges was the assessment process, with the sub-theme of student feedback (feedback to students on assessed work) most commented on. The main sub-theme commended in taught postgraduate reports was good practice and innovation. Many commendations were course or programme specific, however the most often occurring type of commendation related to the range, quality and diversity of teaching, learning and assessment. A small number of issues raised by external examiners related to the (often timely) provision of information, follow-up on issues raised in a previous report, and the assessment process. No University-level action was required.

Our Widening Participation Strategy principles demonstrate widening participation and inclusion can and should be the lens to everything we do¹⁵. We have met the Commission for Widening Access targets of 10% of our intake to come from the 20% most deprived areas in Scotland three years ahead of schedule. Our 195 students from SIMD20 represent 11% of this year's undergraduate intake.

Summary

The previous year's institution-led review activity has identified an abundance of good practice examples across all areas of learning and teaching and it is important that these are shared across the University. There is clear evidence that staff are committed to enhancing the student experience by listening to and acting upon student feedback and other relevant data. The reviews also identified areas for further development, many of which are already a focus of ongoing work. The University's approach to improving the learning, teaching and student experience can be summarised in the ongoing and planned work outlined below.

Actions Undertaken and Planned

Strategy and Strategic Projects

Learning and Teaching Strategy

The University published its Learning and Teaching Strategy in January 2017.¹⁶ The Senate Learning and Teaching Committee reviewed progress against the agreed implementation plan at its meeting in September 2018¹⁷. The Committee was content with the direction of travel against the plan's priorities of: working in partnership with students; nurturing a learning community that supports students; recruiting and nurturing excellent teaching staff; and developing our curriculum. The

¹² <https://www.ed.ac.uk/files/atoms/files/agendapapers20181114.pdf> (Paper B)

¹³ <https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers-20181206-web.pdf> (Paper C)

¹⁴ <https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers-20190227.pdf> (Paper E)

¹⁵ <https://www.ed.ac.uk/files/atoms/files/guidingprinciples2018-2021.pdf>

¹⁶ https://www.ed.ac.uk/files/atoms/files/learning_teaching_strategy.pdf

¹⁷ <https://www.ed.ac.uk/files/atoms/files/agendapapersa-g20180918.pdf> (Paper E)

Senate Education Committee¹⁸ will review progress against the agreed implementation plan at its meeting in October 2019.

Vice-Principal Students

The University has appointed its first Vice-Principal Students who will begin in post in October 2019. This new post will have strategic responsibility for the improvement of the student experience and the culture change that underpins this.

Student Experience Action Plan

A change in approach and an associated action plan to enhance the student experience in response to disappointing NSS scores was discussed at Senate in October 2018¹⁹. In response, during 2018/19 University Executive approved and agreed to fund a holistic, multi-strand programme of work to address the student experience and move rapidly towards a culture in which our students feel cherished and our staff feel energised by their work with and for students. The Student Experience Action Plan has six major strands of work to support our goals of:

- Consistently excellent teaching;
- An inspiring curriculum;
- Excellent student support and customer service;
- Excellent facilities (physical and virtual) and inter-campus transport;
- A strong sense of belonging and community, underpinned by a strong student voice in University decision making; and
- An environment in which “things run smoothly” when it comes to the organisation and management of learning and teaching.

Underpinning this work will be:

- Enhanced leadership development and support for key leaders, focussed initially on Heads of School; and
- Strengthened internal communications for staff and students

Within these strands, there are around 50 individual work packages which will be taken forward over the next three years under the oversight of the University Executive’s Standing Committee on Student Experience. University Court considered an update on progress in June 2019²⁰. The update outlined the most significant work on student experience undertaken or initiated over the previous nine months which included: the work of the Teaching and Academic Careers task group (see below); a major review of all aspects of student support (including the Personal Tutor system); a project to create student hubs (which allow students access to a greater range of services in one place); 13 student-facing estates developments; and the lecture recording project.

Service Excellence Programme (Student Administration and Support)

The Student Administration and Support (SA&S) Programme is part of the 5-year Service Excellence Programme (SEP), which is tasked with transforming the University’s core professional services and aims to achieve a balance between effectiveness and efficiency, underpinned by core systems and digital transformation²¹.

¹⁸ Following a review of Senate committees, the Learning and Teaching Committee has become the Education Committee with an amended remit and membership

¹⁹ <https://www.ed.ac.uk/files/atoms/files/20181003agendaandpapers.pdf> (Paper A)

²⁰ <http://www.docs.sasg.ed.ac.uk/GaSP/Governance/Court/2018-2019/20190617-Court-Web.pdf> (Paper C)

²¹ <https://www.ed.ac.uk/university-secretary-group/service-excellence-programme/projects/student-administration-support-programme>

SA&S covers the critical services and processes that support a student's journey through the University. The purpose of the programme is to place students and staff at the heart of an excellent student administration and support environment, providing consistent, high quality and digitally enabled service across our University. That means:

- Empowering students to access consistent information, guidance, care and support, when and where they need it. Making sure they experience a consistently excellent quality of service regardless of course, programme or location
- Enabling our academic colleagues to focus their time on supporting their students, teaching and research
- Freeing up our professional services staff to focus on delivering consistently excellent services to students and academic staff by reducing complexity and effort spent on current processes and systems

During 2018/19, the programme delivered a number of enhancements including personalised exam timetables, lectures and tutorials to students' phones via Office365 calendars, the launch of a dedicated Student Immigration Service and the first phase of a new dedicated Study and Work Away Service for students and staff. During 2019/20, the first phase of Student Hubs will launch, streamlining students' access to key services including IT, library and finance, and a new Finance online portal will launch to provide students access to view financial transactions with the University in one place. Further projects are planned to explore opportunities for additional enhancements in student engagement and attendance monitoring to underpin student support, and an enquiry management solution to connect all student-facing services.

Plans were approved for a number of further projects to be phased over the coming three years, and the programme is currently expected to conclude by July 2022. These further projects include Postgraduate Research; Student Engagement and Attendance Monitoring; Academic Lifecycle; Assessment and Exam operations; and Course Selection.

Student Voice

In September 2018, the University and the Students' Association agreed the themes for the Student Partnership Agreement²² for 2018/19²³. The agreement serves to highlight ways in which the wider University, including all staff and students, can effectively work together to enhance the student experience. Based on feedback from students, the three key themes of academic support, promoting positive mental health and wellbeing, and student voice remained as priorities. Although the priority areas remained the same as 2017/18, under each theme specific areas that staff and students could work on together were identified. Continuity with the themes also allowed the success of the previous year to be built on and created potential for greater impact. In 2018/19 12 small project funding applications were received and 10 of those were approved. End of project reports will be reviewed to identify outcomes and positive impacts. A showcase event was held in October 2018 to present outcomes from a number of projects carried out during 2017/18. In addition, a booklet which includes information about the projects was produced and shared²⁴.

As part of a Students' Association-led project to improve the efficiency and effectiveness of student representation, a new programme representative system was introduced in 2018/19²⁵ replacing the previous class representation system. 18 Schools/Deaneries moved to the new system in 2018/19, with six Schools retaining their class representative systems. The reduction in representative numbers has led to an increase in completion of training and handover documents. Feedback was

²² <https://www.ed.ac.uk/files/atoms/files/spa201819.pdf>

²³ <https://www.ed.ac.uk/files/atoms/files/agendapapersh-q20180918.pdf> (Paper I)

²⁴ <https://www.ed.ac.uk/files/atoms/files/spa-booklet.pdf>

²⁵ <https://www.ed.ac.uk/files/atoms/files/20190522combinedagendapapers.pdf> (Paper O)

sought from staff and students and actions taken in response relate to supporting better engagement at meetings, communication (including closing the student feedback loop), and the inclusion of visiting students in the system. All Schools plan to implement the new system during 2019/20. The impact of changes will continue to be evaluated.

To assist student representatives in their role, a successful pilot was carried out in 2018/19 to provide a standard high-level analysis of student feedback results to School student representatives. Proposals to roll the pilot out across the University were approved at Senate Quality Assurance Committee in May 2019²⁶. Further work is also planned for 2019/20 to enhance the operation of Student-Staff Liaison Committees, including management of escalated issues.

A follow-up evaluation of mid-course feedback was carried out²⁷. Opinion was broadly very positive, with use of mid-course feedback high and valued amongst undergraduate Course Organisers who responded to a survey. As a result, mid-course feedback is now being encouraged for postgraduate taught courses in 2019/20 with a view to adding it to policy for 2020/21. Additionally, guidance will be provided and existing examples will be shared.

Teaching and Academic Careers

In May 2018 the University Executive established a Teaching and Academic Careers task group to review processes for recognition, reward and support for teaching in academic careers. In its first phase of work the group developed and consulted widely on a set of Principles to guide the University's approach on teaching and academic careers²⁸. These were approved in November 2018 and the task group began a second phase of work focused on ensuring these principles were reflected and enacted effectively in University policies and practices. Two elements of this work were approved by University Executive in June 2019²⁹, a revised version of the Exemplars of Excellence in Student Education³⁰ and a number of recommendations on professional development in teaching. A further phase of work to be led by the Vice-Principal Students on a series of linked activities so that a newly-optimised career path can function effectively was also approved.

Careers and Employability

The careers and employability implementation plan has focussed on staff development to ensure academic staff are supported and understand the crucial role they play. This included engaging with the Boards of Studies network, contributions within Teaching Matters blogs, inputs at the Learning and Teaching Conference and a special call within the Principals Teaching Awards Scheme (PTAS). The implementation plan notes the pivotal role of the curriculum in enhancing engagement and equity in employability development and support. A curriculum mapping exercise was conducted to surface and share good practice and identify areas of development³¹. This will be followed up in 2019/20. Procedures within institution-led review have also been updated to ensure systematic inclusion of data and staff relating to careers and employability.

Enhancement-led Institutional Review

The University has addressed the recommendations from the 2015 Enhancement-led Institutional Review (ELIR) in the areas of assessment and feedback, personal tutoring, postgraduate research student experience, student representation, workload allocation models and student data

²⁶ https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers_20190523.pdf (Paper G)

²⁷ <https://www.ed.ac.uk/files/atoms/files/20190522combinedagendapapers.pdf> (Paper F)

²⁸ <https://www.ed.ac.uk/academic-services/projects/teaching-and-academic-careers/principles>

²⁹ <http://www.docs.sasg.ed.ac.uk/GaSP/Governance/UniversityExecutive/2018-2019/20190625-UE-Web.pdf> (Paper B)

³⁰ <https://www.ed.ac.uk/files/atoms/files/exemplarsexcellencestudenteducation.pdf>

³¹ <https://www.ed.ac.uk/files/atoms/files/20190522combinedagendapapers.pdf> (Paper C)

dashboards³². The University is now preparing for its next ELIR which takes place in autumn 2020. The agreed areas of focus for this review, arising from contextualisation, are: teaching and academic careers; student community and student voices; student support; widening participation; and student skills and employability.

Indication of institution-led reviews for the forthcoming cycle

Please see Appendix 1. Please note that specific timings may be subject to change to reflect schedules in Schools.

List of subject areas/programmes reviewed by other bodies

In 2018/19 10 professional bodies carried out reviews resulting in all programmes being successfully accredited/reaccredited (Appendix 2).

9 September 2019

³² <https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers-20190227.pdf> (Paper B)

Appendix 1 - Internal Periodic Review forward schedule

2019/20	<ul style="list-style-type: none"> • Business and Accounting (Undergraduate provision) • Chemistry (Undergraduate & Postgraduate Taught provision) • Divinity (Undergraduate provision) • Geography (Undergraduate provision) • Politics and International Relations (Undergraduate provision) • Social Policy (Undergraduate provision) • Centre for Open Learning (Undergraduate provision) • Literatures, Languages and Cultures (Postgraduate Taught & Postgraduate Research Provision) <i>Postponed from 2018/19</i> • Education and Sport (Postgraduate Taught and Postgraduate Research Provision) • Informatics (Postgraduate Research Provision) • Philosophy, Psychology and Language Sciences (Postgraduate Taught & Postgraduate Research Provision) • Social and Political Sciences (Postgraduate Research Provision) • Social and Political Sciences (Postgraduate Taught Provision)
2020/21	<ul style="list-style-type: none"> • Archaeology (Undergraduate provision) • Architecture (Undergraduate provision) • Biological Sciences (Undergraduate & Postgraduate Taught provision) • History (Undergraduate provision) • Informatics (Undergraduate & Postgraduate Taught provision) • Law (Undergraduate provision, Postgraduate Research & Postgraduate Taught provision) • Music (Undergraduate provision) • Oral Health Sciences (Undergraduate provision) • Clinical Education (Postgraduate Taught Provision) • Health in Social Science (including Nursing Undergraduate provision, Postgraduate Taught and Postgraduate Research Provision) • Maths (Postgraduate Research Provision)
2021/22	<ul style="list-style-type: none"> • Applied Sport Science and Sport and Recreation Management (Undergraduate provision) • Celtic and Scottish Studies (Undergraduate provision) • Maths (Undergraduate & Postgraduate Taught provision) • Psychology (Undergraduate provision)

	<ul style="list-style-type: none"> • The Royal (Dick) School of Veterinary Studies (Undergraduate provision) • Biological Sciences (Postgraduate Research Provision) • Divinity (Postgraduate Taught & Postgraduate Research Provision) • Royal (Dick) School of Veterinary Studies (Postgraduate Taught Provision) • GeoSciences (Postgraduate Taught Provision)
2022/23	<ul style="list-style-type: none"> • Art (Undergraduate provision) • Asian Studies (Undergraduate provision) • Design (Undergraduate provision) • Ecological and Environmental Sciences (Undergraduate provision) • European Languages and Cultures (Undergraduate provision) • Islamic and Middle Eastern Studies (Undergraduate provision) • Linguistics and English Language (Undergraduate provision) • Social Work (Undergraduate & Postgraduate Taught provision) • Business (Postgraduate Taught and Postgraduate Research Provision) • Economics (Undergraduate provision, Postgraduate Research & Postgraduate Taught provision) • History, Classics and Archaeology (Postgraduate Research & Postgraduate Taught provision) • Physics and Astronomy (Postgraduate Research provision)
2023/24	<ul style="list-style-type: none"> • Biomedical Sciences (Undergraduate and Taught Postgraduate Provision) • Education (to include Childhood Practice & Community Education) • English Literature (Undergraduate Provision) • Medicine (Undergraduate Provision) • Physics and Astronomy (Undergraduate and Postgraduate Taught Provision) • Social Anthropology (Undergraduate Provision) • Sociology & Sustainable Development (Undergraduate Provision) • Chemistry (Postgraduate Research Provision) • Engineering (Postgraduate Research Provision) • Molecular, Genetic and Population of Health Sciences (Postgraduate Taught Provision) • Clinical Sciences (Postgraduate Taught Provision)
2024/25	<ul style="list-style-type: none"> • Business and Accounting (Undergraduate provision) • Chemistry (Undergraduate & Postgraduate Taught provision) • Divinity (Undergraduate provision) • Geography (Undergraduate provision)

- | | |
|--|--|
| | <ul style="list-style-type: none">• Politics and International Relations (Undergraduate provision)• Social Policy (Undergraduate provision)• Centre for Open Learning (Undergraduate provision)• Literatures, Languages and Cultures (Postgraduate Taught & Postgraduate Research Provision)• Education and Sport (Postgraduate Taught and Postgraduate Research Provision)• Informatics (Postgraduate Research Provision)• Philosophy, Psychology and Language Sciences (Postgraduate Taught & Postgraduate Research Provision)• Social and Political Sciences (Postgraduate Taught Provision)• Social and Political Sciences (Postgraduate Research Provision) |
|--|--|

Appendix 2 – Degree Programmes Accredited in 2018/19

Degree Programme Title	Name of Accrediting Body
BSc (Hons) Computer Science and Management Science	Association to Advance Collegiate Schools of Business (AACSB)
BSc (Hons) Mathematics and Business	Association to Advance Collegiate Schools of Business (AACSB)
LLB (Hons) Law and Accountancy	Association to Advance Collegiate Schools of Business (AACSB)
LLB (Hons) Law and Business	Association to Advance Collegiate Schools of Business (AACSB)
MA (Hons) Arabic and Business	Association to Advance Collegiate Schools of Business (AACSB)
MA (Hons) Economic History and Business	Association to Advance Collegiate Schools of Business (AACSB)
MA (Hons) Economics with Finance	Association to Advance Collegiate Schools of Business (AACSB)
MA (Hons) Economics with Management Science	Association to Advance Collegiate Schools of Business (AACSB)
MA (Hons) French and Business	Association to Advance Collegiate Schools of Business (AACSB)
MA (Hons) German and Business	Association to Advance Collegiate Schools of Business (AACSB)
MA (Hons) Italian and Business	Association to Advance Collegiate Schools of Business (AACSB)
MA (Hons) Portuguese and Business - 4 Years	Association to Advance Collegiate Schools of Business (AACSB)
MA (Hons) Psychology and Business	Association to Advance Collegiate Schools of Business (AACSB)
MA (Hons) Russian Studies and Business	Association to Advance Collegiate Schools of Business (AACSB)
MA (Hons) Spanish and Business	Association to Advance Collegiate Schools of Business (AACSB)
Business School – All Programmes	Association to Advance Collegiate Schools of Business (AACSB)
MSc Accounting and Finance - 1 Year	Chartered Institute of Management Accountants (CIMA)
MSc Banking and Risk - 1 Year	The Chartered Institute of Bankers in Scotland
MA (Hons) Economics with Finance	Chartered Institute for Securities and Investment (CISI) - Education Partner
MA (Hons) Finance and Business	Chartered Institute for Securities and Investment (CISI) - Education Partner
MA (Hons) Accounting and Finance	Chartered Institute for Securities and Investment (CISI) - Education Partner
PgCert Clinical Education (Online Learning) - 1 Year	Academy of Medical Educators (AoME)
MA Film Directing - 1 Year	Creative Skillset - Changed name to Screenskills
MFA Film Directing - 21 Months	Creative Skillset - Changed name to Screenskills
BEng (Hons) Electrical and Mechanical Engineering	Institution of Mechanical Engineers (IMechE)
BEng (Hons) Engineering for Sustainable Energy	Institution of Mechanical Engineers (IMechE)
BEng (Hons) Mechanical Engineering	Institution of Mechanical Engineers (IMechE)
BEng (Hons) Mechanical Engineering with Management	Institution of Mechanical Engineers (IMechE)
BEng (Hons) Mechanical Engineering with Renewable Energy	Institution of Mechanical Engineers (IMechE)
MEng (Hons) Electrical And Mechanical Engineering	Institution of Mechanical Engineers (IMechE)
MEng (Hons) Engineering for Sustainable Energy	Institution of Mechanical Engineers (IMechE)

Degree Programme Title	Name of Accrediting Body
MEng (Hons) Mechanical Engineering	Institution of Mechanical Engineers (IMechE)
MEng (Hons) Mechanical Engineering with Management	Institution of Mechanical Engineers (IMechE)
MEng (Hons) Mechanical Engineering with Renewable Energy	Institution of Mechanical Engineers (IMechE)
DPsychotherapy Psychotherapy and Counselling - 6 Years	COSCA (Counselling and Psychotherapy in Scotland)
DPsychotherapy Psychotherapy and Counselling (Interpersonal Dialogue) - 3 Years	COSCA (Counselling and Psychotherapy in Scotland)
Psychotherapy and Counselling (DPsych) - 4 years (full-time)	COSCA (Counselling and Psychotherapy in Scotland)
Psychotherapy and Counselling (DPsych) - 7 years (part-time)	COSCA (Counselling and Psychotherapy in Scotland)
MCouns Counselling (Interpersonal Dialogue) - 2 years	COSCA (Counselling and Psychotherapy in Scotland)
PgCert Counselling Studies - 1 Year	COSCA (Counselling and Psychotherapy in Scotland)
PgDip Counselling - 2 Years	COSCA (Counselling and Psychotherapy in Scotland)
PgDip Counselling - 3 Years	COSCA (Counselling and Psychotherapy in Scotland)
BSc (Hons) Mathematics and Statistics	Royal Statistical Society (RSS)
MSc Statistics with Data Science	Royal Statistical Society (RSS)
MSc Statistics and Operational Research	Royal Statistical Society (RSS)
BSc (Hons) Physics with Meteorology	Royal Meteorological Society (RMetS)

Annual Report to the Scottish Funding Council on Institution-led Review and Enhancement Activity 2018/19

Statement of assurance

On behalf of the governing body of the University of Edinburgh, I confirm that we have considered the institution's arrangements for the management of academic standards and the quality of the learning experience for AY 2018/19, including the scope and impact of these. I further confirm that we are satisfied that the institution has effective arrangements to maintain standards and to assure and enhance the quality of its provision. We can therefore provide assurance to the Council that the academic standards and the quality of the learning provision at this institution continue to meet the requirements set by the Council.

.....
Anne Richards
Vice-Convener of Court

.....
Date

Electronic Senate

10 – 18 September 2019

Communications from the University Court

Description of paper

1. To update Senate on certain matters considered by the University Court at its meeting on 17 June 2019.

Action requested / recommendation

2. Senate is invited to note the report.

Resource implications

3. Where applicable (including staffing), as covered in the report.

Risk management

4. Where applicable, as covered in the report.

Equality and diversity

5. Where applicable, as covered in the report.

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

6. Not applicable.

Any Other Relevant Information

A comment need only be submitted to raise an objection/suggest corrections. If no comments are received the minutes will be deemed approved. In this context any comments on this paper should be e-mailed to Senate.Support@ed.ac.uk quoting "comment on e-S 19/20 1 G." These comments will be added verbatim at <http://edin.ac/18tbekG>

Author

Dr Lewis Allan
Head of Court Services, September 2019

Freedom of Information

Open paper

COMMUNICATIONS FROM THE UNIVERSITY COURT

17 June 2019

1 Membership, Appointments & Introductory Remarks

On behalf of Court, the Rector welcomed Students' Association President Andrew Wilson and Vice-President Welfare Oona Miller to their first meeting as Court members and welcomed Sarah Wolffe, Jock Millican and Caroline Gardner, observing the meeting before taking office on 1 August. Four staff members recognised in the Queen's Birthday Honours were congratulated: Dorothy Miell, Head of the College of Arts, Humanities and Social Sciences – OBE for services to higher education and psychology; Professor Hector MacQueen – CBE for services to legal scholarship; Professor Amanda Amos – OBE for services to public health; and, Dr Jane Haley – MBE for services to scientific engagement and education.

2 Student Experience Update

An update on the programme of work to address the student experience was reviewed, with the following points raised in discussion:

- To aid with promotion opportunities for teaching-focused academic staff, revised Exemplars of Excellence in Student Education have been developed and will be submitted to the University Executive for approval. Existing examples of teaching-focused academic staff promotions could be communicated more widely;
- Recommendations from a review of student support, including the Personal Tutor system, are expected in December 2019. Student-facing administrative hubs will be rolled-out across University campuses from January 2020 onwards;
- Work to improve the accessibility of the estate is ongoing, including in the refurbished Law School;
- The significant increase in lecture recording to 85% of all lectures was welcomed. While, in common with other universities, lecture attendance is not compulsory, guidance for students recommends attendance at lectures with recordings supplementary; and,
- The £14.2 million budget for the three year programme of work is included within the Court-approved planning round, with key new areas of expenditure in the programme including curriculum reform and digital teaching.

3 EUSA President's Report

The Students' Association President reported on recent developments, including: a commendation received at the 2019 Herald Education Awards for the joint EUSA-University #NoExcuse anti-sexual harassment and violence campaign; peer support training for over 600 student representatives; and, the launch of a new EUSA Strategic Plan. Members welcomed the new Strategic Plan, discussed the planned move towards payment of the real living wage for all EUSA staff and income generation over the Festival period in collaboration with the University.

4 Draft Strategic Plan

An update on the consultation process and final draft text for a new Strategic Plan was reviewed. The move to a values based approach and utilising the United Nations Sustainable Development Goals as a lens to view the University's wider contributions to society were welcomed. Drafting comments for consideration prior to publication in the Autumn were provided, including: case study suggestions; emphasising sustainability; and, enhancing language on the vision and active contributions of the University. The draft Strategic Plan 2019 was agreed, with

authority delegated to the University Secretary and Deputy Secretary Strategic Planning to make final drafting amendments and agree the document design prior to publication.

5 Undergraduate Access Scholarships

Proposed changes to replace the existing undergraduate access scholarships from 2020 entry with a single, consolidated and simplified access scholarship programme to be named the Access Edinburgh Scholarships were approved. The following points were raised in discussion:

- Strong support for the simplification of existing scholarships and opportunities for accessing support prior to Welcome Week in some circumstances;
- Students with a home address in the City of Edinburgh are not currently eligible for an accommodation bursary but would be eligible for the full package of support in the new scheme;
- The steepness of the household income taper between £21,000 to £24,000, although these match government income banding when assessing student support eligibility;
- Equalising financial support between Scottish and Rest of UK students, with the intent to maximise the impact of the scheme; and,
- Court will be updated on the impact of the scheme and level of financial expenditure after implementation.

6 Peffermill Sports Village: Indoor and Outdoor Sports

Following approval of the full business case by Estates Committee, a funding request to improve sports facilities at the Peffermill site was considered. Joint funding of a four court indoor tennis centre was discussed, noting that this was a new opportunity that had arisen since the capital prioritisation exercise had been agreed but could be accommodated within the estates capital budget with minor modification. The outcome of capital prioritisation exercise would remain open to future amendment if sufficiently strong new opportunities arose. Potential for community access to the facilities, the importance of sport to the student and staff experience, attracting philanthropic funding and the intention to develop student accommodation at Peffermill were discussed.

Court approved expenditure from University Resources comprising:

- funding to deliver a new sports pavilion with 12 court sports hall, outdoor hockey pitch, archery range, event car parking and associated landscaping;
- a contribution to deliver a new four court indoor tennis centre subject to securing external funding from the Transforming Scottish Indoor Tennis Fund.

7 Ordinances: Senate and General Council

Court:

- considered the responses received during the statutory consultation and agreed a response to the comments submitted by the General Council;
- approved the final draft Ordinances as presented for submission to the Privy Council; and,
- delegated authority to the University Secretary to agree any further non-material changes to the Ordinances if requested by the Scottish Government or Privy Council.

8 Resolutions

The following resolutions were approved:

- Resolution No. 7/2019: Code of Student Conduct
- Resolution No. 8/2019: Foundation of a Baillie Gifford Chair of Ethics of Data and Artificial Intelligence
- Resolution No. 9/2019: Foundation of a Personal Chair of Numerical Analysis
- Resolution No. 10/2019: Alteration of the title of the Chair of Black Studies
- Resolution No. 11/2019: Foundation of a Personal Chair of Africana Philosophy and Black Male Studies
- Resolution No. 12/2019: Foundation of a Chair of Design Informatics
- Resolution No. 13/2019: Foundation of a Personal Chair of Applied Economics
- Resolution No. 14/2019: Undergraduate Degree Programme Regulations
- Resolution No. 15/2019: Postgraduate Degree Programme Regulations
- Resolution No. 16/2019: Higher Degree Programme Regulations
- Resolution No. 17/2019: Foundation of a Personal Chair of Global and African History
- Resolution No. 19/2019: Foundation of a Personal Chair of Greek History
- Resolution No. 20/2019: Foundation of a Personal Chair of Personal Chair of Speech, Language and Cognition
- Resolution No. 21/2019: Foundation of a Personal Chair of Natural Science and Theology
- Resolution No. 22/2019: Foundation of a Personal Chair of Environmental Law
- Resolution No. 23/2019: Foundation of a Personal Chair of Emotions and Society
- Resolution No. 24/2019: Foundation of a Personal Chair of Anthropology of Migration
- Resolution No. 25/2019: Foundation of a Personal Chair of Public Health in Social Science
- Resolution No. 26/2019: Foundation of a Personal Chair of Pacific and Postcolonial Literature
- Resolution No. 27/2019: Foundation of a Personal Chair of School Exclusion and Restorative Practice
- Resolution No. 28/2019: Foundation of a Personal Chair of University Education
- Resolution No. 29/2019: Foundation of a Personal Chair of Experimental Neuropsychology
- Resolution No. 30/2019: Foundation of a Personal Chair Italian and Comparative Studies
- Resolution No. 31/2019: Foundation of a Personal Chair of Place-Based Education
- Resolution No. 32/2019: Foundation of a Personal Chair of Language Development
- Resolution No. 33/2019: Foundation of a Personal Chair of Political History
- Resolution No. 34/2019: Foundation of a Personal Chair of Uncertainty Modelling
- Resolution No. 35/2019: Foundation of a Personal Chair of Cognitive Linguistics
- Resolution No. 36/2019: Foundation of a Personal Chair of Renaissance Visual and Material Cultures
- Resolution No. 37/2019: Foundation of a Personal Chair of Critical Design and Architectural Culture
- Resolution No. 38/2019: Foundation of a Personal Chair of Molecular Diagnostics and Infection
- Resolution No. 39/2019: Foundation of a Personal Chair of Equine Cardiology
- Resolution No. 40/2019: Foundation of a Personal Chair of Host Defence and Inflammation Biology
- Resolution No. 41/2019: Foundation of a Personal Chair of Avian Biology
- Resolution No. 42/2019: Foundation of a Personal Chair of Cancer Epidemiology and Global Health

Resolution No. 43/2019: Foundation of a Personal Chair of Epigenetics and Metabolism

Resolution No. 44/2019: Foundation of a Personal Chair of Diabetic Medicine

Resolution No. 45/2019: Foundation of a Personal Chair of Global Surgery and Data Science

Resolution No. 46/2019: Foundation of a Personal Chair of Medical Education

Resolution No. 47/2019: Foundation of a Personal Chair of Glaciology and Geophysics

Resolution No. 48/2019: Foundation of a Personal Chair of Microbial Genetics and Biotechnology

Resolution No. 49/2019: Foundation of a Personal Chair of Complex Systems

Resolution No. 50/2019: Foundation of a Personal Chair of Medical and Biological Spectroscopy

Resolution No. 51/2019: Foundation of a Personal Chair of Supramolecular Chemistry

Resolution No. 52/2019: Foundation of a Personal Chair of Applied Biology

Resolution No. 53/2019: Foundation of a Personal Chair of Bacterial Systems Biology

Resolution No. 54/2019: Foundation of a Personal Chair of Environmental Geochemistry

Resolution No. 55/2019: Foundation of a Personal Chair of Mathematical Biology

Resolution No. 56/2019: Foundation of a Personal Chair of Computer Graphics

Resolution No. 57/2019: Foundation of a Personal Chair of Networked Systems

Resolution No. 58/2019: Foundation of a Personal Chair of Biology Education

Resolution No. 59/2019: Foundation of a Personal Chair of Environment and Society

Resolution No. 60/2019: Foundation of a Personal Chair of Computational Chemistry

Resolution No. 61/2019: Foundation of a Personal Chair of Dispersive Equations

Resolution No. 62/2019: Foundation of a Personal Chair of Gravitational Dynamics

Resolution No. 63/2019: Foundation of a Personal Chair of Artificial Intelligence

Resolution No. 64/2019: Foundation of a Personal Chair of Chemistry Education

Resolution No. 65/2019: Foundation of a Personal Chair of Health Geographies

Resolution No. 66/2019: Foundation of a Personal Chair of Machine Learning and Computer Vision