The University of Edinburgh

Electronic Senate

Agenda

Electronic Senate will commence on Tuesday 11 September 2018 and close at noon on Wednesday 19 September 2018

FORMAL BUSINESS

1.	Minutes from the Senate Meeting held on 30 May 2018	**e-S 18/19 1 A**
a)	Special Meetings and Graduation Ceremonials on 30 June, 2, 3, 4, 5, 6, 7, 9 and 10 July 2018 (available from Student Administration)	
2.	Procedure for the Award of Emeritus Status	**e-S 18/19 1 B**
3.	Externally-Facilitated Review of Senate - Terms of Reference	**e-S 18/19 1 C**
4.	Membership of the Senatus	**e-S 18/19 1 D**
5.	Conferment of the title of Professor Emeritus	**e-S 18/19 1 E**

MATTERS ARISING

6.	Special Minute	**e-S 18/19 1 F**

COMMUNICATIONS AND REPORTS

7.	Annual Report to the Scottish Funding Council on Institution-led Review and Enhancement Activity 2017/18	**e-S 18/19 1 G**
8.	Communications from the University Court	**e-S 18/19 1 H**
9.	Knowledge Strategy Committee Report	**e-S 18/19 1 I**

The University of Edinburgh

Electronic Senate

11 - 19 September 2018

Minutes of Senate meeting held on 30 May 2018

Executive Summary
The paper provides the minutes of the Senate meeting held on 30 May 2018.

How does this align with the University/College School/Committee's strategic plans and priorities?
Not Applicable

Action requested
The Senatus is invited to approve the minutes.

How will any action agreed be implemented and communicated?
Decisions were communicated via the Senate Committees' Newsletter to stakeholders on the distribution list:
www.ed.ac.uk/academic-services/committees/newsletter

Resource/Risk/Compliance

1. Resource implications
   This paper does not have resource implications.

2. Risk assessment
   This paper does not include a risk assessment.

3. Equality and Diversity
   Not relevant.

4. Freedom of Information
   Open paper

Any other relevant information, including keywords

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 18/19 1 A." These comments will be added verbatim at http://edin.ac/18tbekG

Originator of the paper
Senate Secretariat
September 2018

SENATUS ACADEMICUS

UNCONFIRMED MINUTES OF AN ORDINARY MEETING OF THE SENATUS
ACADEMICUS held in the Playfair Library, Wednesday 30 May 2018

Present: Vice-Principal Professor J Norman (in the Chair), Professors R Bhopal, M Brennan, E Cameron, L Cariola, S Cooper, J Crang, H Critchley, P Foster, C French, N Gentz, N Gilbert, N Gisborne, D Gray, T Harrison, A Holloway, G Jarvie, J Kallestrup, W McLeod, A Newman, G Reid, S Rhind, S Riley, D Robertson, S Rolle, M Shipston, A Sorace, A Trew, G Warwick, S Wild,T Worrall, T Bak, S Bennett, S Boyd, A Convery, C Cochran, G Duursma, I Fyfe, K Goodall, G Gray, L Hamilton, J Harrison, L Kendall, C Moran, P Norris, C Phillips, S Prost, S Raeside, E Stevenson

Associate Members: P Kilduff E Dominy, K O'Doherty

In Attendance: S Argyle, P Bailey, T Bailey, R Baxstrom, L Beattie, S Bird, M Boddie, M Brown, K Cameron, M Cameron, S Cant, A Cross, L Dalziel, A David, S Davis-Williams, R Donnelly, A Fitch, O Fakunle, S Green, E Greville-Williams, J Hairsine, N Hay, S Holt, L Houghton, S Innes, M Jarman, A Kelsey, A Kirk, P Larkman, C Lennie, G McCabe, D McCormack, C Macdonald, G Macdonald, A McGregor, R McGuire, C Mackay, P Maksimczyk, B Munro, J Murray, F Narumi-Munro, M Nelson, R Panesar, , C Phillips, P Phillips, S Purves, C Reid, L Reilly, L Richardson, K Robertson, S Rodgers, P Sheail, T Sheppard, A Singleton, L Singleton, J Slack, S Sohi, E Steele, M Stefan, R Stewart, H Stringer, J Thacker, J Tait, A Todd, R Valentine, P Ward, T Ward

The moment of reflection was delivered by Professor David Robertson, Head of the College of Science and Engineering.

PRESENTATION AND DISCUSSION: Student Careers and Employability

Professor Jane Norman presided over the Senate meeting.

Introduction: Edinburgh in context
Shelagh Green, Director for Careers & Employability

Shelagh Green opened the session by introducing three relevant concepts: careers, employability and graduate attributes. She emphasised that it was important for the University to engage with these concepts for two key reasons:
- It is part of the University's mission and Learning and Teaching Strategy 'to equip students with the knowledge, skills and experiences to flourish in a complex world and become successful graduates who contribute to society'
- The University faces growing scrutiny of return on investment via short-term graduate outcomes

The University performance against the HESA Employment Performance Indicator (reflecting the survey sent to students at all levels six months after graduation) demonstrates that, although the University's performance itself is steady, the University is falling short of its performance indicator due to the improved performance of comparator institutions.

Shelagh Green indicated the University had consulted Russell Group institutions which were following their performance indicators on the reasons for their upward trajectory, and they

had mentioned three key factors: employability is an institutional strategic priority; they have senior academic buy-in for this priority at all levels of the institution; and they recognise that 'one size does not fit all.' Shelagh Green also noted that careers and employability had a strong impact on student choice; the Unistats website (the official comparison website of HEIs) allows potential applicants to compare HEI employment rates, including the rates of employment by course.

Preparing for the future graduate labour market
Deborah McCormack, Head of Recruitment & Graduate Development, and recruiter of early talent, Pinsent Masons LLP

Deborah McCormack focused on employability skills, specifically the skills that graduates will need to enter the labour market in the future, and made the following key points:
- From the employer's perspective, it is essential that educators are engaged and proactive in providing their students with the skills needed to succeed in employment from an early stage; clients of Pinsent Masons, for example, indicate that technical knowledge and application of the law should be the minimum requirements for future employees, and that they look for additional skills which will enable them to enhance their businesses;
- Material from the World Economic Forum shows that, by 2020, around 35 per cent of the skills considered important for today's workforces will have changed significantly, because the impact of the fourth industrial revolution (4IR) will have started to transform the way we live and work; the strategy of educators, policy-makers, and employers, should align with 4IR to ensure that graduates' skills keep pace with this;
- Recent research by Nesta describes the skills, abilities and types of knowledge, used heavily in employment, which have the best chance of growth in the 21st century; workers will need a mix of both social and cognitive skills, and these skills are capable of being embedded into higher education;
- While tackling skills gaps is the collective responsibility of policy makers, educators and employers, approaches will vary from sector to sector. Collaboration with the Careers Service, employers, students and alumni will underpin the University's success in this area.

Collaboration: Concept to Consumer
Dr Philip Bailey, Senior Lecturer, School of Chemistry

Dr Bailey provided an overview of the industry-led employability workshops that the School of Chemistry runs for its undergraduate and taught postgraduate students. He indicated that the concept of the workshops is to educate students on the roles which chemists can undertake in all the various industry sectors and the skills which are valued. This involves consideration of the lifecycle of product development, the role of business factors in company processes and decisions, and how to 'create' a company around an idea.

Dr Bailey explained that the workshops take the form of three 2.5 hour themed workshops which involve presentation, group work, discussion and feedback. The themes include developing a product idea, proving the concept, and getting the product ready for market, taking into account differences between SMEs and multinational companies, and intellectual property and finance.

Students have reported that the workshops have deepened their knowledge of roles within industry and have enhanced their skills in creativity, business communication, and problem-solving. Feedback from industry has also been extremely positive.

A School-wide approach
Professor Ewen Cameron, Sir William Fraser Professor of Scottish History and Palaeography, and Head of School, History, Classics and Archaeology

Professor Cameron focused on the relationship between employability and the curriculum in relation to the subjects within the School of History, Classics and Archaeology (HCA). The HESA performance indicator showed in 2015/16 that the performance of HCA in achieving highly skilled employment outcomes for its students was well below the University average, and the School has taken a number of steps to mitigate this, including setting up an HCA Careers Board, and creating a number of opportunities for students, such as internships, mentoring programmes, and projects with schools.

The School has also developed its curriculum, in order to embed careers activities in the curriculum from an early stage, and the Careers Service has played an important role in this development. Key disciplinary skills are now emphasised within the curriculum, and employability is entrenched in course approval.

Professor Cameron noted that more efficient methods were needed to provide students with information about career planning from an early stage in their degree programmes, and academics should communicate to each other new developments for improving the employability of graduates. He also suggested that practical work experience opportunities should be available, which would respond to student and employer demand, and these should be fully accessible to all students, regardless of financial circumstances.

Next steps
Professor Susan Rhind, Assistant Principal Assessment and Feedback

Professor Rhind shared the future priorities for the University in the area of student employability. The recent report of the Senate Learning and Teaching Committee Task Group on Careers, Employability and Graduate Attributes outlined the following priority areas for the University:
- Emphasis on the strategic importance of work on graduate employability
- Engagement at School and subject level
- Communication
- Sharing and surfacing best practice / staff support and development
- Further research and evidence gathering

With regard to staff support and development, Professor Rhind highlighted existing sources of support, which included the Teaching Matters blog managed by the Institute for Academic Development (IAD), which has a number of posts on employability and careers support for students, and a guide to engaging students in employability, which would be created as part of the IAD 'EngagEd in…' series.

With regard to assessment and feedback, she noted that Student-Led, Individually-Created Courses (SLICCs) provide an opportunity to assess graduate attributes within a flexible framework which allows students to gain the skills required for their whole career journeys.

In order to enable further research and evidence gathering, she suggested that the Principal's Teaching Awards Scheme (PTAS) would contribute funding for students to undertake projects which are relevant to employability skills. There is also a need for the University to undertake further research around the challenges which the University of Edinburgh faces in this area.

Discussion
In discussion, the following points and questions were raised:

- While the speakers' focus on employability skills was largely directed to undergraduates, the University should include provision for taught postgraduate students in this discussion, especially since this is a key priority for prospective PGT students in selecting programmes and institutions;
- While the speakers primarily focused on nurturing employability skills within the curriculum, extra-curricular activities also provide an important opportunity for students to gain valuable graduate attributes, and could potentially be considered as components of a holistic education which would create valued and active citizens for the future. SLICCS will provide an opportunity for students to gain credit for extra-curricular experience
- Cross-curricular components to courses would enable students to have a broader experience which would be important for their overall development
- While Schools should seek to assess graduate attributes and employability skills within the curriculum, this can be challenging, and academic staff will require support in delivering teaching and assessment relating to employability;
- Students should be challenged to consider their own intended career trajectory from an early stage, and to reflect on their development and identify any gaps; the University should consider a supportive framework to enable student to reflect from year 1 on their course choices, and the skills and attributes associated with them;
- Entrepreneurship and enterprise are an important part of the discussion, since students in certain disciplines, such as those within ECA, are more likely to be self-employed in the future;
- Data gathering from graduates should take place further into the future than simply six months after graduation to create a more meaningful picture of whether students are happy and successful in the long run. Qualitative data would also assist in determining the necessary steps involved in reaching employment goals.

Professor Norman thanked the presenters and the attendees for their contributions.

PRESIDENT'S COMMUNICATIONS

FORMAL BUSINESS

1. **Report of E-Business conducted 8 – 16 May 2018 (S 17/18 3 A)**

   The report of e-business conducted between 8 and 16 May 2018 was noted.

2. **Higher Education Governance (Scotland) Act 2016 - recommendations for the practical implementation of the agreed Senate model (S 17/18 3 B)**

   The Director of Academic Services introduced the paper. Following the endorsement by Senate at its meeting on 7 February 2018 of the recommended model of its future membership to comply with the Higher Education Governance (Scotland) Act 2016, the paper provided a summary of recommendations for how this model would work in

practice. These recommendations would eventually be written into resolution or election regulations as appropriate.

Senate approved the recommendations for the practical operation of the agreed model, noting that details concerning the steps to be taken by nominees when standing for election (for example, whether they provide personal statements) would be helpful in due course.

3. **Annual Report of the Senate Committees (S 17/18 3 C)**

Senate noted the major items of Senate Committees' business for 2017/18 and approved the Committees' plans for the next academic year.

4. **Special Minute (S 17/18 3 D)**

Senate adopted the Special Minutes for Professors R Bhopal, E Klein and S Murray.

COMMUNICATIONS

5. **Membership of Senate 2018/19 (S 17/18 3 E)**

Senate noted and welcomed its new members.

6. **Communications from the University Court (S 17/18 3 F)**

Senate noted the content of the report.

7. **Resolutions (S 17/18 3 G)**

Court presented to Senate draft Resolutions in accordance with procedures for the creation of new chairs, renaming of existing chairs, and the process for personal chairs. Senate, having considered the draft Resolutions below, offered no observations.

Draft Resolution No. 15/2018:	Foundation of a Personal Chair of Paediatric Medicine
Draft Resolution No. 16/2018:	Foundation of a Personal Chair of Morphosyntax
Draft Resolution No. 17/2018:	Foundation of a Personal Chair of Intellectual History
Draft Resolution No. 18/2018:	Foundation of a Personal Chair of Labour Law
Draft Resolution No. 19/2018:	Foundation of a Personal Chair of Science and Technology Studies
Draft Resolution No. 20/2018:	Foundation of a Personal Chair of Nineteenth-Century Art
Draft Resolution No. 21/2018:	Foundation of a Personal Chair of History
Draft Resolution No. 22/2018:	Foundation of a Personal Chair of English Language and Book History
Draft Resolution No. 23/2018:	Foundation of a Personal Chair of Cultural Sociology
Draft Resolution No. 24/2018:	Foundation of a Personal Chair of Forensic Clinical Psychology
Draft Resolution No. 25/2018:	Foundation of a Personal Chair of Early Modern Art History
Draft Resolution No. 26/2018:	Foundation of a Personal Chair of Public Health Policy
Draft Resolution No. 27/2018:	Foundation of a Personal Chair of Marketing
Draft Resolution No. 28/2018:	Foundation of a Personal Chair of Applied Development Psychology
Draft Resolution No. 29/2018:	Foundation of a Personal Chair of Qualitative Inquiry
Draft Resolution No. 30/2018:	Foundation of a Personal Chair of Translational Obstetrics

Draft Resolution No. 31/2018:	Foundation of a Personal Chair of Molecular Microbiology and Global Health
Draft Resolution No. 32/2018:	Foundation of a Personal Chair of Translational Liver Research
Draft Resolution No. 33/2018:	Foundation of a Personal Chair of Farm Animal Health and Production
Draft Resolution No. 34/2018:	Foundation of a Personal Chair of Transplant Surgery
Draft Resolution No. 35/2018:	Foundation of a Personal Chair of Clinical and Experimental Surgery
Draft Resolution No. 36/2018:	Foundation of a Personal Chair of Preclinical Ultrasound
Draft Resolution No. 37/2018:	Foundation of a Personal Chair of Developmental Haematology
Draft Resolution No. 38/2018:	Foundation of a Personal Chair of Melanoma Genetics and Drug Discovery
Draft Resolution No. 39/2018:	Foundation of a Personal Chair of Medicinal Chemistry
Draft Resolution No. 40/2018:	Foundation of a Personal Chair of Veterinary Immunology and Infectious Diseases
Draft Resolution No. 41/2018:	Foundation of a Personal Chair of Parasite and Mitochondrial Biology
Draft Resolution No. 42/2018:	Foundation of a Personal Chair of Patterned Parallel Computing
Draft Resolution No. 43/2018:	Foundation of a Personal Chair of Human Geography and Cultural Studies
Draft Resolution No. 44/2018:	Foundation of a Personal Chair of Experimental Nuclear Physics
Draft Resolution No. 45/2018:	Foundation of a Personal Chair of Cryosphere-Atmosphere Interactions
Draft Resolution No. 46/2018:	Foundation of a Personal Chair of Astrostatistics
Draft Resolution No. 47/2018:	Foundation of a Personal Chair of Computational Language Learning
Draft Resolution No. 48/2018:	Foundation of a Personal Chair of Epigenetics and Developmental Biology
Draft Resolution No. 49/2018:	Foundation of a Personal Chair of Atmospheric Chemistry
Draft Resolution No. 50/2018:	Foundation of a Personal Chair of Microbial Geochemistry
Draft Resolution No. 51/2018:	Foundation of a Personal Chair of Asymptotics and Special Functions
Draft Resolution No. 52/2018:	Foundation of a Personal Chair of Machine Learning
Draft Resolution No. 53/2018:	Foundation of a Personal Chair of Civil Engineering Design
Draft Resolution No. 54/2018:	Foundation of a Personal Chair of Ocean Engineering
Draft Resolution No. 55/2018:	Foundation of a Chair of Renewable Energy Technologies
Draft Resolution No. 56/2018:	Foundation of a Chair of Genomic Medicine

8. **Report from Central Academic Promotions Committee (S 17/18 3 H)**

Senate noted the report of Central Academic Promotion Committee's meeting on 16 May 2018.

CLOSED

9. **Report from the Honorary Degrees Committee (S 17/18 3 I)**

   Senate approved the recommendations for the award of Honorary Degrees.

e-S 18/19 1 B

<u>The University of Edinburgh</u>

Electronic Senate

11 – 19 September 2018

Procedure for the Award of Emeritus Status

Executive Summary

This paper contains a draft procedure for the approval of Emeritus status. This guidance consolidates into a single document information specific to Emeritus Professors which is included in the Honorary Status Policy (owned by HR) and also sets out formally the procedure for seeking approval for Emeritus status from Senate which has been standard practice.

No change to current procedure is proposed, with one exception: under the proposed guidance, when seeking approval for Emeritus status, Colleges will be asked to produce the Special Minute at the same time, so that Senate can consider them together. It is hoped that this will streamline Senate business and make the process administratively simpler to operate.

How does this align with the University / Committee's strategic plans and priorities?

This guidance aligns with the University's strategic mission to enable its graduates and staff to be exceptional individuals equipped to address global challenges.

Action requested

For approval.

How will any action agreed be implemented and communicated?

If approved, the procedure will be published on the Academic Services webpages.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   There are no resource implications associated with the guidance.

2. **Risk assessment**
   No risks have been identified.

3. **Equality and Diversity**
   The purpose of the guidance is to clarify the procedure for seeking Emeritus status and make Senate processes more transparent for all members of the professorial staff. It is expected that the change to the current practice of producing the Special Minute whilst simultaneously seeking approval for Emeritus status will bring about an improved equality impact, since decisions to award the status will not be based on names alone. Since no substantial change to procedure is proposed, it is not necessary to carry out an Equality Impact Assessment.

4. **Freedom of information**
   Open

Any other relevant information, including keywords
Emeritus Professor, Honorary Status

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 18/19 1 B." These comments will be added verbatim at http://edin.ac/18tbekG

Originator of the paper
Theresa Sheppard, 11 September 2018

Emeritus Professors Procedure

1. <u>Eligibility for Emeritus status</u>

Emeritus status is awarded to professors of the University of Edinburgh who are retiring from their personal or established chair and who have made a distinguished contribution to the life of the University. When seeking approval for Emeritus status on behalf of a retiring professor, the College will produce a Special Minute which formally recognises their distinguished contributions during their careers (see Section 3).

Emeritus status will not be awarded to a professor who leaves to take up a professorial position with another academic institution or to Honorary Professors.

The title of Emeritus Professor does not have a limited time period. Where an individual has been awarded Emeritus Professor designation, and subsequently returns temporarily to a role within the University at Professorial level, which requires a contract and payment by the University of Edinburgh, they may be granted the title of 'Professorial Fellow.' Their Emeritus Professor designation will be held in abeyance until their contract with the University at Professorial level has ended.

2. <u>Contribution to the University and Access to Resources</u>

Emeritus Professors are experienced academics who are held in high regard by both former colleagues and the wider University community. While there is no requirement for Emeritus Professors to make a contribution to the University, they are nonetheless an important part of University life. They should therefore be regarded as properly part of the University community and should be given every appropriate opportunity to contribute to it.

Emeritus Professors are entitled to access to University resources, including library services and email, plus additional resources if they are bringing in money for the University.

3. <u>Approval of Emeritus Status</u>

Approval for Emeritus status must be sought at the point that the professor retires from their personal or established chair. When a Professor indicates their intention to retire from their personal or established chair, the relevant Head of School[1] must consider whether Emeritus status is warranted and, when this has been confirmed, request approval from the Head of College.

If the Head of College approves the award, they should inform the Head of School and request the preparation of a Special Minute. The Special Minute is a brief statement of around 500-550 words on the distinguished contribution that the Professor has made to the University of the Edinburgh and a note on how they intend to spend their retirement. Care should be taken to ensure the accuracy of the Special Minute, since a copy will be retained in the University records.

The Head of College must then contact the Senate Support team in Academic Services with a copy of the approval and the Special Minute, requesting approval for Emeritus Status for the retiring professor.

The Senate Support team will then submit the name of the retiring professor, along with the Special Minute, to Senate for formal approval. Emeritus Professor appointments will carry the title of their

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[1] Hereafter, 'Head of School' may refer to the Head of School or suitably delegated member of staff.

former Chair or discipline. (For example, the holder of the Buchanan Chair of Genetics would become an Emeritus Professor of Genetics). When the retiring professor is female, the title of Emerita Professor can be awarded.

If Senate approves the conferment of Emeritus Status, the Senate Support team will write to the professor to confirm that they have been awarded Emeritus Status and will enclose a copy of the Special Minute. Copies of the letter will be sent to the Head of College.

4.   <u>Withdrawal of Emeritus Status</u>

Awards of Emeritus status do not have a limited time period. However, there are circumstances under which the status may be withdrawn, as set out below:

- Where the individual has accepted a contract of employment with the University at Professorial level, meaning that their Emeritus Professor designation has been held in abeyance (see section 1).
- Where the actions of the individual, either within or outwith the University, could result, or have resulted, in negative publicity for the University
- Where the individual has been found to have breached University policies or procedures, and where that breach would have ordinarily led to formal disciplinary action, if the holder of Emeritus status had been an employee of the University.

Any proposal to withdraw Emeritus status must be agreed by the relevant Head of College and communicated to Senate before it is communicated to the individual concerned.

Special Minute

Peter Doe, FRSE, FSE
Emeritus Professor of Biological Sciences

Peter Doe was born on 19 September 1958 in Sussex where he attended School. He read Natural Sciences at Cambridge, graduating in 1970. He went on to study for his PhD in the Biology at the University of Miami where he held a Marino Fellowship; his thesis was entitled "Photosynthesis in non-Native Amazonian Plant Life". From 1978 to 1981 he worked as a postdoctoral fellow at Harvard.

In 1981 Peter returned to the UK to a position at the Met Office, and remained there until coming to Edinburgh in 1989. During this time at the Met Office, his research gained wide public recognition in the form of the John Smith Prize and medal for Biology from the Institute of Biology (1984); Fellowship of the Institute of Biological Sciences (1985); and, Visiting Professor at the University of Aberdeen (1986-89).

Peter was appointed to the Chair of Biological Sciences at the University of Edinburgh in 1991, and he established his own research group on arrival in Edinburgh. A continuing point of focus for this group is the interaction of non-native plant life in areas of interest and tropic-graphical importance. In particular, Peter's expertise in soil density and water retention properties helped the group to establish a pioneering outlook and authority on experimental techniques.

He served four terms as Head of Department of the then Department of Biology from 1994-97, 1997-1999, 2001-04, and finally 2006-2010.

Becoming Head of Department, with its heavy management load, did not stop Peter's research recognition, however, because in 2001 he was elected to Fellowship of the Royal Society of Edinburgh and the Royal Society. In 2008 he won the Stephenson Prize of the Royal Zoological Society. This Prize is given to a scientist for ground-breaking and original scientific work of outstanding quality in the previous five years. In Professor Doe's case this was for "Outstanding contributions in the study of non-native plant life of the Galapagos Islands following introduction in the mid-20th Century".

In 2009 Peter was given the Darwin Prize of the Biological Society of Great Britain, awarded for outstanding contributions to the science of evolutionary biology. In summary, he was one of our most accomplished scientists.

We wish Peter a happy and well deserved retirement, alongside his wife Jane, one daughter and two grandchildren.

The University of Edinburgh

Electronic Business

11 – 19 September 2018

Externally-Facilitated Review of Senate
Terms of Reference

Executive Summary

The 2017 version of the Scottish Code of Good Higher Education Governance requires the University to undertake an externally-facilitated review of Senate and its committees every five years. The externally-facilitated review will take place in 2018/19.

Senate is invited to note the Terms of Reference for the review, which have been approved by the Principal, under President's action.

How does this align with the University/Committee's strategic plans and priorities?

This paper aligns with the University strategic objective of leadership in learning.

Action requested

For formal noting

How will any action agreed be implemented and communicated?

The report from the externally-facilitated review will be communicated to Senate and its committees.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   An external reviewer will be appointed to undertake the review of the Senate and its committees. If the externally-facilitated review identifies any potential changes to the operation of Senate or its committees, Academic Services will review the resource implications of implementing them.

2. **Risk assessment**
   The paper will assist the University in ensuring that its academic governance arrangements are effective.

3. **Equality and Diversity**
   Equality and diversity issues will be considered as part of the review.

4. **Freedom of information**
   Open

Any other relevant information, including keywords

Governance, committees

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 18/19 1 C." These comments will be added verbatim at http://edin.ac/18tbekG

Originator of the paper

Theresa Sheppard, Academic Services
September 2018

University of Edinburgh
External Effectiveness Review of Senate and its Committees

Background

The Scottish Code of Good Higher Education Governance was introduced on 1 August 2013 and includes a Main Principle covering externally-facilitated effectiveness reviews. The revised version of the Code published in 2017 states this requirement as follows:

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

Each year, the University has reviewed the effectiveness of Senate and its committees. In summer 2018, this review will focus on surveying the committee membership.

In addition to these annual reviews, in 2015/16, the University held a light touch internally-facilitated review of Senate and its committees with the aim of improving the effectiveness of their operation. Progress has since been made in implementing the recommendations from this review. Now that the revised Governance Code has been published and continues to include the expectation that an externally-facilitated review be undertaken at least every five years, it is proposed that the externally-facilitated review of Senate and its committees be undertaken in 2018/19.

Context

The context in which the externally-facilitated review will take place is one of significant change for the governance of the University, including:
- Agreeing changes to the composition of Court and Senate and corresponding changes to their committees in order to comply with the Higher Education Governance (Scotland) Act 2016 by the end of the transition period in 2020;
- A new Principal who took office in February 2018.

Terms of Reference

Draft Terms of Reference for the externally facilitated review:
- To offer advice on how the University's Senate can best operate as a forum which both encourages discussion and debate and provides high standards of academic governance appropriate to this institution, through:
  - Reviewing effectiveness of existing approach of Senate and its Committees in fulfilling their roles; and
  - Reviewing the University's plans for a new Senate model to comply with the Higher Education Governance (Scotland) Act 2016

It is proposed that the review address the following specific issues:

Current arrangements

- The operation and effectiveness of Senate and its four committees including how they manage their business and reflect on performance
- The effectiveness of the governing documents in place, including the Standing Orders and Terms of Reference
- The effectiveness of the relationship between Senate, its committees, and the wider University governance structure
- The effectiveness of the communication between Senate, its committees and their stakeholders across the University
- The effectiveness and suitability of the current membership of the Senate committees

Planning for the future

- Review of the changes planned to the composition of Senate to comply with the HE Governance (Scotland) Act
- How the new Senate model can operate as a forum which encourages discussion and debate, and provides effective governance
- The future role and authority of the Senate committees under the new Senate model

Process

It is proposed that the review be conducted by one external individual according to the process outlined below. It is estimated that this will amount to around 8-10 days' work.

- Approximately 10-15 interviews with the Principal; Senate Committee conveners, including the Senior Vice Principal; members, and student representatives, as well as key institutional staff involved with Senate and its Committees
- Review of governance documents which set out the operation and function of Senate, including relevant legislation, Senate handbook, Standing Orders, Senate committee Terms of Reference and sample Senate and committee papers
- Review of the 2018 annual report of the Senate committees to Senate
- Review of the report of the internal review of Senate's committees conducted in summer 2018
- Review of the Senate papers which set out the details of its planned new model, including the results of the consultation of all academic staff carried out in 2017
- Two-day, predominantly desktop based review in Semester 1, 2018
- Outputs include a report and summary of findings and recommendations for presentation at the Senate meeting on 29 May 2019.

e-S 18/19 1 D

The University of Edinburgh

Electronic Senate

11 – 19 September 2018

Membership of the Senatus

Executive Summary
The paper lists new professorial members of Senate.

How does this align with the University/College School/Committee's strategic plans and priorities?
Not applicable

Action requested
The Senate is invited to note the membership.

How will any action agreed be implemented and communicated?
New members of Senate are invited to an induction event. All Senate members receive a copy of the Senatus Academicus Governance Handbook.

Resource/Risk/Compliance

1. Resource implications No

2. Risk assessment No

3. Equality and Diversity
    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 considered in accordance with HR processes.

4. Freedom of Information
    Open paper

Any other relevant information, including keywords
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 18/19 1 D." These comments will be added verbatim at http://edin.ac/18tbekG

Originator of the paper
Academic Services
September 2018

Membership of the Senate

<u>Professorial</u>

All appointments are with effect from 1 August 2018.

Professor P Ackema	Personal Chair of Morphosyntax
Professor T Ahnert	Personal Chair of Intellectual History
Professor D Cabrelli	Personal Chair of Labour Law
Professor J Calvert	Personal Chair of Science and Technology Studies
Professor M Cole	Personal Chair of Patterned Parallel Computing
Professor J Cupples	Personal Chair of Human Geography and Cultural Studies
Professor T Davinson	Personal Chair of Experimental Nuclear Physics
Professor R Essery	Personal Chair of Cryosphere - Atmosphere Interactions
Professor F Denison	Personal Chair of Translational Obstetrics
Professor D Everett	Personal Chair of Molecular Microbiology and Global Health
Professor J Fallowfield	Personal Chair of Translational Liver Research
Professor F Fowle	Personal Chair of Nineteenth-Century Art
Professor J Gair	Personal Chair of Astrostatistics
Professor S Goldwater	Personal Chair of Computational Language Learning
Professor J Goodare	Personal Chair of History
Professor J Goodrich	Personal Chair of Epigenetics and Developmental Biology
Professor M Heal	Personal Chair of Atmospheric Chemistry
Professor A Macrae	Personal Chair of Farm Animal Health and Production
Professor L Marson	Personal Chair of Transplant Surgery
Professor D Mole	Personal Chair of Clinical and Experimental Surgery
Professor T Mole	Personal Chair of English Literature and Book History
Professor C Moran	Personal Chair of Preclinical Ultrasound
Professor B Ngwenya	Personal Chair in Microbial Geochemistry
Professor A Olde Daalhuis	Personal Chair of Asymptotics and Special Functions
Professor K Ottersbach	Personal Chair of Developmental Haematology
Professor E Patton	Personal Chair of Melanoma Genetics and Drug Discovery
Professor N Prior	Personal Chair of Cultural Sociology
Professor E Quayle	Personal Chair of Forensic Clinical Psychology
Professor C Richardson	Personal Chair of Early Modern Art History
Professor A Schnaufer	Personal Chair of Parasite and Mitochondrial Biology
Professor K Smith	Personal Chair of Public Health Policy
Professor A Storkey	Personal Chair of Machine Learning
Professor T Stratford	Personal Chair of Civil Engineering Design
Professor A Tregear	Personal Chair of Marketing
Professor J Wyatt	Personal Chair of Qualitative Inquiry
Professor A Unciti-Broceta	Personal Chair of Medicinal Chemistry
Professor L Vervelde	Personal Chair of Veterinary Immunology and Infectious Diseases
Professor V Venugopal	Personal Chair of Ocean Engineering
Professor J Williams	Personal Chair of Applied Development Psychology

<u>Additional Out of Cycle Chair Appointments</u>

Professor E Riley	Chair of Immunology and Infectious Diseases	1 September 2017
Professor R Felli	Chair of Economics	2 April 18
Professor L Regan	Chair of Interdisciplinary Research	1 July 2018
Professor T Drysdale	Chair of Technology Enhance Science Education	1 August 2018

The University of Edinburgh

Electronic Senate

11 – 19 September 2018

Conferment of the Title of Emeritus Professor

Executive Summary

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

How does this align with the University/College School/Committee's strategic plans and priorities?

Not applicable.

Action requested

For approval.

Resource/Risk/Compliance

1.   Resource implications
      None.

2.   Risk Assessment
      This paper does not include a risk assessment.

3.   Equality and Diversity
      Not applicable.

4.   Freedom of Information
      Open paper.

Any Other Relevant Information

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 e-mailed to Senate.Support@ed.ac.uk quoting "comment on e-S 18/19 1 E." These comments will be added verbatim at http://edin.ac/18tbekG.

Originator of the paper

Senate Secretariat
September 2018

Senatus Academicus

September 2018

Conferment of the Title of Professor Emeritus

Action Requested

The Senatus is invited to confer the title of Professor Emeritus upon the following Professors who have retired or will be retiring soon:

Name	School/College
Professor V Cree	School of Social and Political Science
Professor O J Garden	Deanery of Clinical Sciences
Professor A Griffiths	Edinburgh School of Law
Professor J Ross	Deanery of Clinical Sciences
Professor T Scaltsas	School of Philosophy, Psychology and Language Sciences

e-S 18/19 1 F

Senate

11 – 19 September 2018

Special Minute

Executive Summary

The paper provides the Special Minute for Professor Robin Wallace.

How does this align with the University/College School/Committee's strategic plans and priorities?

Not applicable.

Action requested

The Senatus is invited to adopt the Special Minute.

How will any action agreed be implemented and communicated?

The Senate Support Team will communicate with the College and send a copy of the Special Minute to the retiring professor.

Resource/Risk/Compliance

1. Resource Implications
   None

2. Risk Assessment
   This paper does not include a risk assessment.

3. Equality and Diversity
   Not applicable.

4. Freedom of Information
   Open paper.

Any Other Relevant Information, including keywords

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 18/19 1 F." These comments will be added verbatim at http://edin.ac/18tbekG

Originator of the paper

Senate Secretariat
September 2018

Special Minute
Professor Alexander Robert Swan (Robin) Wallace BSc, PhD, FRSE, FIET
Emeritus Professor of Renewable Energy Systems

Robin Wallace has worked tirelessly in energy conversion systems in a career spanning 40 years in both industry and academia. For seven years from 2002 he was the first Head of the Institute for Energy Systems within the School of Engineering, and since 2009 he was Dean International for the College of Science and Engineering.

Professor Wallace's association with the University of Edinburgh started in 1976, when he graduated with a BSc in Engineering Science. From there he joined the Scottish Electrical Training scheme in which engineering graduates had secondments with a number of companies, and then one was chosen as the final destination – Robin went to Parsons Peebles Motors and Generators where he worked in the Project Engineering Group, delivering turnkey hydro-electric projects all over the world, with water being recurrent theme throughout his career. In 1984 he was appointed a lecturer at Napier University, where he stayed for two years, and then returned to Edinburgh University, where he has been ever since. Within the (then) Electrical Engineering Department, his enthusiasm for electrical power engineering inspired the students such that within a few years 25% typically gained employment in the power engineering sector. With colleagues Professor Bert Whittington and Dr Ewen Macpherson, they formed the Energy Systems Group, and became world experts in small and micro-hydro technology for rural electrification, actively working in Malaysia, Papua New Guinea, Sri Lanka, India and Nepal. Due to this global reputation staff of the Energy Systems Group were appointed by the European Commission to manage its hydro programmes in the 1990s, acting as both project assessors and reviewers. Robin's passion for hydro continued: in 1991-93 he led the design, build and commissioning of the Castle Moffat Hydro Scheme in the Lammermuirs in East Lothian. This was a very challenging design, because the water formed part of East Lothian's water supply, so the design had to ensure an uninterrupted water supply. The system is still in unmanned constant service over 25 years later, and is expected to run for at least another 25 years. Castle Moffat is a perfect example of his attention to detail, his dedication and hard work, and demonstrates his outstanding engineering design expertise - a skill in short supply in engineering schools today. During the 90s he was involved in overseas recruitment of students. His reputation in the Far East as a result of the hydro work and partnerships grown, led to steady growth in the recruitment students from Malaysia, Singapore and across the region. In 1998 he extended his research into the grid integration of renewable energy, which is one of today's major global challenges in developing a lower-carbon energy system. The School of Engineering was formed in 2002, and within it Robin and colleagues formed the Institute for Energy Systems, which he led for 7 years. IES has grown from 6 academic staff then to 26 today plus 30 research staff and 150 PhD students, and is built upon the successes and achievements of Robin's original leadership. Such leadership led to IES hosting the EPSRC Supergen Marine Energy network with Robin as PI for all 4 phases of the funding from 2002 to 2018, during which Robin coordinated UK marine renewable energy research across 17 UK universities. Under Robin's leadership Supergen Marine became the UK Centre for Marine Energy Research and was always held up by EPSRC as the exemplar Supergen project. Without his leadership the UK marine sector would not be as strong as it is now, and Edinburgh would not be the acknowledged global leader in this field. He ensured Edinburgh was part of the first phase of the UK Energy Research Centre. He is a founding Co-Director of The Energy Technology Partnership working very closely with Professor Sir Jim McDonald at Strathclyde. Professor Wallace was highly influential in the design, build financing and management of the world-unique FloWave combined current and wave tank. In 2017 he was the driving force in bringing the

EPSRC Centre for Advanced Materials in Renewable Energy Generation to Edinburgh, a multi-disciplinary centre involving engineers, chemists and material scientists across the College of Science and Engineering working in collaboration with colleagues in Strathclyde and Cranfield. In all of these endeavours Professor Wallace has provided opportunities for many early career researchers at Edinburgh, several of whom are now leading academics in their field.

After stepping down as HoRI, he became Dean International for the College of Science and Engineering, and applied his energy and enthusiasm to this post. Over his period of office the number of international students in Science and Engineering increased by nearly an order of magnitude. His expertise and knowledge was recognised through involvement in the last REF, where he chaired the General Engineering panel.

Professor Wallace has been elected as a Fellow to the Royal Society of Edinburgh, is a Chartered Engineer and a Fellow of the Institute of Engineering and Technology. He is a trustee of the Scottish Power Green Energy Trust.

He will continue his association with the Institute for Energy Systems and the School of Engineering, providing strategic assistance and guidance to grow further IES pre-eminence in the UK and international energy arena.

We wish Robin a happy retirement and hope he has more time to pursue his musical career playing in a bluegrass band, making musical instruments and spending more time with his wife, Susan, at their homes in Edinburgh and in Dumfries and Galloway.

The University of Edinburgh

Electronic Senate

11 – 19 September 2018

Annual Report to the Scottish Funding Council on Institution-led Review and Enhancement Activity 2017/18

Executive Summary
The paper is the University's annual report to the Scottish Funding Council (SFC) on institution-led review and enhancement activity 2017/18. The paper will be submitted to Senate Quality Assurance Committee for approval of the contents at its meeting on 20 September 2018. The report is transmitted simultaneously to Court for consideration and endorsement and addition of a statement of assurance signed by the Vice Convener of Court, as required by the SFC.

How does this align with the University/College School/Committee's strategic plans and priorities? This paper is relevant as Senate has primary overall responsibility for teaching quality assurance and enhancement and exercises ultimate control of quality assurance.

Action requested: To note formally and transmit any comments to the University Court.

How will any action agreed be implemented and communicated? Senate Quality Assurance Committee has oversight of the implementation and communication of actions relating to quality assurance and enhancement activity.

Resource/Risk/Compliance

1. Resource implications: There are no specific resource implications associated with the report.

2. Risk assessment: The provision of a high quality student experience is covered by the University's Risk Register and actions are ongoing and continue to be managed via Risk Management Committee. Additionally, failure in effectiveness of quality assurance framework, including aligning review activity with external expectations and taking action on findings, constitutes an institutional risk.

3. Equality and Diversity: Quality assurance policies and processes are subject to Equality Impact Assessment.

4. Freedom of Information: The paper is open.

Any other relevant information, including keywords
Quality assurance and enhancement, Scottish Funding Council, annual report

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 18/19 1 G". These comments will be added verbatim at http://edin.ac/18tbekG

Originator of the paper
Professor Tina Harrison (Assistant Principal Academic Standards and Quality Assurance) and Nichola Kett (Academic Policy Manager, Academic Services), 11 September 2018

The University of Edinburgh

Annual Report to the Scottish Funding Council (SFC) on Institution-led Review and Enhancement Activity 2017/18

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 teaching or postgraduate programme review (TPR or PPR).

Institution-led review (Teaching/Postgraduate Programme Reviews) – 2017/18[1]
- Biomedical Sciences (Undergraduate and Taught Postgraduate Provision), including a site visit to Zhejiang University International Campus, China
- Education (Undergraduate provision)
- English Literature (Undergraduate provision)
- Medicine (Undergraduate provision)
- Physics and Astronomy (Undergraduate and Taught Postgraduate Provision)
- Social Anthropology (Undergraduate and Taught Postgraduate Provision)
- Sociology & Sustainable Development (Undergraduate provision)
- Chemistry (Postgraduate Research Provision)
- Engineering (Postgraduate Research Provision)
- Molecular, Genetic and Population of Health Sciences (Taught Postgraduate Provision)
- Clinical Sciences (Taught Postgraduate Provision)

The review of Education included Initial Teacher Education which had been held over from 2015/16 with permission from SFC in order to conduct a single combined review of the Education undergraduate portfolio. A site visit of the Zhejiang University International Campus took place following the TPR of the Deanery of Biomedical Sciences, focusing on the Dual Award BSc Integrative Biomedical Sciences (iBMS) programme with Zhejiang University, which is in its second year of operation.

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 necessary[2]. A progress report on actions is considered by SQAC at an appropriate point

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

[2] https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers20170919.pdf (Paper D)

later in the academic year[3]. The areas of good practice and for further development from 2017/18 reviews are as follows:

Areas of Good Practice

- **Innovative learning and teaching – in particular developments to enhance teaching practice, including discussion and teaching forums, exemplar sessions and Autonomous Learning Groups.** The TPR of Education commended use of Teaching Sabbaticals to enhance teaching practice and the use of the School Undergraduate Studies Committee as a forum for continual improvement. The TPR of Medicine commended the implementation of exemplar clinics which offer students a chance to get a more equitable clinical experience. The team approach taken to developing module materials/module zones on the virtual learning environment, whereby Programme Directors work closely with learning technologists and other members of the teaching staff was commended in the PPR of Molecular, Genetic and Population Health Sciences. The PPR of Chemistry commended the presence of the Principal's Career Development Scholar and other dedicated staff in the lab which has helped to develop many excellent practises.

- **Listening to and responding to Student Voice – specifically in relation to responsiveness to feedback**. The TPR of Physics and Astronomy commended the availability of the Director of Teaching to meet with student representatives on a weekly drop-in basis. The TPR of English Literature commended changes made to ease students' transition into first year as a result of responding to student feedback. The TPR of Medicine commended the consistent use of student feedback to make a range of changes and resulting improvements to courses.

- **Assessment and feedback – the wide variety of assessment methods and mechanisms used to provide feedback to students.** The PPR of Molecular, Genetic and Population Health Sciences commended the work that staff have undertaken to develop their feedback; training, peer learning and the use of pro-forma reports to standardise feedback. The standard feedback sheet that is in use and the 'feed-forward' approach was commended in the TPR of Social Anthropology.

- **Student support – the diverse ways of supporting students, including pre-programme induction, peer support and alumni engagement.** The PPR of Clinical Sciences commended the pre-programme induction week for online distance learning students across most postgraduate taught programmes. The creation and use of the School postgraduate research handbook, which is provided during the induction process, was commended in the PPR of Engineering. The Physics Peer Mentoring Scheme, in which Honours students provide peer advice and support to pre-Honours students, was commended in the TPR of Physics and Astronomy. The use of alumni in enhancing student experience in the area of student placements and putting theory into practice, for example through mentoring was commended in the TPR of Education.

- **Academic community – supported through a variety of practices, including academic family and buddy systems, peer assisted learning schemes, as well as school conferences, seminar programmes and newsletters.** The 'Buddy System' within the Institute of Energy Systems where new students are allocated a 'Buddy' who is further on in their studies was commended in the PPR of Engineering. The PPR of Chemistry commended the annual Joseph Black Conference upon which all students reflected positively, having found the experience beneficial for their research and professional development. The TPR of Sociology and Sustainable Development commended the use of newsletters, peer assistant learning and academic families in encouraging and growing a cohesive cohort. The annual research conference organised by the MA Physical Education and BA Childhood Practice students was commended in the TPR of Education for creating a sense of academic community.

- **Supporting and developing academic staff, including postgraduate tutors and demonstrators, and professional staff – particularly in relation to mentoring and peer support**. The PPR of

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[3] https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers_20180524web.pdf (Paper H)

Molecular, Genetic and Population Health Sciences commended work being undertaken on supporting supervisors, particularly but not exclusively for early career researchers, which included online training and mentoring. In the PPR of Chemistry, it was recommended that the work of the Principal's Career Development Scholar and School staff in the lab to enhance feedback, marking and peer support practises in laboratory based teaching and demonstrating be systematically rolled-out to all labs. The development opportunities for postgraduate tutors such as training and guidance offered at a number of levels, observation of tutoring, and the gathering of feedback at individual tutor level was commended in the TPR of Social Anthropology. The Biomedical Sciences TPR commended the excellent practice developed by the subject area in training PhD students for teaching on the Mentorship for Career Development scheme. The PPR of Molecular, Genetic and Population Health Sciences commended the ongoing professional development of administrative staff through training and accreditation programmes.

Areas for further development
- **Building academic communities.** Recommendations made related to developing academic communities which enable students to engage with research and developing a strategy for community building.
- **Student support.** Recommendations related to extending peer mentoring, supporting student transition and clarifying expectations of the Personal Tutor system, including the number of meetings.
- **Supporting and developing academic staff, including postgraduate tutors and demonstrators.** Recommendations focussed around career development, training and support, with a particular reference to training and support to ensure the effective use of virtual learning environments.
- **Resourcing and planning.** Recommendations related to the resourcing of programmes and courses should student numbers expand, investing in teaching to allow for forward planning, and rewarding and recognising teaching.
- **Space – provision of study and social space for students.** Recommendations were made in relation to a lack of dedicated space for postgraduate research students at King's Buildings, pressure on all types of accommodation, and students establishing and maintaining a sense of identity with their school.

No significant changes were made to the institution-led review process in 2017/18. For reviews taking place in 2018/19, Academic Services are providing areas being reviewed with key data to ensure that remit items explored during reviews are evidence-based and address key strategic issues (e.g. issues raised by National Student Survey results). This approach will be evaluated during 2018/19.

Annual monitoring, review and reporting – 2017/18
In 2016/17 the University made changes to annual monitoring, review and reporting (AMRR) processes as a result of the review of its quality framework in 2015/16. As a result of these changes, which were designed to streamline and enhance the University's quality processes, the primary focus of reporting moved from course to programme level, the timing for the submission of School annual quality reports was brought forward to August, School annual quality reports are now considered at the University-level rather than College level (Colleges still receive copies and have a role in their analysis), and existing report templates (School and College) were streamlined.

Feedback received from Colleges via their Deans, Quality Officers and College quality committees, following the first year's operation of these arrangements has been generally positive. Feedback from School Directors of Quality showed that: the aim of streamlining processes whilst deriving maximum benefit was achieved; the process encourages wide engagement from across the School;

and that the new template helps the development of clear actions. While the August deadline for the submission of School quality reports has created some particular challenges, alternate timings raise other challenges and do not offer the same benefits. In the light of feedback from Schools and Colleges, a number of minor changes were made to the processes for 2017/18[4].

SQAC has established a Sub Group to review the School annual quality reports. Each September, this Sub Group submits to SQAC a report on the outcomes of this process, identifying themes for sharing and remitting actions as necessary[5]. Responses to the additional School- and University-level actions arising from the review of School annual quality reports in September 2017 was made available to SQAC via the Committee's wiki in November 2017. An update on actions from College annual quality reports submitted in January 2018 was considered by SQAC in May 2018[6].

Themes of positive practice for sharing at University level:
- **Academic community.** This was a strong theme across many School annual quality reports. Schools use a variety of electronic tools to develop virtual academic communities such as online discussion boards, blogs, and social media. Schools also use different types of in-person meetings such as teaching fora, annual events, competitions, and tea/coffee mornings to develop academic communities. Two Schools reported providing academic community building activities to support students with their mental health and wellbeing. The School of Biological Sciences hosts SolidariTEA, a regular facilitated tea/coffee morning where postgraduate research students can discuss matters outwith the technicalities of their research in a supportive environment. Additionally, from October, the School of Chemistry will implement CHEMUNITY, an online staff-student collaborative project which has been designed to support students academically, enhance the student voice and promote good mental health and well-being. The School of Maths has appointed a Combined Degree Officer who has instigated initiatives such as lunchtime meetings and improved communication between partner Schools in order to build a sense of community and provide appropriate support.
- **Innovative learning, teaching and assessment.** Schools are continuing to use innovative learning, teaching and assessment methods to enhance the student experience. The Vet School often uses videos as additional resources for practical tasks and is making use of QR codes to facilitate easy access for students to relevant videos from mobile devices. A programme within the School of Education carried out dissertation projects with national stakeholder organisations in the public sector which developed and maintained strong partnership working, generated applied performance enhancement interventions and positively impacted on service delivery. Within the Deanery of Biomedical Sciences, the external examiner commended the practice of students writing a "BBC-style" article based on a recent paper followed by a student-led interview with the senior author of the paper.
- **Student support.** There are numerous examples from School annual quality reports on the provision of effective support across many aspects of the student experience, including the Personal Tutor system, wider academic support, widening participation and employability. Examples of support for student transitions were also outlined by Schools. The School of Literatures, Languages and Cultures (SLLC) have developed a 'Support for Success in SLLC' virtual learning environment for students which brings together key information and covers all aspects of the student lifecycle, support available in SLLC, and ways to share feedback on learning and teaching. The School of Engineering provides peer support for new Personal Tutors through training, inviting them to Special Circumstances Committees to develop an understanding of the process to aid support of tutees, and the opportunity to meet with the Deputy Senior Tutor to discuss practice. The School of Maths has appointed a Student Learning Advisor (SLA) for

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[4] https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers-20171130-web.pdf (Paper C)
[5] https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers20170919.pdf (Paper C)
[6] https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers_20180524web.pdf (Paper C)

postgraduate taught students, following the success of the existing SLA post for undergraduate students. The Deanery of Molecular, Genetic and Population Health Studies invite new students at the end of their first course to reflect on what they bring to the programme, what they want to get out of it and what support they might need. This reflection is shared with Personal Tutors in order to ensure that meetings are focussed, structured and purposeful. In the School of Chemistry, in order to address the diverse secondary education syllabi, major changes to the way first year is taught were introduced in order to increase the academic level whilst ensuring that sufficient support systems are in place, particularly in the first semester. The School of Literatures, Languages and Cultures has an extensive programme of activities with secondary schools in order to support widening participation. In order to develop employability, the School of Social and Political Sciences piloted a work shadowing initiative for third year undergraduate students which will be expanded in 2018/19. From 2018/19 onward, the School of Maths is providing scholarships to students who satisfy one of the University's eight criteria for widening participation.

Areas for further development at the University level:
- **Pressure on staff time.** As student numbers increase, staff are identifying challenges with, for example, effectively delivering the Personal Tutor system, providing quality feedback to students on assessments within the required timescales, and providing effective supervision for dissertations. The Sub Group identified a particular tension between the provision of quality feedback to students on their assessments and feedback turnaround requirements. A number of comments specifically related to the increase in student numbers on postgraduate taught programmes.
- **Learning and teaching accommodation.** Schools are continuing to identify challenges with accessing suitable learning and teaching accommodation. Comments primarily related the lack of availability of large lecture theatres and classrooms to accommodate growing student cohorts. The Sub Group recognised that ongoing estates issues are having an impact on student satisfaction as, where improvements have been delivered, there has been a positive impact on student satisfaction. For example, the delivery of social space within the School of Chemistry and the Appleton Tower development for the School of Informatics. The Sub Group recommended that plans for student numbers should be considered in line with estates developments.
- **Personal Tutor system.** Student feedback on satisfaction with the Personal Tutor system has dropped across a large number of Schools at both undergraduate and taught postgraduate level. Schools are carefully considering the reasons for this and several have planned actions for academic session 2018/19 in response, including making changes to key processes and organisation. The Sub Group found no strong sense amongst Schools of why satisfaction has dropped and recognised a need to think more fundamentally about the Personal Tutor system. Following the decline in satisfaction scores, the University will be undertaking a holistic review of the Personal Tutor system which will link to a wider review of student support.

Sharing Good Practice from Institution-led Review and Annual Monitoring, Review and Reporting
In June 2018 the University held its first Learning and Teaching Conference[7]. This event provided an opportunity for staff to share good practice examples identified through institution-led review via a presentation and posters delivered by staff from Academic Services and College Offices at the conference. However, whilst the conference was very successful, it was not felt to be the most effective way to share the good practice specifically identified through quality processes. Therefore, Academic Services and College Offices will work together in 2018/19 to organise additional University-level and College-level events and to share good practice examples via mechanisms such as the Teaching Matters blog and webpages and network events.

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[7] https://www.ed.ac.uk/institute-academic-development/learning-teaching/practice/ltconf2018

Ways in which support services were reviewed

Student Support Services Annual Review – reporting on 2016/17
Student-facing support services are reviewed annually by a sub-committee of SQAC. To manage the transition to a new process to align with broader institutional planning processes in 2018/19 (for reporting on 2017/18), a light touch review process operated in 2017/18 (for reporting on 2016/17). For the light touch review for 2016/17 reporting, services were invited to submit progress updates on their recommendations from their 2015/16 reports. At its November 2017 meeting, SQAC confirmed that all services had considered and responded to the recommendations made in the previous year's report. No areas for consideration were identified as part of the light touch review.

Student Support Thematic Review – 2017/18
The University has moved from undertaking periodic reviews of individual student support services towards holistic student thematic reviews which 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 Edinburgh University Students' Association (Students' Association).

The 2017/18 thematic review has focused on mature students and student parents and carers and aimed to look at the provision of support for these underserved students, identify existing good practice and recommend areas for enhancement. The initial findings of the student consultation sessions were presented to the April 2018 meeting of SQAC[8] where it was agreed to extend the consultation period over the summer to allow a survey of student carers to be conducted to try to ensure that the voices of younger parents and carers were encompassed by the review. Additionally, a series of staff stakeholder meetings was held over summer 2018 in order to help the review panel understand the issues from a service delivery perspective and allow staff to identify existing good practice and suggest areas for enhancement. The final report and recommendations will be received by SQAC in September 2018.

The next thematic review in 2018/19 will focus on Black and Minority Ethnic (BME) students' experiences of support at the University.

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 areas.

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[8] https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers-20180426web.pdf (Paper D)

The University is in the process of reviewing and reflecting on the results of the 2018 National Student Survey (NSS) and Postgraduate Taught Experience Survey (PTES). The NSS results in particular are disappointing and the University is giving careful consideration to determining what action to take in response. The survey results will be considered in detail by the Senate Learning and Teaching Committee in autumn 2018.

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 Agency (HESA) data on Russell Group research-intensive institutions. In April 2018, SQAC also held a strategic discussion of trends in undergraduate degree classification outcomes. SQAC discussed explanations for the increasing proportion of good (first or upper second) degrees being awarded by UK higher education institutions, noted that the University has a number of controls in place to ensure that degree classifications are robust and appropriate, and identified additional ways for the University to address the issue. Whilst most subject areas across the University are broadly in line with Russell Group comparators for their discipline and/or with the University average, there are a small number of outliers which diverge substantially from either the University average or comparators in their discipline. Whilst there may be good reasons for these areas to have these patterns of degree outcomes, SQAC has asked 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 report. SQAC also strengthened the focus on this issue in School Annual Quality Reporting processes.

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.[9]

An analysis of 2016/17 undergraduate[10] and taught postgraduate[11] 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 was 'The Assessment Process', with the sub-theme of 'Student Feedback' most commented on. An analysis of 'Student Feedback' sub-theme comments from external examiners' reports was discussed at the University's School Directors of Teaching Network meeting in June 2018. Issues raised by external examiners related to the provision of information, the assessment process, moderation, and induction. No University-level action was required.

Data from the HESA Destination of Leavers of Higher Education Survey of 2016/17 full-time first degree UK domicile graduates, shows 94.3% in employment or further study 6 months after graduation. This is not significantly different from our benchmark (95.3%) and is an increase on the previous year (92.8%). For the same population, 76.5% entered highly skilled employment or further study. The importance of institutional action and support for personal, professional and career development, has been reinforced this year through input to Senate and a working group of the Senate Learning and Teaching Committee. The working group devised an implementation plan to take forward work to ensure all our students are appropriately supported to make effective transitions and see their time at Edinburgh as a launch-pad for future success. There is considerable and often understandable variation across subject areas; School level plans developed in partnership with the Careers Service reflect and respond to these local contexts.

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[9] https://www.hesa.ac.uk/news/08-03-2018/non-continuation-tables
[10] https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers-20171130-web.pdf (Paper D)
[11] https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers-20180208.pdf (Paper E)

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 work.

Actions Undertaken

During 2017/18 the University has continued to focus on developing its approach to communications, engagement and dialogue with students, along with heavy investment in student-facing facilities and services in the coming years to underpin the University's commitment to learning, teaching and student experience. In addition, the University has continued to signal and reward the importance of teaching, alongside research, from the point of staff recruitment and through the whole life-cycle of academic careers.

The University has continued to make progress on addressing the recommendations from the 2015 Enhancement-led Institutional Review (ELIR) in the areas of assessment and feedback, personal tutoring, postgraduate research student experience, workload allocation models, student representation, and student data dashboards.[12]

The University published a new Learning and Teaching Strategy in January 2017.[13] Over the course of 2017-18, the University has developed and begun to implement a formal implementation plan for the Strategy. The Senate Learning and Teaching Committee will review progress against this plan at its meeting in September 2018.

In October 2017, the University and the Students' Association signed their first Student Partnership Agreement[14]. It serves to highlight ways in which the wider University, including all staff and students, can work together to enhance the student experience. It sets out values, approach to partnership and the three priorities for academic year 2017/18: student voice; academic support; and mental health and wellbeing. The University made funds available to support students and staff working together on projects related to the Partnership priorities and 16 projects were funded during 2017/18. An event will be held in semester 1 2018/19 to share project outcomes and to launch the new priorities.

In 2017/18 the Vice-President Education (Students' Association) led a project to streamline the student representation system, focussing on a move from course to programme representatives. The benefits of such a system include:
- A clearer, consistent and empowered structure across the institution, enabling better quality of representation and support.
- More inclusive of students on joint-degree programmes.
- A more valuable dialogue between staff and students regarding the wider student experience.
The majority of schools have indicated that they will move to a programme representative structure for 2018/19. At its meeting in May 2018, Senate Learning and Teaching Committee agreed that from 2019/20, all Schools would be asked to implement a programme-level representation system. The enhancements to the student representation system will be supported by in-person training for programme representatives.

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[12] https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers-20180208.pdf (Paper D)
[13] https://www.ed.ac.uk/files/atoms/files/learning_teaching_strategy.pdf
[14] https://www.ed.ac.uk/students/academic-life/student-voice/partnership-agreement

In 2016/17, the University rolled out a new initiative to enable students to provide feedback midway through their courses ('mid-course feedback'), with a view to enabling Schools to respond and in some circumstances make changes to elements of the course for the benefit of the current cohort. In 2016/17 this was introduced for students on Honours level course. In 2017/18, the University decided that all undergraduate courses should implement mid-course feedback.

In response to the 2015 ELIR, institution-led reviews, and other feedback, the University reviewed its Code of Practice for Tutors and Demonstrators during 2016/17 and agreed to replace it with a new Policy. The University implemented this new Policy, which clarifies the arrangements for recruitment, support and development of tutors and demonstrators, from 2017/18. It will evaluate the implementation of the Policy during 2018/19.

Planned Actions
During 2018/19 the University plans to place a strong focus on signalling and rewarding the importance of teaching, alongside research. As part of this, the University has established a task group to review the issue of Teaching and Academic Careers, considering how achievements in teaching are rewarded and recognised through the academic lifecycle and how the University can ensure it has appropriate academic development provision in place.

The University also plans to continue to focus on developing its approach to communications, engagement and dialogue with students, along with heavy investment in student-facing facilities and services in the coming years to underpin the University's commitment to learning, teaching and student experience.

In addition to continuing implementation of the University's Learning and Teaching Strategy, and continued progress in relation to the 2015 ELIR, the University is in the process of developing broader plans for enhancing the student experience, informed by the 2018 NSS results. These plans are likely to involve actions for delivery in 2018/19.

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 2017/18 11 professional bodies carried out reviews resulting in all 64 programmes being successfully accredited/reaccredited (Appendix 2).

11 September 2018

Appendix 1 - Internal Periodic Review forward schedule

	Postgraduate Programme Review	Teaching Programme Review
2018/19	- College of Medicine & Veterinary Medicine (Postgraduate Research Provision) - Edinburgh College of Art (Postgraduate Taught & Postgraduate Research Provision) - GeoSciences (Postgraduate Research Provision) - Literatures, Languages and Cultures (Postgraduate Taught & Postgraduate Research Provision)	- Classics (Undergraduate provision) - Engineering (combined) (Undergraduate & Postgraduate Taught provision) - History of Art (Undergraduate provision) - Earth Sciences (Undergraduate provision) - Philosophy (Undergraduate provision)
2019/20	- Education (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 & Postgraduate Research Provision)	- 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 & Postgraduate Taught provision) - Centre for Open Learning (Undergraduate provision)
2020/21	- Clinical Education (Postgraduate Taught Provision) - Health in Social Science (including Nursing Undergraduate provision, Postgraduate Taught and Postgraduate Research Provision) - Maths (Postgraduate Research Provision)	- 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)
2021/22	- Biological Sciences (Postgraduate Research Provision) - Divinity (Postgraduate Taught & Postgraduate Research Provision)	Applied Sport Science and Sport and Recreation Management (Undergraduate provision)

	• Royal (Dick) School of Veterinary Studies (Postgraduate Taught Provision) • GeoSciences (Postgraduate Taught Provision)	• Celtic and Scottish Studies (Undergraduate provision) • Maths (Undergraduate & Postgraduate Taught provision) • Psychology (Undergraduate provision) • The Royal (Dick) School of Veterinary Studies (Undergraduate provision)
2022/23	• 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)	• 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)
2023/24	• Chemistry (Postgraduate Research Provision) • Engineering (Postgraduate Research Provision) • Molecular, Genetic and Population of Health Sciences (Postgraduate Taught Provision) • Clinical Sciences (Postgraduate Taught Provision)	• 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 and Postgraduate Taught Provision) • Sociology & Sustainable Development (Undergraduate Provision)

Appendix 2 – Degree Programmes Accredited in 2017/18

Degree Programme Title	Name of Accrediting Body	URL of Accrediting Body
MBChB Medicine	General Medical Council (GMC)	http://www.gmc-uk.org/
PgCert Clinical Education (Online Learning) - 1 Year	Higher Education Academy (HEA)	http://www.heacademy.ac.uk/home
MSc Clinical Education (Online Learning) - 3 Years	The Royal Australasian College Surgeons	http://www.surgeons.org/
PgCert Clinical Education (Online Learning) - 1 Year	The Royal Australasian College Surgeons	http://www.surgeons.org/
PgDip Clinical Education (Online Learning) - 2 Years	The Royal Australasian College Surgeons	http://www.surgeons.org/
PgCert Academic Practice (ICL) - 1-3 Years	Higher Education Academy (HEA)	http://www.heacademy.ac.uk/home
PgCert Digital Education (Online Learning) (ICL) 1-2 Years	Higher Education Academy (HEA)	http://www.heacademy.ac.uk/home
MSc Advanced Chemical Engineering	Institution of Chemical Engineers (IChemE)	http://www.icheme.org/
BEng (Hons) Electrical and Mechanical Engineering	Institution of Mechanical Engineers (IMechE)	http://www.imeche.org/Home
BEng (Hons) Engineering for Sustainable Energy	Institution of Mechanical Engineers (IMechE)	http://www.imeche.org/Home
BEng (Hons) Mechanical Engineering	Institution of Mechanical Engineers (IMechE)	http://www.imeche.org/Home
BEng (Hons) Mechanical Engineering with Management	Institution of Mechanical Engineers (IMechE)	http://www.imeche.org/Home
BEng (Hons) Mechanical Engineering with Renewable Energy	Institution of Mechanical Engineers (IMechE)	http://www.imeche.org/Home
MEng (Hons) Electrical And Mechanical Engineering	Institution of Mechanical Engineers (IMechE)	http://www.imeche.org/Home
MEng (Hons) Engineering for Sustainable Energy	Institution of Mechanical Engineers (IMechE)	http://www.imeche.org/Home
MEng (Hons) Mechanical Engineering	Institution of Mechanical Engineers (IMechE)	http://www.imeche.org/Home
MEng (Hons) Mechanical Engineering with Management	Institution of Mechanical Engineers (IMechE)	http://www.imeche.org/Home
MEng (Hons) Mechanical Engineering with Renewable Energy	Institution of Mechanical Engineers (IMechE)	http://www.imeche.org/Home
BSc (Hons) Geography	Royal Geographical Society (with IBG)	www.rgs.org/accreditation
MA (Hons) Geography	Royal Geographical Society (with IBG)	www.rgs.org/accreditation
DClinPsychol Clinical Psychology (Core Programme Route) - 3 Years	British Psychological Society (BPS)	http://www.bps.org.uk/
DClinPsychol Clinical Psychology (Flexible Study Route) - 4 Years	British Psychological Society (BPS)	http://www.bps.org.uk/
DClinPsychol Clinical Psychology (Flexible Study Route) - 5 Years	British Psychological Society (BPS)	http://www.bps.org.uk/
DClinPsychol Clinical Psychology (Core Programme Route) - 3 Years	Health Professions Council (HPC)	http://www.hpc-uk.org/
DClinPsychol Clinical Psychology (Flexible Study Route) - 4 Years	Health Professions Council (HPC)	http://www.hpc-uk.org/
DClinPsychol Clinical Psychology (Flexible Study Route) - 5 Years	Health Professions Council (HPC)	http://www.hpc-uk.org/
Law (LLB Ord)	Law Society of Scotland	http://www.lawscot.org.uk/
LLB (Hons) Law	Law Society of Scotland	http://www.lawscot.org.uk/
LLB (Hons) Law and Accountancy	Law Society of Scotland	http://www.lawscot.org.uk/
LLB (Hons) Law and Business	Law Society of Scotland	http://www.lawscot.org.uk/

Degree Programme Title	Name of Accrediting Body	URL of Accrediting Body
LLB (Hons) Law and Celtic	Law Society of Scotland	http://www.lawscot.org.uk/
LLB (Hons) Law and Economics	Law Society of Scotland	http://www.lawscot.org.uk/
LLB (Hons) Law and French	Law Society of Scotland	http://www.lawscot.org.uk/
LLB (Hons) Law and German	Law Society of Scotland	http://www.lawscot.org.uk/
LLB (Hons) Law and History	Law Society of Scotland	http://www.lawscot.org.uk/
LLB (Hons) Law and International Relations	Law Society of Scotland	http://www.lawscot.org.uk/
LLB (Hons) Law and Politics	Law Society of Scotland	http://www.lawscot.org.uk/
LLB (Hons) Law and Social Anthropology	Law Society of Scotland	http://www.lawscot.org.uk/
LLB (Hons) Law and Social Policy	Law Society of Scotland	http://www.lawscot.org.uk/
LLB (Hons) Law and Sociology	Law Society of Scotland	http://www.lawscot.org.uk/
LLB (Hons) Law and Spanish	Law Society of Scotland	http://www.lawscot.org.uk/
LLB (Ord) Law (Graduate Entry)	Law Society of Scotland	http://www.lawscot.org.uk/
BSc (Hons) Astrophysics	Institute of Physics (IOP)	http://www.iop.org/
BSc (Hons) Chemical Physics	Institute of Physics (IOP)	http://www.iop.org/
BSc (Hons) Computational Physics	Institute of Physics (IOP)	http://www.iop.org/
BSc (Hons) Mathematical Physics	Institute of Physics (IOP)	http://www.iop.org/
BSc (Hons) Physics	Institute of Physics (IOP)	http://www.iop.org/
BSc (Hons) Physics and Music	Institute of Physics (IOP)	http://www.iop.org/
BSc (Hons) Physics with Meteorology	Institute of Physics (IOP)	http://www.iop.org/
BSc (Hons) Theoretical Physics	Institute of Physics (IOP)	http://www.iop.org/
MChemPhys (Hons) Chemical Physics	Institute of Physics (IOP)	http://www.iop.org/
MChemPhys (Hons) Chemical Physics with a Year Abroad	Institute of Physics (IOP)	http://www.iop.org/
MChemPhys (Hons) Chemical Physics with Industrial Experience	Institute of Physics (IOP)	http://www.iop.org/
MPhys Astrophysics	Institute of Physics (IOP)	http://www.iop.org/
MPhys Computational Physics	Institute of Physics (IOP)	http://www.iop.org/
MPhys Mathematical Physics	Institute of Physics (IOP)	http://www.iop.org/
MPhys Physics	Institute of Physics (IOP)	http://www.iop.org/
MPhys Physics with Meteorology - 5 Years	Institute of Physics (IOP)	http://www.iop.org/
MPhys Physics with Year Abroad - 5 Years	Institute of Physics (IOP)	http://www.iop.org/
MPhys Theoretical Physics	Institute of Physics (IOP)	http://www.iop.org/
BSc (Hons) Psychology	British Psychological Society (BPS)	http://www.bps.org.uk/
MA (Hons) Philosophy and Psychology	British Psychological Society (BPS)	http://www.bps.org.uk/
MA (Hons) Psychology	British Psychological Society (BPS)	http://www.bps.org.uk/

Degree Programme Title	Name of Accrediting Body	URL of Accrediting Body
MA (Hons) Psychology and Business	British Psychological Society (BPS)	http://www.bps.org.uk/
MA (Hons) Psychology and Economics- 4 Years	British Psychological Society (BPS)	http://www.bps.org.uk/
MA (Hons) Psychology and Linguistics	British Psychological Society (BPS)	http://www.bps.org.uk/
MA (Hons) Sociology and Psychology	British Psychological Society (BPS)	http://www.bps.org.uk/

Accreditations Discontinued in 2017/18

The partial accreditation of the BEng (Hons) Computer Science with Management by BCS the Chartered Institute for IT on behalf of the Science Council was discontinued in May 2018 on account of BCS withdrawing from the Science Council and therefore no longer offering the accreditation.

Annual Report to the Scottish Funding Council on Institution-led Review and Enhancement Activity 2017/18

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 2017/18, 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

The University of Edinburgh

Electronic Senate

11 – 19 September 2018

Communications from the University Court

Executive Summary

To update Senate on certain matters considered by the University Court at its meeting on 18 June 2018.

How does this align with the University / Committee's strategic plans and priorities?

Not applicable.

Action requested

Senate is invited to note the report.

How will any action agreed be implemented and communicated?

Not applicable.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**
   Where applicable, as covered in the report.

2. **Risk assessment**
   Where applicable, as covered in the report.

3. **Equality and Diversity**
   Where applicable, as covered in the report.

4. **Freedom of information**
   This paper is open.

Any other relevant information, including keywords
University Court

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 18/19 1 H." These comments will be added verbatim at http://edin.ac/18tbekG

Originator of the paper

Dr Lewis Allan
Head of Court Services
September 2018

COMMUNICATIONS FROM THE UNIVERSITY COURT

18 June 2018

1 Membership, Appointments & Introductory Remarks

On behalf of Court, the Rector welcomed Student President Eleri Connick and Student Vice-President Welfare Kai O'Doherty to their first meeting as Court members and welcomed new Court attendee Theresa Merrick, Director of Communications & Marketing.

Court recorded its condolences on the passing of George Grubb, former Lord Provost, who served on Court from 2007 to 2012.

Court noted the recent fire in the Mackintosh Building at the Glasgow School of Art and expressed its deep sympathy and support for the Glasgow School of Art.

The extension of the terms of office for Honorary Assistant Principals Professor John Smyth and Professor Eve Johnstone CBE to 31 July 2019 were endorsed.

2 Student Experience Update

The Senior Vice-Principal introduced a regular update on the University's student experience enhancement activities, with a presentation on the College of Arts, Humanities & Social Sciences led by the Head of College, with a contribution by a Business School undergraduate and peer support leader. Case studies for the School of Economics and the Business School and convergence in staff-student ratios and workload allocation models within the College were discussed.

The Director of the Institute for Academic Development presented on drivers for curriculum change – including technology, widening participation, graduate outcomes, government policy changes, desire for flexibility and joint degrees – and possible responses, with the last major curriculum review having taken place in 2001-04. Court thanked the presenters and noted the contents of the paper and presentations, with further updates to be provided as scheduled.

3 City Deal

An update on the final phase of the Edinburgh and South-East Scotland City Region Deal negotiations was considered. The expected funding profile and negotiating outcome was welcomed and leadership shown by University staff in progressing the City Region Deal congratulated. Court authorised the Senior Vice-Principal to sign the public-facing City Region Deal document as designated representative of the universities and colleges of the region, with the University Secretary authorised to sign a University Grant Agreement between the City of Edinburgh Council and the University, subject to approval of the final legal and funding arrangements by the City Deal Executive Governance Group.

4 IT Network Replacement

An opportunity to incorporate the student residences and conference data network and telephony service into the University campus network within the current campus network replacement project was considered. Noting the potential benefit to the student experience, the change to amend the current campus network procurement to

include the residential and conference network and associated capital expenditure was approved

5 Developing a University Strategy: Preventing and Responding to Sexual Violence and Misconduct

University activity to prevent and respond to sexual violence and to identify priority future actions was reviewed. The approach and activity to date was welcomed. Learning from other sectors and organisations and a comprehensive approach including all gender orientations and student and staff categories was discussed. The proposed future plans were approved, with a taskforce chaired by the Vice-Principal People & Culture to report to the University Executive.

6 EUSA President's Report

The Student President reported on the Impact Awards, work to develop a British Sign Language plan and summarised the joint priorities for the new sabbatical team. The Students Association's preference for University-owned and operated student accommodation was discussed.

7 Governance

- **Governance Code Implementation**

Recommended changes to Court documentation and practices to ensure compliance with the revised Scottish Code of Good Higher Education Governance were approved.

- **External Effectiveness Review**

Court approved the appointment of David Newall, former Secretary to Court & Director of Administration at the University of Glasgow and current Chair of the Board of Management at Glasgow Clyde College as facilitator of an external effectiveness review of Court and its committees and approved David Newall's suggested approach to the review.

8 Recognition of Alumni Clubs

Court approved the formal recognition of the following alumni clubs:
- Edinburgh University Club of Toronto (EDUCT)
- Edinburgh University Boston Club
- Edinburgh University Club of New York
- Edinburgh University Alumni Club of Washington DC
- The London Club
- Edinburgh University Brussels Society
- London Alumni Network

9 Resolutions

The following resolutions were approved:

No. 10/2018: Undergraduate Degree Programme Regulations
No. 11/2018: Postgraduate Degree Programme Regulations
No. 12/2018: Higher Degree Programme Regulations
No. 13/2018: Foundation of a Chair of Agricultural and Resource Economics

No. 14/2018:   Foundation of a Personal Chair of Tissue Regeneration and Repair
No. 15/2018:   Foundation of a Personal Chair of Paediatric Medicine
No. 16/2018   Foundation of a Personal Chair of Morphosyntax
No. 17/2018:   Foundation of a Personal Chair of Intellectual History
No. 18/2018:   Foundation of a Personal Chair of Labour Law
No. 19/2018:   Foundation of a Personal Chair of Science and Technology Studies
No. 20/2018:   Foundation of a Personal Chair of Nineteenth-Century Art
No. 21/2018:   Foundation of a Personal Chair of History
No. 22/2018:   Foundation of a Personal Chair of English Language and Book History
No. 23/2018:   Foundation of a Personal Chair of Cultural Sociology
No. 24/2018:   Foundation of a Personal Chair of Forensic Clinical Psychology
No. 25/2018:   Foundation of a Personal Chair of Early Modern Art History
No. 26/2018:   Foundation of a Personal Chair of Public Health Policy
No. 27/2018:   Foundation of a Personal Chair of Marketing
No. 28/2018:   Foundation of a Personal Chair of Applied Development Psychology
No. 29/2018:   Foundation of a Personal Chair of Qualitative Inquiry
No. 30/2018:   Foundation of a Personal Chair of Translational Obstetrics
No. 31/2018:   Foundation of a Personal Chair of Molecular Microbiology and Global Health
No. 32/2018:   Foundation of a Personal Chair of Translational Liver Research
No. 33/2018:   Foundation of a Personal Chair of Farm Animal Health and Production
No. 34/2018:   Foundation of a Personal Chair of Transplant Surgery
No. 35/2018:   Foundation of a Personal Chair of Clinical and Experimental Surgery
No. 36/2018:   Foundation of a Personal Chair of Preclinical Ultrasound
No. 37/2018:   Foundation of a Personal Chair of Developmental Haematology
No. 38/2018:   Foundation of a Personal Chair of Melanoma Genetics and Drug Discovery
No. 39/2018:   Foundation of a Personal Chair of Medicinal Chemistry
No. 40/2018:   Foundation of a Personal Chair of Veterinary Immunology and Infectious Diseases
No. 41/2018:   Foundation of a Personal Chair of Parasite and Mitochondrial Biology
No. 42/2018:   Foundation of a Personal Chair of Patterned Parallel Computing
No. 43/2018:   Foundation of a Personal Chair of Human Geography and Cultural Studies
No. 44/2018:   Foundation of a Personal Chair of Experimental Nuclear Physics
No. 45/2018:   Foundation of a Personal Chair of Cryosphere-Atmosphere Interactions
No. 46/2018:   Foundation of a Personal Chair of Astrostatistics
No. 47/2018:   Foundation of a Personal Chair of Computational Language Learning
No. 48/2018:   Foundation of a Personal Chair of Epigenetics and Developmental Biology
No. 49/2018:   Foundation of a Personal Chair of Atmospheric Chemistry
No. 50/2018:   Foundation of a Personal Chair of Microbial Geochemistry
No. 51/2018:   Foundation of a Personal Chair of Asymptotics and Special Functions
No. 52/2018:   Foundation of a Personal Chair of Machine Learning
No. 53/2018:   Foundation of a Personal Chair of Civil Engineering Design
No. 54/2018:   Foundation of a Personal Chair of Ocean Engineering
No. 55/2018:   Foundation of a Chair of Renewable Energy Technologies
No. 56/2018:   Foundation of a Chair of Genomic Medicine

e-S 18/19 1 I

The University of Edinburgh

Electronic Senate

11 – 19 September 2018

Knowledge Strategy Committee Report

Executive Summary

Report of the Knowledge Strategy Committee meeting on 25 May 2018.

Action requested

Members are invited to note the Report.

How will any action agreed be implemented and communicated?

Not applicable.

Resource / Risk / Compliance

1.   Resource Implications (including staffing)
     None

2.   Risk Assessment
     Not included

3.   Equality and Diversity
     Due consideration has been given to the equality impact of this paper.

4.   Freedom of Information
     This paper is **open**.

Any other relevant information, including keywords

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 18/19 1 I." These comments will be added verbatim at http://edin.ac/18tbekG

Originator of the paper

Senate Secretariat
September 2018

REPORT FROM THE KNOWLEDGE STRATEGY COMMITTEE

25 May 2018

1   Near Future Teaching Project

Professor Siân Bayne, Assistant Principal Digital Education, presented a project to co-design the future of digital education at the University, drawing on consultation exercises held with staff, students and school pupils and horizon scanning to develop four different educational future scenarios. The next stages of the project will involve testing the scenarios with student, academic expert and school pupil panels, proposing recommendations and translation into policy and action. The project is scheduled to conclude in December 2018.

The Committee welcomed the presentation and project, with the following points raised in discussion:
- Equity of access to information technology – globally and locally;
- Consulting outside already interested parties to those who perceive information technology more negatively;
- Appropriate levels of technology use and links to wellbeing;
- Seeking employers views; and
- Using the outcomes to design teaching within the Edinburgh Futures Institute.

2   Web Strategy

Melissa Highton, Assistant Principal Online Learning, introduced a strategy to address the University's use of web technologies to enhance student experience, disseminate research and engage the wider public. It was noted that the University's web estate consists of 1,709 websites, with www.ed.ac.uk counted as a single website. Almost 50% of the websites carry 'amber' risk indicators including security, technology and accessibility concerns. Work is underway to contact website owners and resolve the risk indicators, although 500 websites presently have no identified owner, reflecting the historically highly devolved nature of the web estate.

3   Distance Learning at Scale Programme Business Case

A business case for the Distance Learning at Scale programme to establish a small number of large scalable online courses in areas of strength for the University, including data science and business education. The business case was endorsed, with the following points raised in discussion:
- Building on the University's success in provision of Massive Open Online Courses;
- Existing online masters courses may be relatively small but many are highly valued and of continuing benefit;
- Benefits for on-campus students in making available new learning technology;
- Implications for student statistics such as the retention rate, depending on categorisations used by bodies such as the Higher Education Statistics Agency.

4   Authentication and Authorisation Services Review

The summary recommendations of a review of the University's authentication and authorisation services were noted, including changes to comply with the General Data Protection Regulation and improve security.

5   IT Network Replacement Project – Student Residences

A proposal to incorporate the externally operated Accommodation, Catering and Events student residences data network and telephony service into the University campus network within the current Campus Network Replacement project was approved, with the associated

increased capital cost endorsed. The opportunity to improve the student experience was welcomed, with members discussing alternative study locations when the Main Library is full and noting the intention to include student residences leased on a long term basis by the University within the scope of the project.

6   Learning Analytics Policy

Following earlier approval for an institutional statement of Principles and Purposes for Learning Analytics, a draft institutional policy on Learning Analytics was approved. It was noted that the draft Policy had been developed in light of the General Data Protection Regulation.

7   Main Library Occupation Levels

Data on the occupancy of the Main Library prior to the first and second semester examination diets was noted, confirming that the building is regularly full during these periods. Members requested further information on occupancy rates across the year as a whole, discussed facilities for student parents, the availability of refreshment facilities with 24/7 library opening and the potential for study spaces in other buildings.

8   Lecture Recording Policy Update

The findings of the policy consultation and final draft Lecture Recording Policy were noted. The following points were raised in discussion:
- 75% of the 400 teaching rooms will have lecture recording equipment installed by September, with 100% coverage by the end of the next academic year;
- Subsequent monitoring of the number of opt-outs granted, particularly on core courses; and,
- Achieving a balance between a lecture that is engaging for students present and those watching at a later date.